

Raha International School

Raha Raptors and PHE Handbook



2024-2025

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The Aim of the Handbook

The aim of the handbook is to provide a concise source of reference for the PE and Sport Department. It should provide new members of the department with a clear overview and should act as a continual point of reference for existing staff. Additionally, it should reflect the philosophies and aims of the department.

The changing nature of both education and those involved within its delivery means it will be necessary to update this handbook on a regular basis. Electronic copies of this handbook are given to each permanent member of the Physical Education Department staff, SLT, and extra copies are available for distribution when required.

Members of the Department

Andrea McKinnon	Director of Sport
Ciaran McGuire	Head of PE- Secondary
Louise O'Connor	Head of PE - Primary
Miranda Parchoma	PE Specialist/Head of Grade 6
Rachel Smith	PE Specialist/Head of Grade 8
Liam Fleming	PE Specialist/ Head of Grade 7
Ben Davies	PE Specialist
Natalie Spendlove/Dawber	PE Specialist
Alen Dzaferovic	PE Specialist
Rian Humphreys	PE Specialist
Benjamin Sapwell-West	PE Specialist

Department Philosophies and Aims

The philosophy of the Department is that every pupil should be given the opportunity and encouragement to achieve their potential in a stimulating, inspiring and safe environment. Aligning with our school vision of empowering and enriching the lives of our students.

Our aims are to:

- Develop a lifelong understanding of the importance of physical activity for their wellbeing.
- Encourage a healthy and active lifestyle throughout the school community.
- Nurture sporting etiquette and leadership in all aspects of Sport and PHE (physical and health education).
- Widen each student's sporting experiences and enjoyment.
- Create a passion for active recreation and sport.
- Assist students in reaching their athletic potential in a variety of sporting environments.
- Develop a clear pathway for students to gain qualifications in Sport and PHE.

The importance of Physical and Health Education

PHE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A high-quality PHE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies, and compositional ideas to perform successfully. When they are performing, they think about what they are doing, they analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve upon them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity. PHE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social

responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PHE offers, they learn how to be effective in competitive, creative, and challenging situations.

Sport for All vs. Elitism at Raha

We believe that every pupil should be given the opportunity to achieve their potential. Subsequently we seek to ensure that pupils of all abilities are encouraged to be the best they possibly can. By this rationale, the department believes that both Sport for All and Elite sporting performance can flourish side by side.

All lessons EY1-Grade 5 are taught in mixed gender, mixed ability groups. Lessons from Grade 6 – 10 are taught as single gender groups. Differentiation happens within the lesson to assist all pupils to work at a level that is both challenging and tangible.

Curriculum provision

Structure of the curriculum within Physical Education

Early Years PHE (EY1-EY2) –

Students are taught 2x 40 minute lessons of Curriculum IB PHE. The students engage in 5-6 week blocks of PE units throughout the school year. Students also have 2 x 6 week blocks of Learning to Swim, one in the first term and one in the third term, during their PE time.

Primary PHE (Grade 1-5) -

Students are taught 2x 40 minute lessons of Curriculum IB PHE. The students engage in 5-6 week blocks of PE units throughout the school year. In addition to their PE lessons, students receive 1 x 40 minutes of swimming over a 12 week block.

MYP PHE (Grade 6-10)

Students are taught 2x 60 minute lessons of Curriculum IB PHE. The students follow 5-6 week blocks of PHE units throughout the school year. Physical activity is vital to a student's physical, emotional and mental wellbeing and because of this, they also receive 1x 60 minute practical skills lesson a week which is a lesson where students are active and engaging in various sports/activities.

IB Diploma Programme- Sport, Exercise and Health Science (SEHS)

Our curricular provision extends into our IBDP provision, namely within Sport, Exercise and Health Science. The course at Raha aims to develop students' knowledge, understanding, and practical skills within the domains of SEHS. It encourages critical thinking, research, and analysis while fostering a

deep appreciation for physical well-being and the role of sport and exercise in society. The curriculum encompasses various components, including anatomy and physiology, biomechanics, psychology, nutrition, and health promotion.

Curriculum Outline and Aims

MYP:

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

To give the students an opportunity to meet the MYP physical and health education objectives at the highest level, we plan a balanced curriculum that includes significant content, including:

- physical and health-related knowledge (for example, components of fitness, training methods, training principles, nutrition, lifestyle, biomechanics, exercise physiology, issues in sport, first aid)
- aesthetic movement (for example, gymnastics, aerobics, martial arts, jump rope, yoga, capoeira) must be assessed against Criterion B every year.
- team sports (for example, football codes, basketball, handball, volleyball, hockey)
- individual sports (for example, golf, athletics, swimming, squash, fencing)
- alternative recreational sports (for example, ultimate Frisbee®, in-line skating, skateboarding, parkour)

The objectives below state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

The objectives of MYP physical and health education encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Each objective is elaborated by a number of **strands**; a strand is an aspect or indicator of the learning expectation.

A Knowing and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

In order to reach the aims of physical and health education, students should be able to:

- i. explain physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

B Planning for performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

In order to reach the aims of physical and health education, students should be able to:

- i. develop goals to enhance performance
- ii. design, explain and justify a plan to improve physical performance and health.

C Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

In order to reach the aims of physical and health education, students should be able to:

- i. demonstrate and apply a range of skills and techniques effectively
- ii. demonstrate and apply a range of strategies and movement concepts effectively
- iii. analyse and apply information to perform effectively.

D Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

In order to reach the aims of physical and health education, students should be able to:

- i. explain and demonstrate strategies to enhance interpersonal skills
- ii. analyse and evaluate the effectiveness of a plan based on the outcome
- iii. analyse and evaluate performance.

Physical Competence

1. Developing control of [whole-body skills](#) and [fine manipulation skills](#).
2. [Selecting and using skills](#), tactics and compositional ideas effectively in different types of physical activity.
3. Responding with [body and mind](#) to the demands of an activity.
4. Adapting to a widening range of familiar and unfamiliar contexts.

Performance

1. Understanding how the components of competence combine, and applying them to produce effective outcomes.
2. Knowing and understanding what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve.
3. Appreciating how to make adjustments and adaptations when performing in different contexts and when working individually, in groups and teams.
4. Understanding the nature of success in different types of activity.

Creativity

1. Using imaginative ways to express and communicate ideas, solve problems and overcome challenges.
2. Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.

Healthy, active lifestyles

1. Understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle.
2. Recognising that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing.

PHE & Learning skills

Each PHE unit explicitly identifies ATL skills around which teaching and learning can focus, and through which students can authentically demonstrate what they are able to do. Formative assessments provide important feedback for developing discrete skills, and many ATL skills support students as they demonstrate their achievements in summative assessments of subject group objectives.

Category	Skill indicator
Thinking skills	Evaluate the benefits and limitations of set plays.

Social skills	Give specific feedback on techniques that will improve the performance of others.
Communication skills	Develop systems of non-verbal communication to execute team movement effectively.
Self-management skills	Practice positive thinking to improve mental strength.
Research skills	Make connections between the various aspects of health and how they impact well-being.

Assessment and reporting

EY

Students in EY are assessed through the learner profiles and a grade is given for their ATL. This grade is given to them through Toddler reports.

PYP

Students are assessed on a 1-7 scale in each of their units throughout the year and an average of their grade is given as part of their reports. Reports are input on Toddle. There is a grade for the skills and for their ATL.

Subject Assessment Scale		
Value	Abbreviation	Description
1	Not Yet Evident	Student is unable to access expected learning outcomes and requires continuous adult support
2	Beginning	With adult support, the student shows some progress towards expected learning outcomes
3	Developing	With increasing independence, the student shows progress towards expected learning outcomes
4	Meeting	Student is meeting expected learning outcomes
5	Applying	Student is meeting and applying expected learning outcomes
6	Exceeding	Student exceeds expected learning outcomes
7	Excelling	Student is extending well above expected learning outcomes

MYP

Assessment for physical and health education courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Planning for performance	Maximum 8
Criterion C	Applying and performing	Maximum 8
Criterion D	Reflecting and improving performance	Maximum 8

PHE **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

The IB provides the **required assessment criteria** for years 1, 3 and 5 of MYP physical and health education. Raha use the appropriate assessment criteria as published in the guide to report students’ final achievement in the programme each year.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment.

Department Management

General Expectations

The PE staff are required to teach and lead by example within Raha International School, Gardens Campus. These are generally basic professional expectations but include:

- Being punctual to lessons and ensuring that learning time is maximised by encouraging quick changing times.
- Maintaining correct and up to date registers are taken in theory and practical lessons.
- Ensuring student reporting and assessment guidelines are adhered to.
- Wearing appropriate Physical Education dress in practical lessons and presenting oneself in a professional manner when working with students and representing the school.
- Committing to extra-curricular programme and fixtures which may take place before, during lunch and after school hours as well as fixtures at weekends.

- Taking responsibility for the development of the department in academic and whole school aspects.

Lesson Procedures

Practical Lessons should follow the following general guidelines.

- All classes meet at the area specified by their teacher. Staff are expected to take responsibility for their class from this point.
- Register to be taken at the beginning of the lesson.
- Collect equipment and get to teaching area as quick as possible.
- Start with a warmup activity and lead into a developmental task as the lesson progresses enabling all students to achieve the set lesson intention(s).
- Ensuring all students leave dressed correctly and appropriately.
- Prepare for next lesson once the changing rooms have been emptied (if applicable).

Equipment

Staff are responsible for the equipment in their lesson. It is also the teacher's responsibility to ensure that the equipment is returned to its storage location and left tidily. Any equipment broken in the lesson should be reported to the Head of Faculty and logged on the inventory. If equipment is broken deliberately through misuse and poor treatment, then teachers should notify the Head of Faculty who will escalate the issue to the pastoral team. Apparatus and benches in the gym should be tidied away after each use to allow for the next lesson to start promptly.

Lesson Observations/Reflection opportunities

Department observations will take place on average once a term and will be assessed on the Inspection Framework supplied by the school. This may be in the form of a formal and pre-planned lesson observation or smaller part lesson observations which could take place with no notice.

Observations will be recorded and passed to School Leadership and feedback given if a formal observation/reflection takes place. In the event of planned observation, a lesson plan would be expected prior to the lesson.

Other forms of monitoring may also take place including learning walks, where assessment data and lessons planning are required. This will take place with at least one weeks' notice to the relevant member of staff and again written log/feedback will be recorded.

Department Responsibilities

At Raha International School GC, the Physical and Health Education Department endeavours to be involved in every aspect of School life, to maintain and raise its profile. Therefore, it is important that communication is effective within, and outside, the school, as well as appropriate use is made of all electronic notice boards, weblogs, website, staff meetings and social media.

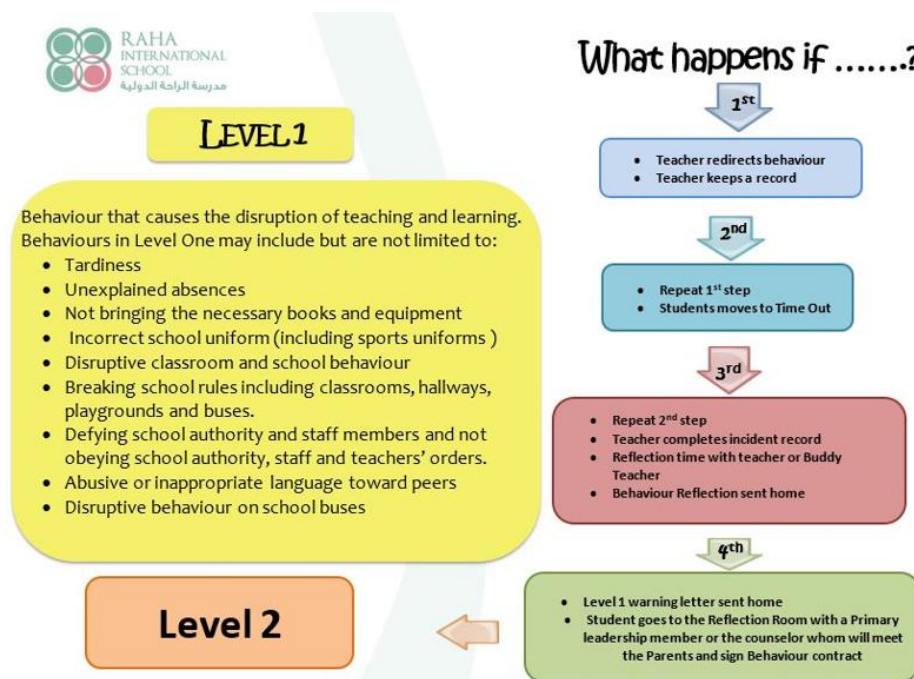
The Physical Education Department keeps the wider school aware of its successes and it is represented at all appropriate meetings. All members of the department are expected to be at each meeting.

Policies

Behaviour Policy

The PE Department follows the most current school behaviour policy. Negative behaviour will be addressed in the following ways:

Early Years and Primary Behaviour Policy:



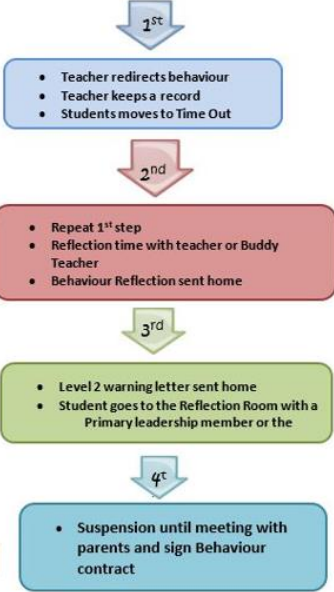
LEVEL 2

Behaviour that causes greater disruption of teaching and learning than level one behaviour. It also covers student behaviours that may lead to physical and mental harm of another person or property damage. Behaviours in Level Two may include but are not limited to:

- Trespassing
- Mocking others
- Fighting with other students and bullying
- Theft
- Vandalism
- Using cell phones during school time
- Leaving school without permission
- In possession of or viewing inappropriate material
- Cheating on exams or assignments
- Providing false documents (e.g. signing letters without the knowledge of parents)

Level 3

What happens if?



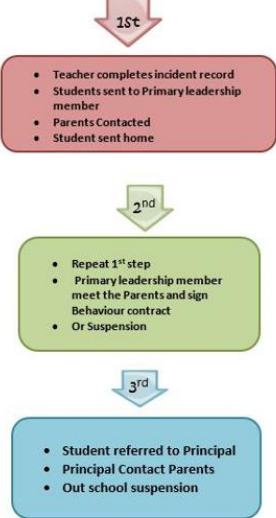
LEVEL 3

Behaviour that causes the physical or mental endangerment of fellow students, school staff and other people. Behaviours in Level 3 are at times also violating UAE Laws. Behaviours in Level Three may include but are not limited to:

- Fighting with teachers, staff members and/or community members.
- Sharing or distributing inappropriate material.
- Willful damage to, or destruction of, school and personal property.
- Possessing, selling, weapons and/ or explosives
- Using/possession of any illegal and inappropriate substances
- Exchanging any inappropriate materials, photos, etc.
- Committing major actions contradictory to the morals values and the customs and conventions of the country.

• Out school suspension
 • Disciplinary Transfer and Expulsion

What happens if?



MYP & DP Policy

Classroom management: Please ensure the use of this document is consistent with all classes in terms of issuing warnings and responses.

Warning level behaviours: Low level disruptions that do not necessarily disrupt the learning environment for all learners.

Behaviour level	Response
Warning level behaviour	<ul style="list-style-type: none"> - Oral Warning - Change seating - Email home, when necessary - Reflection time, when necessary
Level 1 Behaviours: Behaviours that cause disruption of teaching and learning for many or all learners.	
Initial behaviour infraction	<ul style="list-style-type: none"> - Oral Warning - Change seating - Email home, when necessary - Reflection time, when necessary
First repeated behaviour (after conferring with HoG)	<ul style="list-style-type: none"> - Oral Warning - Email home with an official Level 1 Warning email (template on iSams) - Reflection time, when necessary
Second repeated behaviour (after conferring with HoG)	<ul style="list-style-type: none"> - Oral Warning - Schedule meeting with parents/guardians and HoG/HoD - Reflection time, when necessary - Email home with an official Repeated Level 1 Warning letter
Third repeated behaviour (after conferring with HoG)	<ul style="list-style-type: none"> - Pastoral team to address underlying issues. - Implement a set of actions that contribute to reducing the behaviour. - Request for external assessment report, when necessary - Escalate the incident to a Level 2 infraction (HOG)

Level 2-4 behaviours and above are managed by HoG/Assistant Head/Head Teacher/Vice-

principal: Behaviours that cause greater disruption to teaching and learning for most or all students; behaviours that may lead to physical and mental harm to another person or may lead to property damage. **Please ensure a student who needs to be removed from your class is taken to your HOD and HOG is informed as soon as possible.**

Non-negotiables

In an effort to promote clear and consistent behaviour management expectations and responses, the Pastoral Care Team has highlighted instances of behaviour that we consider to be “non-negotiables” of expected student behaviour at Raha International School. In the below instances, the listed responses will be applied consistently.

1. Uniform: a. Students that are not wearing the school approved uniform will be addressed by their Advisory Teacher. The student will then need to acquire a Uniform Pass from their Advisory Teacher or Head of Grade in order to be permitted into their lessons throughout the day. Students that are not in the school-approved uniform and do not have a Uniform Pass will not be permitted into their lessons.

2. Mobile Phones/Devices a. Students are not permitted to use their mobile phones or headphones on school grounds unless they are provided permission from their classroom teacher for the specified class only. Students caught using their mobile phones or headphones, for any reason or any amount of time outside of this specified window will have their device confiscated, given to the Head of Grade, and returned at the end of the day. If a student's mobile phone is given to the Head of Grade more than once, the mobile phone or headphones will be given to the Head of Grade and can only be collected at the end of the day by a parent or guardian.

3. Ordering Food a. Only food that has been purchased at the school cafeteria or prepared at home and brought to school in a lunch box/bag will be permitted at school. If a student orders food to the school, it will not be delivered to the student and it will not be held for any amount of time for the student. Students caught ordering food to school will be directed to their Head of Grade who will contact parents/guardians and students will have reflection time.

PE and Sport Kit

The Raha PE kit consists of the following items:

PE Uniform:

- *to be purchased through Magrudy's*
- *Standard PE uniform is the PE shirt and shorts or tracksuit bottoms.*
- *Plain black, white or grey long sleeves and/or leggings may be worn under the regular PE uniform.*
- *appropriate sports footwear must be worn.*
- *MYP students will change into their PE kits on PE days.*

Swimming Uniform:

- *Swim caps are an expectation for all students.*
- *Girls' swimsuit must be one piece only.*
- *Swim-shorts with a waist drawstring for boys.*
- *It is recommended that students have their own pair of goggles for swimming.*
- *School issue swimsuits are not compulsory.*

All safety equipment must be worn in relevant sports (not during PHE class e.g., shinpads for football). Students also need to bring **water bottle** and **sun hat** to their PE lessons to protect themselves from dehydration and excessive exposure from the sun.

Incorrect/No Kit:

The students are given the first two weeks of the school term to acclimatize themselves to their school timetable.

MYP:

After the first two weeks if a pupil forgets their kit they are given an informal warning by the relevant member of staff.

If it happens a second time, they are given a reflection session of 10 minutes with their class teacher whilst filling in a reflection form. During this time students are expected to reflect on why the problem has arisen and should be avoided by more proactive action.

If it happens a third time they will have a lunch time reflection with their PHE teacher who will subsequently contact the parent. All instances of no kit are to be recorded on individual teachers register.

The teacher should aim to maximize participation for students with no kit in their lessons through effective planning of coaching/leadership, officiating roles, etc.

Gifted & Talented

The term 'gifted and talented' is used across all curriculum areas, not just PE and sport. 'Gifted' refers to those with high ability or potential in academic subjects and 'talented' to those with high ability or potential in expressive arts, music, or sport.

'Talented' is usually taken to refer to one or more specific talents, such as sport or music, and not necessarily across all areas of a pupil's learning. Issues of definition and identification are covered in this report.

Within PHE situations students are likely to excel in one or a combination of the five identified abilities below:

- **Physical Ability:** is revealed through student's competence and fitness to perform a range of physical activities.
- **Social ability:** is exhibited in social contexts, and is the basis of leadership, teamwork and similar concepts.

- **Personal ability:** underpins an individual's capacity for self-regulation, self-belief and commitment to mastery.
- **Cognitive ability:** is shown in planning and compositional settings, as well as knowledge and understanding of central physical educational concepts.
- **Creative ability:** is evidenced when learners respond to challenges and tasks with fluency, originally, and sensitivity to problems.

Pupils who are Gifted and Talented in PHE are likely to demonstrate many or all the following characteristics in at least one activity.

- Perform exceptionally well at one sport, or in many.
- Good spatial awareness
- Good understanding of movement quality such as weight and time
- Skillful body management showing a high degree of control and coordination.
- Able to combine movements fluently, precisely and accurately.
- Learn, understand and adopt technical aspects of a sport very quickly.
- Able to make correct decisions in pressure situations and adapt their technique accordingly.
- Creative, original and adaptable; able to respond quickly to new challenges and situations, often finding new and innovative solutions.
- Able to reflect on processes and outcomes to improve performance, taking into account the relationship between skill, fitness and tactics or composition.
- Able to work independently and with initiative.
- Show a high degree of motivation to practice and performance.

The responsibility of identifying these talents lay with the subject teacher in the first instance but can be supported through extra-curricular opportunities whereby other staff may see the same student.

The responsibility of identifying these talents lay with the subject teacher in the first instance but can be supported through extra-curricular opportunities whereby other staff may see the same student.

Talented in Sport

Pupils who qualify as talented in sport will be identified as follows:

Through selection of school teams both local and international tournaments.

Through discussions with parents during parents evenings and where necessary through arranged meetings to assess level of performance within the sport.

Through student selection to regional and national competitions.

Provision for gifted and talented students within PE will be through differentiated activities within lessons, the provision of extra-curricular opportunities and the creation of a Gifted and Talented Programme which will include visits and experiences to further their understanding and develop their skills.

Respect for the Islamic Culture

The Physical Education Department fully integrates the Muslim pupils into all aspects of the curriculum by allowing any individual to adapt their PHE uniform if desired to further preserve their modesty. However, we do require a written parental request.

The PHE department has designed their curriculum so that during the holy month of Ramadan, all activities and units are carried out at low intensity and more focused on the problems solving aspect of the curriculum.

Normal Operating Procedures

Field / Court / Dance Studio / Gym / Multipurpose Court

Preparation of lesson

- Meet & greet pupils at meeting point. Students in EY1-Grade 1 are brought to the location for PE by their LA. The LA will remain with students for the PE lesson. Students in Grade 2-5 will have their students delivered to PE at the beginning of the lesson and collected from the meeting point at the end of the lesson. The Secondary students must be met at the changing rooms.
- Students from EY1-G5 wear their PE kit on their PE days.
- Supervise the students in the changing rooms whilst they are getting changed.
- Ensure Changing Rooms are empty and then allow students into the changeroom
- Register Pupils - Carry out kit / jewellery check
- Escort pupils to store cupboards (if needed)
- Check student equipment (Sun hats & waterbottles)
- Distribute equipment
- Check playing environment

Supervised Activity

- Outline lesson's intentions & start lesson
- Time management – **Include Water breaks** & sufficient time at the end of the lesson
- Plenary / Re-cap lesson
- Ensure equipment is cleared & stored appropriately
- Escort pupils to changing room and supervise them whilst they get changed.
- Ensure adequate pupil supervision until end of lesson
- **Remember, never to leave your students un-supervised as this can lead to a Health and Safety issue**

IN THE EVENT OF AN ACCIDENT, MEMBERS OF STAFF SHOULD CONTACT THE NURSE. EVERY MEMBER OF STAFF SHOULD CARRY A MOBILE PHONE TO THEIR LESSON AT ALL TIMES, WHICH HAS THE NURSE'S NUMBER

5. **ANY EQUIPMENT PROBLEMS TO BE NOTED & REPORTED FOR MAINTENANCE CHECK**
6. **ANY SURFACE OR ENVIRONMENTAL PROBLEMS, REPORT TO HEAD OF PHE (PRIMARY – LOUISE O'CONNOR - SECONDARY CIARAN MCGUIRE). IF FACILITIES (RUDI PRETORIUS OR ISSUE A TICKET FOR THE MAINTENANCE TO BE DONE).**

Normal Operating Procedures

Swimming Pool

Preparation of lesson

- Meet & greet pupils in changing room.
- EY 1 AND EY2 supervise the students whilst they are getting changed and only allow the students into the pool area once a teacher is in the pool area to supervise the students.
- Register Pupils.
- Carry out kit / jewellery check.
- Escort pupils to designated poolside area.
- Explain emergency '3 whistle' procedure
- Check equipment¹
- Distribute equipment
- Check environment.
- **Remember, never to leave your students un-supervised as this can lead to a Health and Safety issue**

Supervised Activity

- Outline lesson's objective & start lesson
- Time management – Include Water breaks & sufficient time at the end of the lesson
- Plenary / Re-cap lesson
- Ensure equipment is cleared & stored appropriately
- Escort pupils to changing room
- Ensure adequate pupil supervision until end of lesson

IN THE EVENT OF AN ACCIDENT, MEMBERS OF STAFF SHOULD CONTACT THE NURSE

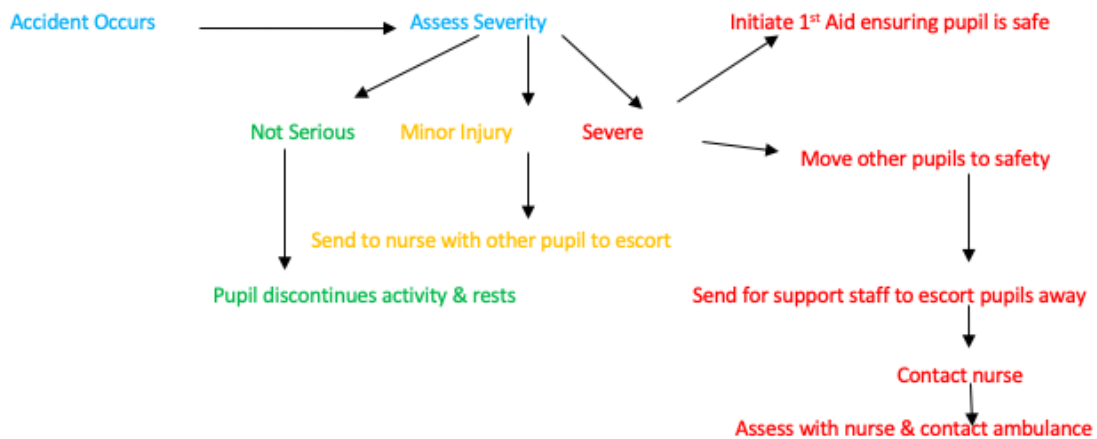
EVERY MEMBER OF STAFF SHOULD CARRY A MOBILE PHONE TO THEIR LESSON AT ALL TIMES, WHICH HAS THE NURSE'S NUMBER

1. ANY EQUIPMENT PROBLEMS TO BE NOTED & REPORTED FOR MAINTENANCE CHECK.

2. ANY SURFACE OR ENVIRONMENTAL PROBLEMS, REPORT TO Head of Faculty

EMERGENCY ACTION PLAN

The Emergency Action Plan below will assist all members of the department to follow a pre-planned procedure in case of medical emergencies. This is to ensure the safety of all pupils, whilst also guaranteeing effective communication within the college and, when needed, with the emergency services



Raha GC PHE DEPT EMERGENCY ACTION PROCEDURE

Following an accident, a staff member must fill in an accident report form with the nurse and submit to Head of Faculty.

Risk Assessments

All activities have an ongoing Risk Assessment which is available.

Raha Raptors Sports Programme

Raha International School GC offers a wide range of 'outside curriculum' sporting activities to support individual and team progression. These activities support our competitive and tournament programme, alongside giving all our students the opportunity to develop through enjoyable, high-quality experiences. There are also Osrah Sport competitions held at lunchtime during some weeks of the year.

Staff participating in delivering extra-curricular activities have to adhere to the schools Child protection and safeguarding policies in line with ADEK guidelines.

- All students must be signed up to the activity through the Schools buddy website, otherwise students will be sent to reception to call home
- Clubs traditionally run between hours 15:00 – 16:00pm. If staff require longer hours parents must be informed through Schools buddy.
- Staff must always take a register of students in attendance.
- Collection of students must be supervised by the lead member of staff. It is the member of staff's responsibility to make sure students are collected by their parent/guardian.

Offsite Fixtures/Activities

All offsite activities must follow the school's guidelines and trips policy.

- All offsite information must be given to Director of Sport, enabling them to input into Schools buddy and email parents for permission
- All students must be signed up and have gained permission through Schools buddy. Staff must take student information with them.
- Register must be taken
- Two members of staff are advised to travel per bus.
- A medical kit must be taken, and staff must be aware of any student medical issues.
- The school Nurse must be informed of students travelling offsite.
- Collection of students must be supervised by the lead member of staff. It is the member of staff's responsibility to make sure students are collected by their parent/guardian either at the offsite location or back at Raha.

Code of Conduct

Staff Code of Conduct

- Ensure that your behaviour at all times, does not bring the name of "School Sport" into disrepute.
- Adhere to the competition rules at all times
- Develop team respect for the ability of opponents as well as for the judgment of officials and opposing coaches.
- Condemn unsporting behaviour.
- Ensure that your behaviour is consistent with the principles of good sporting behaviour.
- Refrain from criticism of, or reaction to, the umpire's/referee's judgments and decisions.
- Maintain a standard of dress appropriate to the presentation of the team.
- Refrain from over-zealous coaching from the side-line.

Student and Parents code of conduct can be found in the ADISSA handbook.

If a student's behaviour/attitude does not comply with what is expected, then it is at the lead member of staff's discretion to determine the sanction. This sanction must follow the behaviour guidelines mentioned within this document. Parents must be informed of this incident, and it must be logged on ISAMs. If unacceptable behaviour continues then staff have the right to remove the student from the activity.

If parents behaviour/attitude does not comply with what is expected then have a brief discussion with the parent regarding the impact of their behaviour. If this continues, then please contact another member of staff for assistance. Parents behaviour can have an impact of their child's activity attendance.

Child Protection Policy

Raha's Extra Curricular Activity Child Protection Policy Statement

- Raha's extracurricular programme has a duty of care to safeguard all children involved in Raha's extracurricular programme from harm.
- All children have a right to protection, and the needs of disabled children and others who may be particularly vulnerable must be taken into account.
- Raha's extracurricular programme will ensure the safety and protection of all children involved in Raha's extracurricular programme.
- Raha's extracurricular programme will ensure the welfare of the child is paramount.

- Raha's extracurricular programme will ensure that all children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs have the right to protection from abuse.
- Raha's extracurricular programme will ensure that all staff have a responsibility to report concerns to the appropriate member of staff (Andrea McKinnon).
- All matters regarding child protection are confidential. Information must only be shared with relevant colleagues if it important for the child's welfare.

Raha's Extra Curricular Activity and Sports Events Policy Aims

The aim of this Child Protection Policy is to promote good practice:

- Providing children and young people with appropriate safety and protection whilst in the care of Raha's Sports and extra-curricular programme.
- Allow all staff/volunteers to make informed and confident responses to specific child protection issues.

Good practice guidelines

- All personnel involved in Raha's Sports and extra-curricular programme should be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations.
- The following are common sense examples of how to create a positive culture and climate.

Good practice means:

- Always working in an open environment avoiding private or unobserved situations and encouraging open communication.
- Treating all young people/people of determination equally with respect and dignity.
- Always putting the welfare of each young person first.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Maintaining a safe and appropriate distance with players (e.g. it is not appropriate for staff or volunteers to have regular physical contact with pupils prior to, during or after the session)
- Ensuring that if any form of manual/physical support is required, pupils should be consulted, and their agreement gained. Additionally, this should only happen in the company of others.
- Building balanced relationships based on mutual trust and empowering children to share in decision making.
- Making sport fun, enjoyable and promoting fair play.
- Keeping up to date with technical skills, qualifications and insurance.

- If mixed teams are taken away for the day or night, they should always be accompanied by a male and female member of staff.
- Being an excellent role model – this includes not smoking or drinking alcohol in the company of young people.
- Recognising the developmental needs and capacity of young people and disabled adults – avoiding excessive training or competition and not pushing them against their will.
- Providing a written record of any injury that occurs, along with the details of any treatment given.

Practices to be avoided

- The following should be **avoided** except in emergencies.
- *If a case arises where these situations are unavoidable it should be with the full knowledge and consent of someone in charge of Raha's Sports and extra-curricular programme:*
 - Engage in rough physical or sexually provocative games, including horseplay.
 - Allow or engage in any form of inappropriate touching.
 - Allow children to use inappropriate language unchallenged.
 - Make sexually suggestive comments to a child, even in fun.
 - Reduce a child to tears as a form of control.
 - Allow allegations made by a child to go unchallenged, unrecorded or not acted upon.
 - Do things of a personal nature for children that they can do for themselves.

Incidents that must be reported/recorded

If any of the following occur, you should report this immediately to the ECP Coordinator/Director of Sport or a member of the SLT/Child Protection Officer and record the incident as soon as possible.

- If you accidentally hurt a player
- If he/she seems distressed in any manner
- If a player appears to be acting inappropriately following any instructions, you have given
- If a pupil in your care suggests that he / she has suffered from any suspected abuse

Training

The safeguarding process includes training after recruitment to help staff and volunteers to:

- Be aware of all procedures & good practice, and to ensure their practice is likely to protect them from false allegations.
- Ensure that unqualified staff never work alone with pupils without suitable supervision

- Recognise their responsibilities and report any concerns about suspected poor practice or possible abuse.
- Respond to concerns expressed by a child or young person.
- Work safely and effectively with children.

Action to be taken for varying reasons

1. Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice, the **Raha extracurricular programme supervisor / Director of Sport** will deal with it as a misconduct issue and he / she will decide how to deal with the allegation and whether or not to initiate disciplinary proceedings with a member of the SLT.
- If the allegation is about poor practice by the leader of **Raha's extracurricular programme/Director of Sport**, it should be reported to their immediate line manager who will decide how to deal with the allegation and whether to initiate disciplinary proceedings or not.

2. Concerns about suspected abuse:

- Any suspicion that a child has been abused by either a member of staff or a volunteer should be reported to **Raha's Director of Sport**, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- **Raha's Director of Sport** will refer the allegation to the appropriate member of Senior management in Raha

Action to help the victim and prevent bullying in sport:

- Take all signs of bullying very seriously.
- Encourage all children to speak and share their concerns. Help the victim to speak out and tell a relevant member of staff.
- Investigate all allegations and take action to ensure the victim is safe. Speak with the victim and the bully (ies) separately.
- Reassure the victim that you can be trusted and will help them, although you cannot promise to tell no one else.
- Report any concerns to the Director of Sport.

Action towards the bully (ies):

- Inform the Heads of the EY/Primary/Secondary Physical Education/Director of Sport of any incidents that have occurred.

- Discuss with the pupil why they chose to act in that way.
- Agree on an appropriate sanction with HOF.
- Inform the Head of Grade of the incident and sanction taken.

Physical Education Facilities within Raha International School GC

The Physical Education / Sports facilities within the school are as follows:

- Three multi-purpose Gymsnasiums
- One 25 m outdoor Swimming pool – with a smaller pool for Early Years
- Gym/Dance Studio
- 1 Multipurpose court
- 1 Large Astroturf Sports field marked for football.
- 1 Small Astroturf Sports field marked for football
- Two changing rooms in the Secondary Gymnasium
- 2 store rooms in each Gym
- A Physical Education office in each Gymnasium
- 2 Tennis Courts on the Roofs of two buildings

General Information:

NEW WEBSITE: www.raharaptors.com

This website will be updated with all the fixtures and schedules for the season for each competitive team by the Athletic Director.

COACHES RESPONSIBILITY: to update the website (through an app) on the results after each game. This will be shown to them by the Athletic Director.

NEW SCHOOL SIGN UP/COMMUNICATOR SYSTEM

Schools buddy: www.schoolsbuddy.com - students will be able to sign up for teams through schools buddy and all their information will be accessible to you as this program coordinates with isams.

Any announcements of game cancellations – late buses etc can be communicated to parents through the schools buddy app in one easy msg.

Appendices

UAE School Inspection Framework

3. Teaching and assessment

3.1 Teaching for effective learning

Elements

3.1.1 Teachers' knowledge of their subjects and how students learn them

3.1.2 Lesson planning, the learning environment and the use of time and resources

3.1.3 Teacher-student interactions including the use of questioning and dialogue

3.1.4 Teaching strategies to meet the needs of individuals and groups of students

3.1.5 Teaching to develop critical thinking, problem-solving, innovation and independent learning skills

Brief descriptors

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
3.1.1 Teachers' knowledge of their subjects and how students learn them					
Most teachers expertly apply their knowledge of their subjects and how students learn them.	Most teachers effectively apply their knowledge of their subjects and how students learn them.	Most teachers consistently apply their knowledge of their subjects and how students learn them.	Most teachers demonstrate secure knowledge of their subjects and how students learn them.	A minority of teachers are insecure in their knowledge of their subjects and / or how students learn them.	A large minority of teachers have inadequate knowledge of their subjects and / or how students learn them.
3.1.2 Lesson planning, the learning environment and the use of time and resources					
Teachers plan imaginative lessons, provide inspiring learning environments and use time and resources creatively to enable all groups of students to learn very successfully.	Teachers plan engaging lessons, provide motivating learning environments and use time and resources skilfully to enable all groups of students to be very successful learners.	Teachers plan purposeful lessons, provide interesting learning environments and use time and resources effectively to enable students to be successful learners.	Teachers plan lessons, manage time and use resources appropriately to provide environments where students can meet learning expectations.	Teachers' planning, time management and use of resources are variable. Teachers do not consistently provide environments that encourage learning.	Teachers' planning, time management and use of resources are ineffective and the learning environments are bleak and uninspiring.
3.1.3 Teacher-student interactions including the use of questioning and dialogue					
Teachers' interactions with students ensure that they are always active and focused learners. Questioning challenges students' thinking and promotes insightful responses. Dialogue engages students in insightful discussions and reflection.	Teachers' interactions with students ensure that they are keen to learn. Questioning promotes higher level thinking and critical responses. Dialogue engages students in thoughtful discussions and reflection.	Teachers' interactions with students ensure that they are engaged learners. Questioning promotes thought and considered responses. Dialogue engages students in meaningful discussions and reflection.	Teachers' interactions with students ensure that they are willing learners. Questioning and dialogue engages students in meaningful discussions.	Teachers' interactions with students result in disinterest. Questioning is not sufficiently challenging and dialogue does not engage students effectively.	Teachers' interactions with students result in demotivation and disengagement. Questioning and dialogue are ineffective.
3.1.4 Teaching strategies to meet the needs of individuals and groups of students					
Teachers use strategies that very successfully meet the individual needs of students. Teachers have high expectations of all groups of students. They provide very challenging work and excellent support.	Teachers use strategies that are highly effective in meeting the individual needs of the students. They consistently provide specific levels of challenge and support.	Teachers use strategies that are effective in meeting the individual needs of the students. They provide appropriate levels of challenge and support.	Teachers use strategies that adequately meet the needs of groups of students. They provide challenge and support generally but this is not always sufficiently personalised.	Teachers do not use strategies that meet the needs of groups of students. They do not provide appropriate challenge and support.	Teachers have low expectations. They lack the knowledge and understanding of how to meet the needs of students. They do not provide any challenge or support.
3.1.5 Teaching to develop critical thinking, problem-solving, innovation and independent learning skills					
Teachers skilfully develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers purposefully develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers systematically develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers sometimes develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers rarely develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers do not develop students' critical thinking, problem-solving, innovation and independent learning skills.