



**CHILDREN AND YOUNG
PEOPLE'S DEPARTMENT**

HEALTH AND SAFETY POLICY

**THE USE OF VOLUNTEERS AND
PAID COACHES (CONTRACTORS)
IN PHYSICAL EDUCATION AND
SCHOOL SPORT**

HS/ECS/052

DATED: NOVEMBER 2004

**Children and Young
People's Department**



2002-2003
Community Legal Services
2003-2004
Transforming Secondary Education
Child and Adolescent Mental Health Services
2006-2007
Positive Youth Engagement

**THE USE OF VOLUNTEERS AND PAID COACHES (CONTRACTORS)
IN PHYSICAL EDUCATION AND SCHOOL SPORT**

HS/ECS/052

CONTENTS

1. Introduction
2. Guidance for Schools Promoting Coaching Programmes
3. Employer's Responsibilities
4. Supervision
5. Competencies of Coaches
6. Guidance for Coaches/Adults Other Than Teachers in Delivering Coaching Programmes
7. The Wirral Coaching Register
8. Guidance for Schools Letting their Facilities for Sports Provision
9. Qualifications and Continuing Professional Development (CPD)

1. INTRODUCTION

- 1.1 This guidance addresses the roles, responsibilities and levels of supervision appropriate for those who work in physical education and school sport who are not qualified teachers. Its purpose is to:
- a) recognise the value that people who are not trained teachers can nonetheless bring to the experiences of young people;
 - b) help schools to make effective use of volunteers and paid coaches in offering a broad and challenging programme of physical education and school sport;
 - c) help adults working with children keep themselves safe as well as safeguarding children's rights.
- 1.2 The guidance is consistent with that provided in recent Department for Education and Skills (DfES) documents and within the context of modernising the school workforce.
- 1.3 Volunteers and paid coaches can enhance pupil experiences and make a valuable contribution to the range and standard of physical education within lessons and out of hours' activities. They may work in schools in a variety of ways and a variety of circumstances. Volunteers and paid coaches are recognised as:
- a) Any adult not on the school staff who works with pupils with the permission of the Headteacher.
 - b) In physical education and school sport this may include:
 - i) Coaches, instructors, parents and other helpers;
 - ii) Sports development officers;
 - iii) Sports leaders;
 - iv) Trainees in initial teacher training.
- 1.4 These adults may be used to:
- a) Support the delivery of the curriculum in lesson time.
 - b) Develop school clubs and teams on the school site out of lesson time.
 - c) Deliver off-site activities in the presence of a member of the school staff.
- 1.5 In order to meet the Local Authority (LA) aims of 'providing the best possible physical education programme and sporting opportunities to all pupils whatever the age, gender and standard of performance', it is vital that a collaborative approach involving teachers, sport development officers and coaches is undertaken.
- 1.6 This policy and guidance document has been written to enable sporting partnerships to be developed and maintained in as safe a manner as possible. The document outlines procedures that should be followed when Adults Other Than Teachers are involved in school to assist pupils with their physical education and sport development.

- 1.7 The guidance has been written to ensure that all schools are fully aware of the correct procedures in order to ensure that all pupils receive instruction from suitably qualified adults. This will involve checks regarding coaching qualifications and from the Criminal Records Bureau.
- 1.8 This document links closely with Wirral LA's Strategic Plan for Physical Education and School Sport.

Bob Saunders
General Inspector – Physical Education & Outdoor Education

2. GUIDANCE FOR SCHOOLS PROMOTING COACHING PROGRAMMES

- 2.1 Schools are required to fulfil the demands of the National Curriculum for Physical Education. Therefore, any partnership between the School/Sports Development Officers which is set up in curricular time must support the National Curriculum aims and objectives.
- 2.2 Activities offered in out of hours should extend pupils' learning and include activities already taught in the National Curriculum and provide opportunities for pupils to undertake new activities.
- 2.3 Schools must ensure health and safety, equal opportunities, special educational needs and cross curricular links are addressed in all curriculum and out of hours' sessions.
- 2.4 **The process for setting up successful practice with coaches can be found in Appendix 1.**
- 2.5 The Coaching programme must enhance the curriculum offered by the school and be appropriate to the school and pupils' specific requirements. Schools should not accept any coaching programme on offer unless it fulfils the following requirements:
- The coaching programme should aim to improve and enrich National Curriculum requirements.
 - The coaching programme should aim to be appropriately matched and differentiated to meet the range of ability and needs of the group.
 - Coaches/Adults other than teachers have an understanding of the National Curriculum programmes of study and how they can support the curriculum.
 - The facilities and equipment that are used must be safe, in good repair and appropriate for the pupil's ability range and needs.
 - Coaches/must be appropriately qualified and should have appropriate training and experience so they can work effectively with pupils in a school setting.
 - Pupils are given the opportunity to engage in the processes of planning and evaluating as well as performing.
 - Health and Safety issues have been discussed with all staff involved and coaches are aware of any medical information that may affect pupils in their care.
 - Feedback must be provided by the Coach in relation to pupil progress.
 - The programme must be monitored and evaluated by a member of staff. (Form 3a see Appendix 3).

Appropriate planning and preparation must be undertaken before a Coach/AOTT can support curriculum activities to ensure coverage of the national curriculum. Suitable programmes can also provide valuable INSET opportunities for the school.

The LA coaching register has details of suitably qualified and CRB checked coaches in a variety of sports. (See Section 7).

3. **EMPLOYER'S RESPONSIBILITIES**

- 3.1 The employer – Local Authority (LA), Governors or Trustees – is responsible for health and safety policy and monitoring the application of the policy by schools. The **tasks** relating to health and safety may be delegated to the headteacher and onwards to the school staff. Schools should ensure that their policies reflect those of the employer.
- 3.2 Adults working in school would usually be one of:
- a) **An employee** – a member of the **school staff** paid under their contract of employment – whether a qualified teacher or not;
 - b) **A contractor** – external to the school staff with whom the school has a contract for services and **paid** under the contract – **such as a paid coach or instructor**;
 - c) **A volunteer** – **unpaid** by the school / employer and thus with no contract – **such as a trainee teacher, sports development officer, national governing body coach or parents**.
- 3.3 Anyone not employed as a member of the school staff would operate under different conditions to employees and, therefore, clear operating procedures need to be established. **A process for implementing these decisions is suggested in Appendix 1.**
- 3.4 A paid coach contracted to provide agreed services to the school may work at distance from, but under the direction of, a teacher. A volunteer, not contracted to the school, would normally work directly alongside a member of the school staff.
- 3.5 Reasonable flexibility means that there are situations where it may be acceptable to allow a volunteer with clear expertise to work at some distance from a teacher. In such instances the employer would need to carry out a risk assessment and consider the volunteer's:
- relationships with the pupils;
 - knowledge of the pupils;
 - pupil management;
 - expertise in the activities;
 - observation and analysis skills.
- 3.6 The specific competence of any paid coach or volunteer should be established prior to their leading or supervising school activities at distance from a teacher. See Section 5 and 6 for suggested standards.
- 3.7 All schools need to be satisfied of the suitability of staff and volunteers who will work with children, and ensure that all the necessary checks are carried out before any person takes up such a position. DfES guidance 'Child Protection: Preventing

Unsuitable People from Working with Children and Young Persons in the Education Service' provides details of the pre-appointment checks that should be made on all people who will have contact with children and young persons and explains the role of the Criminal Records Bureau. Further advice to headteachers about checking volunteers is contained in DfES guidance 'Criminal Records Bureau: Managing The Demand for Disclosures'. This guidance can be found at: www.teachernet.gov.uk/docbank. **Any coach working in schools must be on the Wirral Coaching Register. This ensures that suitable child protection checks have been made and are satisfactory. Please see Section 7.**

- 3.8 A minor (ie under 18 years of age) – such as junior sports leaders – cannot carry the legal responsibility for a group of children. Anyone under 18 years of age – whatever their expertise and qualifications – should always work alongside a member of the school staff in a situation where they would be able to directly monitor and intervene immediately at any time.
- 3.9 It is good practice to inform parents when paid coaches and volunteers are used to enhance a programme of physical education and school sport.
- 3.10 The standards of expertise, discipline, relationships and risk management expected of all adults working with pupils need to be consistent to providing a safe working situation. This level of responsibility is the same at all times for all school activities on or off the premises – ie any school related activity.
- 3.11 Legal precedent suggests that a higher duty of care – a higher level of responsibility – may apply to anyone with greater expertise. The expert adult, whether an employee, contractor or volunteer, may be deemed to have developed a greater awareness of the implications of their actions.
- 3.12 It is essential that all adults working with pupils are aware of safe practice issues relating to child protection, supervision, physical contact, progression, group organisation and emergency procedures.
- 3.13 It is good practice for the school to maintain a register of the use of volunteers and paid coaches, including contact details and work undertaken, should the need arise for any retrospective analysis.
- 3.14 The Head teacher should ensure, on behalf of the employer, the appropriate supervision of volunteers and paid coaches at all times.

4. SUPERVISION

- 4.1 The teacher maintains the overall responsibility for the pupils and the work of the volunteer coach at all times.
- 4.2 The teacher maintains responsibility for all aspects of pupil learning, health and safety.
- 4.3 Direct supervision involves working alongside the teacher where the teacher may intervene at any given time.
- 4.4 Distant supervision would allow for the volunteer or paid coach working at some distance from the teacher, possibly out of sight or in a different facility.
- 4.5 Good practice suggests that, in the first instance, a member of the school staff should always directly supervise a volunteer or paid coach (contractor) and evaluate their competence. At a later stage the level of supervision may vary for paid coaches, and in some instances volunteers also, according to the competence and level of responsibility given. This decision should be based on a thorough risk assessment of the specific circumstances. This should include consideration of the age, behaviour and ability of the pupils.
- 4.6 Good practice suggest that volunteers and paid coaches should have the benefit of an induction programme, opportunities for continuous professional development (CPD) and regular, systematic monitoring which addresses whole school, physical education and sport specific issues.
- 4.7 The teacher should be present when any activity involving higher risk is taking place or for any activity off-site.
- 4.8 In accordance with DfES circular 10/95 “Child Protection: The Role of the Education Service”, all schools should have a senior teacher with designated responsibility for child protection and robust child protection procedures in place that comply with Local Authority and Area Child Protection Committee guidance. Everyone working with children in, or on behalf of a school, should be aware of these procedures and operate in accordance with them.
- 4.9 Procedures need to be established so that all understand their responsibilities and roles within the system.
- 4.10 The employer will always determine the conditions within which all volunteers and paid coaches operate. This is because the employer holds legal responsibility for the health and safety of employees and visitors (pupils and other adults on the premises). Volunteers will usually work directly alongside a competent teacher. In some circumstances the employer may determine that paid coaches (contractors) will also always work under the direct supervision – ie alongside – a teacher. In other situations, following induction, direct supervision, thorough risk assessment and possibly some continuing professional development, many paid coaches (contractors) and some volunteers will be deemed to be competent to work at some distance from the teacher subject to child protection measures being in place. In such instances regular and systematic monitoring and evaluation of the work will be necessary.

5. **COMPETENCIES OF COACHES**

5.1 **Volunteers and paid coaches (contractors)** should be assessed on their suitability to work with children.

5.2 **Volunteers** should be encouraged to develop the competences listed below whilst working alongside the teacher.

5.3 **Paid coaches (contractors) and any particular volunteers** should be judged on the following competences to determine the eventual level of direct or distant teacher supervision required:

a) Quality of relationships:

- Value, care for and respect all children
- Present an appropriate role model – eg use of language, dress, fair play, equality
- Seek to promote the ethos of the school
- Work well with the school staff

b) Knowledge of the pupils:

- Identify and respond to individual:
 - Levels of confidence
 - Ability
 - Special educational needs
 - Medical needs
 - Behaviour
 - Age/development stage

c) Pupil management:

- Use common and approved practice
- Match pupils' confidence, strength and ability in pair and group tasks
- Maximise participation
- Have strategies for effective pupil control and motivation
- Apply the school's standard procedures and routines – eg child protection, emergency action, jewellery, handling and carrying equipment

d) Knowledge of the activities:

- Understand where and how their work fulfils or complements the relevant National Curriculum Programme of Study and / or wider curriculum?
- Demonstrate the appropriate level of expertise to enable learning to take place in the activity/ies being delivered?
- Demonstrate and understanding of the overall needs of the age group with whom s/he is working?
- Use:
 - Suitable space for the group
 - Differentiated equipment
 - Differentiated practice
 - Effective progression
- Know and apply rules

e) Observation and analytical skills:

- Provide a safe working and learning environment
- Identify faults and establish strategies for improvement

All teachers will be able to judge competence in:

1. relationships
2. knowledge of the pupils, and
3. pupil management.

Where necessary, guidance could be sought from a specialist LA representative, consultant, senior management or teacher colleague in the school network to help judge competence in:

4. knowledge of the activity and
5. observation / analysis.

6 GUIDANCE FOR COACHES / ADULTS OTHER THAN TEACHERS IN DELIVERING COACHING PROGRAMMES

6.1 Many of the considerations which govern coaching programmes in curricular time also apply to out of hours' provision.

6.2 Any Coaching programme should be discussed with the headteacher and/or delegated member of staff to ensure its suitability for the pupils concerned.

6.3 Written plans for the programme should be provided for the Headteacher and the member of staff responsible for organising the appointment of the Coach/AOTT. These plans need to address the following questions:

- What are you as a Coach/AOTT aiming to achieve?
- Is the programme flexible?
- Does the programme have effective and appropriate support from a Sports Governing Body?
- Does the programme include INSET training?
- Do you intend to prepare a curricular pack for schools to include lesson plans/schemes of work?
- Do you intend to prepare a Coaching pack for schools?
- How many coaching sessions will the school receive?
- Will you provide information regarding local contacts and exit routes for your sport?
- Is there open access regardless of gender, ability, disability?
- Are there any schools club links?
- Are there any local competitions/festivals organised for schools to enter?

6.4 All parties involved in the coaching programme including the Headteacher, Coach and staff responsible for organising the session must understand their roles and responsibilities.

6.5 The sports coach must be aware of the school Health and Safety documentation:

- fire drill
- first aid provision

- emergency and accident procedures

This is particularly important if access to a telephone is restricted.

- 6.6 When on the school site the activity must be monitored by a member of staff until the pupils leave the premises.
- 6.7 If the out of hours programme is being held at a local facility or sports club the school should ensure that Health and Safety considerations have been discussed with the coaching staff and pupils.
- 6.8 A register of pupils attending the programme must be kept by the school/coach.

7. THE WIRRAL COACHING REGISTER

7.1 The Children and Young People's Department has compiled a database. This provides a quality assurance system for schools to access when using coaches/adults other than teachers in schools.

7.2 Coaches who are on the register fulfil the following criteria:

- National Governing Body (NGB) qualification to coach at the level their qualification stipulates.
- Wirral coaching register application forms will have been processed.
- They have experience of working with children.
- They have been cleared by the Criminal Records Bureau (CRB)
- They have adequate Public Liability insurance.
- The suitability has been supported by two referees who have the expertise to verify the coaches' work.
- They have adequate and appropriate insurance. Within 1 year of registration they should have attended the LA's AOTT's course.

7.3 An identity card will be issued to coaches who are on the coaching register.

7.4 As part of a quality assurance programme a suitable qualified representative of the LA may be required to assess a coaching session. Should a coach be deemed to be unsuitable they will be suspended from the coaching register pending further review. It is imperative that schools with any concerns regarding a coach contact Ian Gauntlett at Park High Specialist Sports College (652 1574).

7.5 Registered coaches will have provided:

- Photocopies of qualifications and insurance documents.
- CRB (police clearance) forms completed and countersigned with identification verified by passport/drivers/marriage licenses and identity card.
- 2 references from coaching work relating to previous.

7.6 The school and coach will be notified as soon as the qualifications, insurance, references and CRB clearance are verified.

8. GUIDANCE FOR SCHOOLS LETTING THEIR FACILITIES FOR SPORTS PROVISION

8.1 If a school wishes to let its facilities to an outside agency to run a club for their own members the school must:

- Ensure that the club organisers follow the appropriate letting guidelines e.g. policy guidance document **H001/03** from Letting Procedures in Children and Young People's Department establishments.
- Inform all parents in writing that the club is not being run under the supervision of the school, but is being run independently.
- Ensure the coach is on The Wirral Coaching Register.

- Ensure equipment utilised by the club is safe and in good order. A Risk Assessment M34 (Appendix 4) must be completed by the outside agency and a copy held by the school.

8.2 Although the onus is on the coach regarding the quality and safety of sessions, it is the Duty of Care of the headteacher to ensure that all possible risks are minimized for the safety and protection of the children and that regular monitoring of these sessions takes place.

8.3 If a school suggests that a pupil attends a club or coaching course organised by an outside agency they must ensure that the parents understand fully that the school is not responsible for monitoring the safety procedures and quality of coaching provided by that agency and that the parents should take on this role. This includes advertising verbally, or on a schools notice board. It is the school's responsibility to check the suitability of that agency.

9. QUALIFICATIONS AND CONTINUING PROFESSIONAL DEVELOPMENT (CDP)

9.1 A programme of professional development for volunteers and coaches in physical education has been developed by BAALPE, PEA UK, Sports Coach UK and Sport England. Further details may be obtained from Sports Coach UK (www.sportcoachuk.org). The programme includes a school induction pack and specific physical education awareness courses for:

- a) Stage 1 – volunteers without qualifications
- b) Stage 2 – coaches with formal qualifications such as National Governing Body awards and experienced volunteers who have progressed from Stage 1.

9.2 Professional development opportunities for volunteers and coaches will also be available through the DfES national PE and School Sport Professional Development programme. The programme will be piloted during the Autumn term 2003 and Spring term 2004. It will then be rolled out to all schools from April 2004. It will then be rolled out to all schools from April 2004. Further details are available from:

- DfES PE and School Sport Team www.dfes.gov.uk/pess
- PEA UK www.pea.uk.com
- Youth Sport Trust www.youthsporttrust.org
- BAALPE www.baalpe.org

9.3 National Occupational Standard (NOS) for Teaching assistants describe the knowledge and performance standards which can lead to NVQ qualifications at levels 2 and 3. The purpose of the National Occupational Standards is to promote best practice in all schools. The standards represent best practice expectations – the factors used to recognise competent performance. Elements of these have been included in this guidance. Full details may be found on the Local Government National Training Organisation (LGNTO) website (www.lgnto/pdfs/NOS-teachingassistcompletedoc).

9.4 Standards for higher level teaching assistants are being established. These may be relevant to volunteers and coaches working in physical education and school sport. Further information on the standards may be obtained from the Teacher Training Agency (www.tta.gov.uk/hlta).