

ST DOMINIC'S GRAMMAR SCHOOL

PHYSICAL EDUCATION, SCHOOL SPORT, UNIFORM, EQUIPMENT AND CONDUCT POLICY

Academic Year 2026–2027

Safe, inclusive participation. Physical education and sport should enable every pupil to develop competence, confidence, health, teamwork and enjoyment through ambitious, appropriately adapted and well-managed activity.

Policy control	Approved position
Applies to	Whole School: Nursery and EYFS to Sixth Form; curriculum PE, games, swimming where provided, fixtures, clubs, competitions, trips and recreational sport
Policy owner	Headmaster
Operational lead	Head of Physical Education
Safeguarding lead	DSL, Mrs Nikki Hastings-Smith
Proprietor	Mr Gary Hartland
Governance	Governing Body provides delegated scrutiny and challenge; Proprietor retains accountability
Approval date	30 August 2026
Effective date	1 September 2026
Next review	By 31 August 2027, or earlier following significant incident, curriculum/facility change or material new guidance
Publication	Staff SharePoint; relevant pupil/parent expectations communicated through School channels

1. Purpose and scope

This policy establishes the School's arrangements for high-quality, safe and inclusive physical education and school sport from EYFS to Sixth Form. It integrates curriculum expectations with safeguarding, health and safety, medical participation, equality, behaviour, uniform, equipment, fixtures and co-curricular provision.

It applies on School premises and at external venues, during lessons, clubs, fixtures, tournaments, sports tours, transport, break/lunchtime recreation and events delivered by employees, volunteers, coaches or providers. The Educational Visits Policy applies where an activity is off site or meets the School's visit criteria.

2. Aims and principles

- develop physical competence, confidence, knowledge, resilience, leadership and lifelong enjoyment of activity;
- provide a broad, progressive and ambitious curriculum appropriate to pupils' ages and starting points;
- promote health, wellbeing, teamwork, respect, fair play and responsible competition;
- give girls and boys equitable access to a rich range of sports and opportunities, while applying lawful sex-based organisation where safety, fairness, privacy or competition rules justify it;
- anticipate and make reasonable adjustments for disabled pupils and adapt for SEND, medical need and vulnerability;
- teach pupils to recognise risk, prepare properly, use equipment safely and respond to injury;
- protect dignity and safeguarding in changing, travel, coaching, photography and physical contact;
- use proportionate risk management so worthwhile challenge is enabled rather than unnecessarily prohibited.

3. Legal and regulatory framework

- Education (Independent School Standards) Regulations 2014, particularly Parts 1, 3 and 8, and current DfE guidance.
- Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026.
- EYFS statutory framework for group and school-based providers from September 2026.
- Health and Safety at Work etc. Act 1974 and Management of Health and Safety at Work Regulations 1999.
- Equality Act 2010 and SEND Code of Practice 0–25 years.
- Children Act duties, Human Rights Act 1998 and Sexual Offences Act 2003 positions-of-trust provisions.
- DfE guidance on health and safety in schools, educational visits, school sport equality and supporting pupils with medical conditions.
- UK-wide Concussion Guidelines for Non-Elite (Grassroots) Sport: "If in doubt, sit them out".
- Relevant national governing-body rules and recognised safe-practice guidance for PE and school sport.
- Current ISI framework and handbook.

4. Roles and accountability

Role	Key responsibilities
Proprietor/Governing Body	Approve/challenge strategy and policy; assure safeguarding, health and safety, inclusion, facilities, staffing, incidents and action completion.
Headmaster	Provide leadership, resources and competent staff; ensure policy integration; decide serious issues and report to governance.
Head of PE	Lead curriculum, staffing, risk management, equipment/facilities, fixtures, training, records, incident learning and annual evaluation.
DSL	Advise and lead on safeguarding, allegations, child-on-child abuse, changing/privacy concerns, online/image incidents and vulnerable pupils.
SENCo/medical leads	Coordinate reasonable adjustments, healthcare plans, emergency medication, PEEPs and safe participation information.

Role	Key responsibilities
PE staff/coaches	Plan, assess risk, check facilities/equipment, supervise, teach safely, respond to injury, record concerns and maintain boundaries.
Pupils	Follow instruction and safety rules; use equipment properly; show respect; report injury, unsafe practice, bullying or safeguarding concerns.
Parents/carers	Provide accurate medical information, support kit/attendance, communicate limitations promptly and follow return-to-activity advice.

5. Curriculum and progression

The curriculum is planned as a coherent sequence rather than a series of disconnected activities. It develops fundamental movement, games understanding, individual and team performance, creativity, tactical knowledge, fitness, evaluation, leadership and safe participation. Planning reflects facilities, pupil needs and the School's broader curriculum.

EYFS

EYFS provision gives frequent opportunities for active play indoors and outdoors and develops core strength, stability, balance, spatial awareness, coordination and agility. Resources, surfaces, supervision, clothing and weather arrangements reflect children's age and development. Practitioners observe and support individual progress without narrowing physical development to formal sport.

Prep and Senior School

Pupils progressively develop technique, rules, tactics, decision-making, fitness and evaluation across a balanced range of activities. They learn to warm up and cool down appropriately, prepare equipment, manage personal risk, collaborate and compete respectfully. Swimming and water safety are provided where included in the School curriculum and use qualified supervision and venue-specific controls.

Sixth Form

Provision promotes sustained participation, wellbeing, leadership, coaching/official roles and independence. Examination courses, where offered, follow awarding-body specifications and current assessment rules. Sixth Form pupils assisting younger groups remain supervised and are not treated as staff.

6. Assessment, feedback and pupil voice

- Assessment is proportionate and based on curriculum intentions, including knowledge, technique, decision-making and personal progress—not only natural athletic performance.
- Feedback is specific, respectful and supports improvement; public weighing, body comparison or humiliating fitness practices are prohibited.
- Reasonable adjustments are made to assessment without lowering legitimate course or safety requirements.
- Pupil voice is gathered across age, sex, SEND, confidence and participation levels and informs curriculum and co-curricular review.
- Examination evidence, video and performance data are handled under awarding-body, safeguarding and data-protection requirements.

7. Inclusion, equality and reasonable adjustments

The starting point is participation. Staff adapt task, rules, space, time, grouping, equipment, communication and role, and provide auxiliary aids or alternative ways to demonstrate learning where reasonable. A pupil is not routinely excluded because of disability, SEND, medical condition, body confidence, religion/belief or lower prior attainment.

- Adjustments are planned with the pupil, parents and SENCo/medical staff where appropriate and recorded when ongoing or safety-critical.
- Single-sex teams, activities or competition categories may be used where lawful and justified by safety, fairness, privacy or governing-body rules; access to learning and meaningful opportunity is kept under review.
- Religious clothing or headwear is accommodated where it can be made safe for the activity; alternatives are considered rather than assuming non-participation.
- Menstruation, continence, pregnancy, body image, anxiety, sensory needs and previous trauma are handled privately and sensitively.
- Alternative activities remain educationally purposeful; “helping” or officiating is not used indefinitely instead of reasonable adaptation.

8. Participation, illness, injury and non-participation

PE is part of the curriculum and pupils are expected to participate. A parent/carer should provide a note or email for a short-term limitation, describing what the pupil can safely do rather than simply requesting complete absence. Ongoing or recurrent restriction is discussed with the Head of PE and may require medical advice or an individual plan.

- Staff make the final lesson decision within their competence, considering symptoms, healthcare plans, environment and available adjustments.
- A pupil who cannot undertake the planned activity normally remains part of the lesson through adapted movement, learning, analysis, coaching, scoring or officiating, but does not have to wear PE kit where injury, dignity, medical advice or another reasonable reason makes this inappropriate.
- No pupil is compelled to exercise when acutely unwell, injured or where staff suspect concussion or another significant risk.
- Emergency medication, including inhalers and adrenaline auto-injectors, remains readily available as specified in the pupil’s plan.
- Patterns of avoidance are explored supportively for unmet SEND, medical, bullying, body-image, changing-room, safeguarding or mental-health needs before sanctions are considered.

9. PE uniform and personal presentation

The following kit applies from Year 3 upwards. EYFS to Year 2 clothing requirements are age-appropriate and communicated separately. All items should be named, clean, in good repair and suitable for the activity and weather.

Category	Required / permitted items
Core School kit	School polo shirt; School hoody; navy School tracksuit bottoms; plain navy football socks; white sports socks.
Lower-body garment	Navy School skort or navy School shorts. Pupils may use the approved option that is suitable for the activity, fit and safety.
Footwear	White trainers for appropriate indoor/outdoor activity; black football boots when instructed. Boots must not be worn indoors.
Protective equipment	Shin pads and a correctly fitted/moulded mouthguard when required by the activity or governing-body rules.

Category	Required / permitted items
Optional layers	School tracksuit top; School navy base layer; cricket whites where advised.
Weather/sun	Approved warm/waterproof layers and sun protection as directed; pupils should bring water.

Financial difficulty or lost/damaged kit is handled discreetly. Loan kit is made available where practicable and cleaned between users. Pupils are not denied curriculum learning solely because a family cannot immediately replace an item.

10. Forgotten or unsuitable kit

The priority is safe participation. A pupil first seeks appropriate loan kit from the PE Department; pupils must not be pressured to share personal clothing or protective equipment. The response is proportionate, recorded and aligned with the Behaviour Policy:

1. First occasion: reminder and recording, with support to obtain safe kit.
2. Second occasion: teacher follow-up and proportionate break/lunchtime detention where appropriate.
3. Third occasion: Head of Department follow-up and parent/carer contact.
4. Persistent pattern: pastoral/SEND/financial/safeguarding needs assessed and a support plan agreed; behaviour procedures used where the failure is wilful and support has not resolved it.

A sanction must not require unsafe participation, remove access to food/toilet/medical support, discriminate, or replace investigation of an underlying welfare need.

11. Hygiene and changing

- Pupils change promptly, maintain personal hygiene and take kit home for regular cleaning. Muddy boots remain outside designated indoor areas.
- Showers are available where applicable. Aerosol deodorant, perfume and body spray must not be used in changing rooms because of respiratory and allergy risks; roll-on products may be used privately.
- Changing rooms are supervised in a manner proportionate to age, behaviour and risk while respecting privacy. Staff announce entry and avoid unnecessary presence when pupils are undressed.
- Phones, cameras and recording devices are prohibited in changing, shower and toilet areas.
- The School maintains single-sex changing facilities. A pupil who cannot use the designated facility should speak to a trusted adult; a private alternative is considered without compromising single-sex provision or disclosing confidential information unnecessarily.
- Changing concerns, sexualised behaviour, bullying, initiation rituals, image-taking or voyeurism are reported immediately to the DSL.

12. Jewellery, hair, nails and wearable items

Safety rule. Jewellery and watches must normally be removed before physical activity. Taping is not assumed to make a piercing or item safe.

- The teacher applies the activity risk assessment and relevant governing-body rules. External competition rules may require complete removal.
- A religious or medical item is considered individually with the pupil and parent; a safe alternative, modified activity or appropriate protective covering may be used only where assessment supports it.
- New piercings should be timed so they can be removed safely when required. A pupil with a piercing that cannot safely be removed may need an adapted activity until healed.
- Long hair is secured away from the face and equipment. Nails must be safe for the activity and comply with relevant competition rules.
- Glasses, hearing devices, glucose sensors, pumps, prostheses and other medical/assistive devices are managed through individual assessment; specialist protective equipment is used where indicated.

13. Risk assessment, supervision and lesson safety

- Staff use current activity, facility and individual assessments and undertake dynamic assessment for changing weather, surface, group or equipment conditions.
- Supervision reflects age, number, competence, SEND/medical needs, behaviour, environment and activity risk; registers and headcounts are maintained as appropriate.
- Warm-up, skill progression, contact, loading, recovery, hydration and environmental exposure are age- and activity-appropriate. Punitive exercise is prohibited.
- Higher-risk or adventurous activities require appropriately qualified/competent staff, recognised guidance, approval and emergency arrangements.
- Staff know how to summon first aid and emergency services and take readily available communication and medical information to off-site activity.
- An activity stops or changes if staffing, surface, weather, lighting, equipment, medical cover or behaviour makes controls inadequate.

14. Facilities and equipment

- Facilities and fixed/portable equipment are subject to pre-use checks, recorded inspections, maintenance and statutory examination where required.
- Defects are labelled/isolated and reported; equipment is returned securely and store cupboards are staff-controlled. Pupils do not enter stores unaccompanied.
- Pupils receive instruction before moving, assembling or using equipment and do so only under appropriate supervision.
- Personal protective equipment is correctly sized, hygienic and not shared where this creates infection or fit risk.
- Outdoor surfaces, goals, posts, nets, anchors, padding, boundaries and weather conditions are checked.
- School equipment is inventoried; replacement decisions consider age, standards, accessibility, condition and manufacturer instructions.

15. Medical conditions, first aid and emergency response

The First Aid, Medical, Allergy and Anaphylaxis Policy and individual healthcare plans apply. Relevant information is available to staff on a need-to-know basis, including triggers, medication, emergency action and activity modification. Staff act within training and do not diagnose or override medical advice.

- Pupils with asthma, diabetes, epilepsy, severe allergy or other conditions are enabled to participate through planned controls and ready access to medication.
- First-aid provision covers lessons, clubs, fixtures, travel and external venues; host arrangements are checked but do not remove the School's duty of care.
- Parents are informed of significant injury in accordance with School procedures; all treatment and incidents are recorded.
- Emergency action prioritises airway/breathing/circulation, safeguarding, calling 999 where indicated and safe access for responders.
- Return after significant injury or illness is graduated and informed by appropriate medical/physiotherapy advice and governing-body rules.

16. Head injury and suspected concussion

If in doubt, sit them out. One sign or symptom is enough to suspect concussion. Remove the pupil immediately; they must not return to sport that day or within 24 hours and must be assessed/advised in accordance with the UK grassroots concussion guidance.

5. Recognise: look for headache, dizziness, confusion, memory/balance/vision change, nausea, drowsiness, unusual behaviour or other signs after a blow/jolt.

6. Remove: stop activity and ensure the pupil is supervised; do not leave them alone or allow them to drive/cycle home.
7. Refer: call 999 for red flags or significant deterioration; otherwise seek appropriate healthcare advice, including NHS 111 within 24 hours where applicable.
8. Inform and record: give parents clear monitoring and escalation information, complete injury records and inform relevant School staff/coaches.
9. Return: support a graduated return to normal learning/activity before full training and competition; symptoms, medical advice and sport-specific rules determine progression.

17. Safeguarding and professional boundaries

- All PE and sports staff follow KCSIE 2026, the Safeguarding and Child Protection Policy and Staff Code of Conduct.
- Physical contact is only for a legitimate teaching, safety, first-aid or safeguarding purpose, is proportionate and explained where practicable.
- One-to-one coaching is observable/interruptible unless an approved risk-managed arrangement applies; transport and communication use authorised School systems.
- Staff and coaches must not form personal relationships with pupils or use personal social media/messaging; positions-of-trust law applies to 16- and 17-year-olds.
- Low-level concerns, allegations, unexplained injuries, bullying, sexual harassment, hazing/initiation, discriminatory conduct or concerning coaching practice are reported through the correct route without independent investigation.
- External coaches, officials, volunteers and providers are appropriately checked, inducted, supervised and contractually required to follow School safeguarding arrangements.

18. Behaviour, sportsmanship and sanctions

- Pupils show respect to peers, staff, opponents and officials; follow decisions; compete honestly; include others; and care for facilities/equipment.
- Bullying, harassment, discriminatory abuse, dangerous play, retaliation, deliberate humiliation, sexualised conduct and aggressive behaviour are addressed under safeguarding and behaviour procedures.
- Staff distinguish competitive intensity from unsafe or abusive conduct and model calm, respectful communication.
- Sanctions are fair, proportionate and do not include excessive exercise, collective punishment, denial of water/toilet/medical care, unsafe isolation or public humiliation.
- Restorative work is used only where safe, voluntary and consistent with safeguarding; it is not a substitute for action on abuse.
- Deliberate damage may lead to proportionate consequences; charging is considered only under the School's lawful charging/damage arrangements, not as an automatic fine.

19. Fixtures, clubs, trips and transport

- Selection criteria and expected commitment are communicated; decisions are equitable, developmentally appropriate and not based on stereotypes.
- Parents receive arrangements, venue, timing, kit, transport, medical and emergency information; consent is obtained where required.
- Registers, supervision, collection and missing/uncollected-pupil procedures apply; late changes are communicated through approved channels.
- Transport uses authorised drivers, vehicles, seat belts and safeguarding arrangements; pupils are not transported alone by staff except under an approved emergency plan.
- External venue, weather, first-aid, emergency, insurance and provider checks are recorded proportionately.
- Residential/sports tours and higher-risk activities follow the Educational Visits Policy and receive required approval.
- Club/activity registers, coach attendance and handover to parents/transport are controlled.

20. Break and lunchtime recreation

Recreational sport may take place only in authorised areas and conditions under the School's supervision arrangements. The School may close fields/surfaces because of weather, maintenance or safety. Pupils follow zoning, footwear and activity rules.

- Personal equipment must be suitable, clearly named, stored in the pupil's locker/designated place and taken home.
- School equipment is used only where the School has expressly provided it for supervised recreation.
- Football requires appropriate footwear and shin pads where directed; School shoes are not suitable.
- Equipment left out may be removed for safekeeping and returned under the Behaviour/Property procedures; confiscation is recorded and proportionate.
- Contact, hard-ball, throwing, wheeled or other higher-risk activities are permitted only where specifically authorised and supervised.

21. Photography, video and data

- Images/video are created only for legitimate School, coaching or assessment purposes using approved devices and systems.
- No recording occurs in changing/shower/toilet areas.
- Consent/objection arrangements, safeguarding risk, minimum identification and secure retention/sharing are respected.
- Performance trackers, wearables, biometric/health data and apps require approval, privacy information, data minimisation, supplier checks and DPIA screening where indicated.
- Live streaming or public posting requires specific authorisation and safeguarding controls; parents and spectators must follow School event expectations.

22. Weather, environment and cancellation

The activity lead assesses heat, cold, wind, lightning, air quality, ice, flooding, visibility and surface condition using current guidance and venue arrangements. Controls include timing, clothing, shade, hydration, rest, acclimatisation, indoor alternatives, modification, postponement or cancellation. Pupils with medical vulnerability receive individual consideration.

23. Incidents, near misses and learning

Injuries, first aid, equipment failures, safeguarding concerns, significant behaviour events and near misses are recorded promptly. The Head of PE reviews cause, supervision, assessment, equipment, communication and recurrence and assigns actions. The Headmaster/health-and-safety lead determines RIDDOR, insurer, governing-body or other notifications. Serious safeguarding matters follow DSL and allegation procedures.

24. Monitoring and governance assurance

Frequency	Minimum review
Ongoing	Pre-use checks, supervision, attendance, medical readiness, incident and defect reporting.
Termly	Curriculum coverage, participation/non-participation, SEND/equality, kit patterns, incidents, facilities/equipment, clubs/fixtures, complaints and action completion.
Annually	Policy/risk assessments, staff competence/training, external providers, pupil/parent voice, curriculum impact, safeguarding, concussion readiness, inventory and improvement plan.
Triggered	After significant injury, safeguarding event, near miss, facility/equipment change, new activity, governing-body rule or material new guidance.

The Head of PE reports material risks and an annual assurance summary through the Headmaster to the Proprietor/Governing Body. Success is judged through curriculum quality, safe inclusion, pupil experience, incident learning and verified completion of actions—not participation or competition results alone.

25. Related policies and authoritative sources

- Safeguarding and Child Protection Policy; Staff Code of Conduct; Behaviour and Anti-Bullying Policies.
- Health and Safety Policy and Manual; Risk Assessment and Pupil Welfare Policy.
- First Aid, Medical, Allergy and Anaphylaxis Policy; SEND and Accessibility arrangements.
- Educational Visits Policy; Missing Pupil and Uncollected Child Policy; Transport procedures.
- Data Protection and UK GDPR Policy; Images/CCTV and Online Safety arrangements.
- Keeping Children Safe in Education 2026; EYFS statutory framework September 2026; Independent School Standards and current ISI framework.
- DfE equality, health-and-safety and educational-visit guidance; UK grassroots concussion guidance; relevant national governing-body rules and recognised safe-practice guidance.