

Facility Safety

- The principal should designate a person (or persons) to regularly check facilities for safety.
- Regularly inspect facilities for damage or hazards. Fix all problems as soon as they are identified.
- Ensure that the perimeter of the gym is free of stored equipment and furniture, except for a reasonable number of balance benches and mats.
- When a gym or activity room is of a non-standard size, modify the rules of play as needed for maximum safety.
- When a gym or activity room has immovable obstacles (e.g., doors or radiators under basketball baskets, protruding drinking fountains) modify the rules of play as needed.
- Ensure that indoor and outdoor playing surfaces are clean, free of all obstacles and provide good traction.
- Bring holes and severely uneven surfaces in outdoor playing surfaces to the attention of the principal and make students aware of them. If necessary, do a “walk through” of the playing area with students to point out rough areas in the outdoor playing surface.

Equipment Safety

- Wear CSA approved helmets for hockey, skating, broomball, snowboarding, ringette, beginner curling, cricket and cycling. Helmets help reduce the potential for injury.
- Regularly check all playground and gymnasium equipment for defects or breakage. Fix all problems as soon as they are identified or remove defective equipment from play area.
- Ensure that all personal equipment (helmets, skates, skis, padding, etc.) fits properly and is appropriate for the skill level of the individual.
- Wear protective eyewear for squash, racquet ball, badminton, floor hockey, goodminton and floor ringette. Recognize teachers and groups create different sport safety guidelines adopted from similar sports (i.e. badminton ? goodminton).
- Encourage students to report all equipment problems to the supervising teacher.
- Keep an appropriately stocked first aid kit in the gym (or close proximity to the gym) and all other areas of the school where there is potential for injury.

Instruction

- Teach skills for specific activities in appropriate progression. Refer to Saskatchewan Education's curriculum guides for detailed information about skills progressions.
- Base activities on skills that have been taught.
- Never require a student to perform a skill beyond his or her capabilities. When a student displays hesitation verbally or non-verbally, the teacher should discuss the reason(s) for doubt with the student. If the teacher believes that a potential hesitancy concerning the skill could put the student at risk, the student should be directed toward a more basic skill.
- Modify the rules for specific activities to suit the age, strength, experience and abilities of students. When students are physically challenged, rules, equipment and playing area may require major modification.
- Allow a warm-up and cool-down period for all activities.

- Teach proper stretching techniques and ensure that stretching precedes strenuous physical activity.
- Do not use walls and stages in gyms and activity rooms for turning points or finish lines. Designate a line or pylon in advance of the wall as the finishing line or turning point.
- Teach students how to prevent, recognize and treat sunburn, frostbite and hypothermia.

Supervision

- Establish routines, rules of acceptable behavior and duties of students at the beginning of the year and reinforce them throughout the year. Teachers should sanction students for unsafe play or unacceptable behavior whenever it occurs.
- Make students aware of the rules of specific activities or games before play begins and enforce these rules during play.
- Make students aware that the use of equipment or the use of the gymnasium is prohibited without the appropriate type of supervision.
- Ensure that students are never the sole supervisors of an activity.
- Keep a current medical information form on file for each student. Keep these forms in a location that is easily accessible (e.g., gym equipment room rather than school office).
- Become familiar with students' medical history and physical limitations. Of specific concern are conditions such as heart disorders, asthma, epilepsy, diabetes and severe allergies.
- Teach students appropriate behavior when an accident occurs - stand back, do not move the injured person, get a responsible adult immediately.
- Develop an accident response plan to deal with accidents of all types to ensure that everyone knows what to do.
- Ensure that an appropriate number of teachers and other staff have first aid training.
- Inform students of the location of the fire alarms, the fire exits and alternate routes from the gymnasium and hold fire drills regularly.
- Establish, early in the year, a "stop" signal (e.g., two short whistle blasts) that is used to tell students in class that they must stop play immediately, freeze where they are and pay attention.
- Provide an appropriate level of supervision. Three levels of supervision are possible:
 - 🕒 **"Constant visual supervision"** means that the teacher is physically present, watching the activity in question.
 - 🕒 **"On-site supervision"** means that the teacher is present but not necessarily constantly viewing one specific activity.
 - 🕒 **"In the area supervision"** means that the teacher could be in the gymnasium while another activity is taking place in an area adjacent to the gymnasium.

For example, during a track and field session, some students are high jumping, some are practicing relay passing on the track while a third group is distance running around the school. Each of these activities would be supervised differently:

- 🕒 High Jump - **Constant visual supervision** - A teacher is at the high jump area and is observing the activity constantly.

- 🏃 Relay Passing - **On-site supervision** - Students are practicing on the track and can be seen by the teacher who is with the high jumpers.
 - 🏃 Distance Running - **In the area supervision** - Students are running around the school grounds and may be out of sight of the teacher at times.
- Provide supervision that is appropriate to the risk level of the activity, the participants' skill level, and the participants' age and maturity.
- Establish guidelines for third-party instructors such as ski and scuba instructors. Many physical education safety policies state that third-party instructors must be qualified and that a teacher must be present and in charge at all times.

Clothing and Footwear

- Wear sun protection for summer and winter outdoor activities. Sun protection should be appropriate for the sport, the weather and can include sunscreen, protective clothing, hats, and sunglasses.
- Wear layered clothing for winter outdoor activities.
- Have a hat and gloves available (on body or in pocket or fanny pack) for winter outdoor activities.
- Remove all jewelry before participating in physical education activities. Jewelry includes ear studs, nose rings and other body jewelry, watches and rings as well as hanging jewelry.
- Do not chew gum while participating in physical activities.
- Wear clothing and footwear that is appropriate for the sport, the weather, and the age and skill level of the individual. For gymnasium activities and summer outdoor activities shorts or sweatpants, T-shirts and running shoes are a minimum requirement.
- Wear long hair in a bun when there is a danger that it might become entangled in equipment.
- Tie or pin back long hair when it could obscure vision.