



## Policy Directive, Procedures and Guidelines

# PHYSICAL ACTIVITY, PHYSICAL EDUCATION AND SCHOOL SPORT IN BAILIWICK OF GUERNSEY SCHOOLS

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### Document Status

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## Summary of Changes<sup>1</sup> from Previous Versions

Version no/Date	Change	Comment	Section/ Page
V1.0	New document created.	Creation of a whole school approach to physical activity.	
V1.1	Reference to Post 16 learners has been updated	Language referring to Post 16 learners has been added and separated to note the different contexts that may be faced with implementing the policy.	
V1.1	Policy objective bullet point change	Final objective changed from “a minimum of two hours of PE” to “a minimum two lessons of PE per week. Working towards an aim of achieving two hours of PE per week”	Section 1.3
V1.1	Language changed	“Must” changed to “should”	
	<i>Table started October 2020</i>		

<sup>1</sup> Material changes only. Minor changes (such as to punctuation, grammar, etc.) will not be listed

## Contents

Summary of Changes from Previous Versions.....	2
1.0 Introduction .....	4
1.1 Definition.....	4
1.2 Policy Statement .....	5
1.3 Policy Objectives .....	6
1.4 Policy Application .....	6
1.5 Accountabilities.....	7
1.6 Responsibilities.....	8
2.0 Policy Provision .....	8
2.1 Development of a whole school multi-component approach that supports and promotes physical activity .....	8
2.2 Role of school leaders, teachers and all school staff .....	8
2.3 Provision of continuing professional development .....	8
2.4 Engagement with young people .....	9
2.5 Creation of an environment that encourages and enables physical activity .....	9
2.6 The curriculum, choice and variety for physical activity opportunities.....	9
2.7 Promotion of active travel .....	10
2.8 Establishment of a whole school physical active policy (The Be Active Schools Framework).....	10
2.9 Creation of an inclusive and positive culture.....	10

## 1.0 Introduction

### 1.1 Definition

Throughout the document Physical Activity, Physical Education and School Sport will be referred to as physical activity. Physical activity is any bodily movement that uses energy. There are many ways that children and young people can experience physical activity in/around education establishments:

- Before and/or afterschool clubs
- As part of events or visits
- Informal or structured play at break/lunch
- Curricular lessons (non-PE)
- Physical Education (PE)
- School Sport
- Active travel to and/or from school
- Active family or community events linked to the education establishment

These areas are defined below:

<b>Physical Activity Opportunity</b>	<b>Definition</b>
Before and/or afterschool clubs	Clubs which take place on the school site or at an associated venue before or after school where physical activity is a core component (this could be a single or multisport, active games, cycle education, part of a breakfast club, gardening club, drama or dance).
As part of events or visits	The event or visit could be active (eg. sea swimming, orienteering, climbing, a charity walk) or active travel could be involved (e.g., walking as a planned part of a trip/city visit, or as active travel to and/or from a venue).
Informal or structured play at break/lunch	Learner and/or teacher-led informal games, sports, play, or activities which take place at break or lunch.
Curricular lessons (non-PE)	Physical activity integrated into curricular lessons (e.g., moving around in class, active learning tasks, breaking up sitting time, integrating movement into tasks, or as part of teaching). This would incorporate regular physical activity breaks such as The Daily Mile.
Physical Education (PE)	Planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all learners. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g.

PHYSICAL ACTIVITY, PHYSICAL EDUCATION AND SCHOOL SPORT IN BAILIWICK OF GUERNSEY SCHOOLS

	learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children and young people experiencing a broad range of activities, including sport and dance.
School Sport	School Sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity and incorporates school sport festivals and fixtures. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.
Active travel to and/or from school	Undertaking part of or a whole journey to/from an education establishment by walking, cycling, scooting or wheeling.
Active family or community events linked to school	Any family or community programme, formal or informal that is linked to the school, parents, carers or teachers which involves physical activity (e.g. parent yoga class, or running club), physical activity as part of school fairs or fetes or active charity/sponsored events. Including clubs or classes which use the school facility (as part of community activity identity).

## 1.2 Policy Statement

The Committee *for* Education, Sport & Culture is committed to promoting the health and well-being of all members of school and Post 16 communities. It acknowledges the physical, social, emotional, and developmental benefits of regular physical activity for young people. Young people spend over 1,200 hours per year in school and the whole school community including teachers, staff, parents, carers and volunteers as well as young people themselves provide invaluable information, support, and modelling of healthy behaviours that will shape young people's lives now and in the future.

Physical activity plays an essential role in children and young people's current and future health. In brief, physical activity in combination with healthy eating, can help prevent a range of chronic diseases, including heart disease, cancer, and strokes. Physically active children tend to grow up to be physically active adults. A lifetime of physical activity can lead to better health.

Recommendations are that education establishments should adopt a "whole-school" approach to physical activity, but currently there is no framework or policy to direct or support education establishments to do this. Such a framework will help identify areas of

good practice and development needs, as well as evaluate the effectiveness of their approach to physical activity. It will also help agencies including but not limited to the Health Improvement Commission and The Guernsey Sports Commission to target and coordinate their support to education establishments.

### 1.3 Policy Objectives

- To set out a consistent approach to embedding physical activity throughout the school day, supporting opportunities for physical activity in journeys to and from school and in extracurricular activities
- To enable young people to meet physical activity guidelines. The current (2019) UK Chief Medical Officer guidelines are that children and young people aged 5 to 18 should engage in moderate-to-vigorous intensity physical activity, for an average of at least 60 minutes per day across the week, as well as exercises to strengthen their muscles and bones at least twice per week. This can include all forms of activity such as physical education, active travel, active mile initiatives, after-school activities, informal play and sports
- To support schools to provide and encourage at least 30 minutes of physical activity every day through active breaktimes, PE, extra-curricular clubs, active lessons or other sport and physical activity events. In the context of Post 16 establishments full time learners should be provided the opportunity of 30 minutes physical activity every day. 30 minutes of physical activity is the recommendation of the UK Government in the Childhood Obesity Strategy 2016
- To work in partnership with parents, carers, young people and voluntary organisations to promote and support all forms of physical activity
- To require education establishments to fully engage with young people. Their engagement will help to highlight their preferences, identify barriers to participation and suggest changes to increase and sustain activity levels
- To provide learners in schools with a minimum of two lessons of PE per week. Working towards an aim of achieving two hours of PE per week

### 1.4 Policy Application

This policy applies as follows, together with any additional related practice specific to the establishment:

- Across all phases at all States of Guernsey education establishments including where applicable to full time learners in Post 16 establishments and commissioned services
- On-site during the teaching day as published by each education establishment

- To the management and practice for all off-site educational visits or field trips and residential events
- To all school-endorsed before/after school activities including school-endorsed active travel initiatives
- To school/Post 16 sponsored education-focussed events held at the education establishment and elsewhere where children and young people are present

Throughout this policy directive, 'Headteacher' refers to Heads of Service and Secondary School Principals and the College of Further Education Principal.

### 1.5 Accountabilities

- Headteachers are accountable for how physical activity is organised within the curriculum
- The Be Active Lead for the Health Improvement Commission (seconded from the Committee *for* Education, Sport & Culture) is accountable for oversight of the Be Active Schools Framework Steering Group which will be developed to create a shared purpose and understanding of physical activity across all schools
- The Head of Inclusion and Services for Children & Schools is accountable for this policy
- As part of the School Improvement Strategy self-evaluation cycle education services staff, seconded to the Health Improvement Commission and the Guernsey Sports Commission, in the first instance, will visit each school engaged in the Be Active framework programme. As part of this cycle, it is understood that due to the varying contexts and facilities at education establishments consideration will be taken that levels of provision may differ because of this

The visits will:

- Provide external challenge to the education establishment's leadership team regarding activity levels and opportunities for young people
- Support the education establishment in evaluating their performance, identify priorities for improvement and plan for effective change and improvement
- Provide an objective review of the education establishment's performance regarding physical activity
- Discuss priorities for the forthcoming year

## 1.6 Responsibilities

- The implementation of this policy directive is the responsibility of the Headteacher. The Headteacher or a nominated individual will consider all aspects of physical activity within the educational setting
- All staff are expected to understand their role in creating a whole school approach to physical activity and to comply with this policy. Understanding of the policy is required when providing or teaching physical activity, it is also necessary to understand the school's approach to promoting and enabling physical activity

## 2.0 Policy Provision

### 2.1 Development of a whole school multi-component approach that supports and promotes physical activity

Physical activity opportunities in schools should be coordinated, well planned, and thoughtfully executed and evaluated, thus creating a positive culture of physical activity that is integrated throughout the school's culture, ethos and environment. Physical activity opportunities should also be integrated into curricular learning and reaches beyond the school by engaging the wider community and families. A whole school, multi-component approach is required. Opportunities where possible should also be provided to full time Post 16 learners although consideration will be required on the facilities available in addition to timetabling limitations.

### 2.2 Role of school leaders, teachers and all school staff

Leadership and management teams should work towards implementing, promoting and sustaining support for physical activity across the education establishment. Additionally, all staff should play their part in promoting and enabling regular high-quality physical activity. Staff can be positive role models for learners by being physically active in and out of school, and/or showing an interest in physical activity efforts of learners, positively endorsing physical activity and providing consistent positive messaging.

Education establishments should ensure that all staff have the confidence and competence to offer support, encourage and promote regular, high quality, formal and/or informal experiences of physical activity across the day.

### 2.3 Provision of continuing professional development

Staff should be kept informed about physical activity including: the benefits of physical activity, the physical activity recommendations, the school's philosophy and physical activity policy, specific promotions and opportunities for young people and staff to be active. Staff should be encouraged to consider and attend training for relevant awards and/or qualifications, (e.g. National Governing Body sports awards or dance leader qualifications).

Training opportunities should include informal, as well as formal activity and an understanding of behavior change regarding physical activity. Schools should provide and encourage elements of physical activity promotion as part of any planned annual programme of continuing professional development for staff.

The Health Improvement Commission and Guernsey Sports Commission will contribute to providing support and resources as required by education establishments.

## 2.4 Engagement with young people

Learner voice should be incorporated to enhance ownership of the planning for and delivery of physical activity within a whole-school approach, to ensure that activities are appropriately tailored to their needs. Particular attention should be paid to those sectors of young people who are less active on average, a study of learners in Guernsey highlighted that older children and girls of all ages were less likely to reach recommended physical activity guidelines.

## 2.5 Creation of an environment that encourages and enables physical activity

Schools should provide physical and social environments which promote and enable regular, safe and enjoyable physical activity. All physical activity facilities and areas should be well maintained, in addition learners and staff should have access to open space for informal physical activity and play, as well as formal sports facilities. The environment should enable learners to enjoy informal and formal activity.

For full time Post 16 learners, physical and social environments which promote and enable the opportunity of regular, safe and enjoyable physical activity should also be provided.

## 2.6 The curriculum, choice and variety for physical activity opportunities

All aspects of the curriculum should promote physical activity opportunities. An essential element is physical education as an academic subject which provides an opportunity for all learners to acquire knowledge and skills needed to establish and maintain physically active lifestyles throughout childhood and into adulthood. Learners should experience regular physical education that is high-quality, physically active, inclusive, focused on physical literacy and likely to give them a positive experience. As learners progress through their school careers they should experience a broadening curriculum and a greater choice of physical education options.

In addition to physical education, schools should seek to offer physical activity in a variety of settings during the school day through morning and afternoon breaks, informal and formal lunchtime activities, physical activity integrated into classroom lessons and active after school activities.

There should be provision for both structured activities (e.g. PE lessons and activity/sports clubs) and unstructured activities (e.g. opportunities to be active at break times) during and outside of school. Activities should provide a variety of physical activity options (preferably based on learner input) and embrace a diverse range of ways to enjoy being active.

Education establishments should encourage opportunities to experience a wide variety of activities including some which are more likely to be attractive to those who are less active, such as creative activities like dance or cheerleading, outdoor activity/learning opportunities.

## 2.7 Promotion of active travel

Education establishments should promote and provide facilities to accommodate active travel. Travel plans that highlight safe routes for active travel to and from education establishments and other popular locations should also be developed, incentivised and implemented.

## 2.8 Establishment of a whole school physical active policy (The Be Active Schools Framework)

Education establishments should develop a whole school physical activity policy which promotes a range of activities for the whole school community throughout the school day and beyond. Schools can use the Be Active Schools Framework which sets out a route map and a set of accompanying resources to support schools to monitor and evaluate their implementation of the policy directive.

The assessment, recording and reporting of young people's levels of participation and achievements in physical activity are an essential element of evaluating a school's contribution to helping young people to be more active.

## 2.9 Creation of an inclusive and positive culture

All programmes and provisions should ensure the inclusion of all learners by ensuring activities are differentiated and that they cater for a range of abilities. The priority is the creation of physical activity experiences that are fun and focus on young people feeling good, gaining confidence and enjoying and valuing what they do.

Education establishments as a whole as well as staff should, through the activities it offers and the motivational climate it creates, promote and facilitate positive learner motivation towards physical activity. This is best achieved by focusing on fun and enjoyment, activities which promote perceptions of competence and confidence to be active and building strong social bonds. Older learners' motivation can also be facilitated by encouragement to identify positive personal values of being active (e.g., spending time with friends, mental health benefits, benefits to studying or keeping healthy).

Physical activity or sports should never be used as a punishment (e.g. running laps, doing press ups), as a privilege to control behavior, nor withheld as a punishment. These types of punishment can have a negative effect on a learner's view of activity, as they may associate punishment with physical activity, in addition if a learner is removed or withheld from physical activity this will reduce the amount of physical activity carried out by a learner. Alternative forms of punishment can be used in accordance with the school behaviour policy.