

The School Games Local Organising Committee Framework



Welcome

The School Games has been on an incredible journey since its inception in 2010. We are now on the cusp of taking this journey to the next stage to ensure that it reaches every young person and continues to drive competitive school sport. At the core of this work is the unwavering belief that competitive school sport should be at the heart of school life.

The Youth Sport Trust and Sport England work collaboratively on the School Games and this guidance document has been produced with the support of both partners and the Local Organising Committee (LOC)/Lead Applicant Consultation Group who have been instrumental. All of the contents in the guidance are new, providing LOCs with up-to-date information and should be considered against the backdrop of the three previous editions.

Why the need for a refresh?

The School Games review, as instructed by the Department for Culture Media and Sport, has given us a timely reminder about the importance of the School Games and indeed the series of recommendations that have followed the review have paved the way to revisit this for all county areas. In addition it has become apparent that different counties across the country have started to evolve the School Games and we need to review this to ensure that there is consistency not only in the vision and mission but also in the outcomes for young people.

The review also gives us an opportunity to help areas to reinvigorate and, in some areas, to re-establish the structures that are best placed to serve the School Games at a county level whilst ensuring that there is a transparent partnership in place.

It should be recognised and acknowledged that 'one size doesn't fit all'. Lead applicants and key partners should decide locally on the best structure to help them deliver high quality county events (L3) and the wider objectives of the L3 programme. This guidance will seek to support this principle and illustrate other key areas that are conducive to establishing a clear School Games pathway across a county area, thus enabling each county to make an informed decision about how best to implement these, giving some autonomy and flexibility.

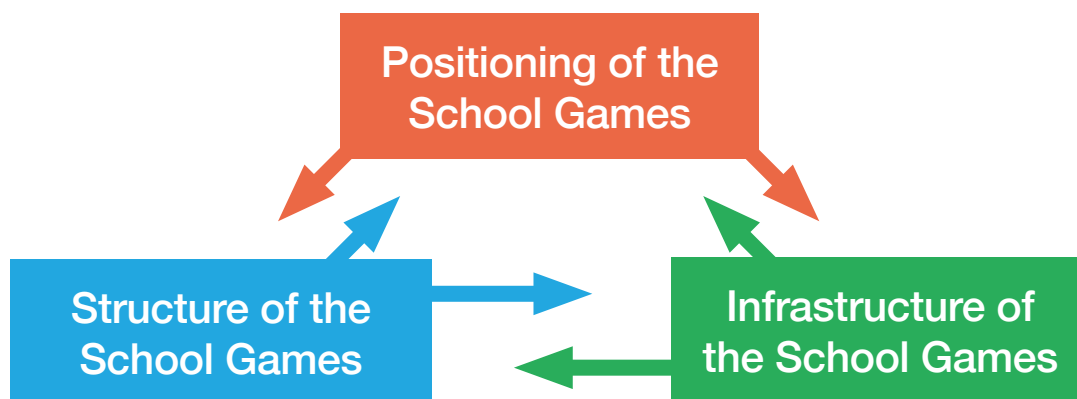
Please note that National Partners will still refer to a Local Organising Committee (LOC) as the collective term for the strategic management structures that counties (inclusive of London Youth Games) will drive. All correspondence, resources, networking, etc will use this term.

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The School Games Vision, Mission and Characteristics

The School Games Review determined the following:

Mission

Keeping competitive sport at the heart of schools and providing more young people with the opportunity to compete and achieve their personal best.

Vision

By 2020 the School Games will be continuing to make a clear and meaningful difference to the lives of even more children and young people.

Characteristics

The next phase of development of the School Games will focus on ensuring it is relevant to more children and young people and their lives today and allows more of them to achieve their potential. In driving this forward the School Games will seek to:

- engender a sense of competence;
- promote enjoyment; and
- avoid negative or bad experience and promote a positive one.

Level 3 Outcomes for Young People

Through any county event (L3) experience, young people will leave having had:

- a high quality experience that meets their needs and matches their competency level;
- a positive experience that promotes their wellbeing and enjoyment;
- an experience that is relevant to them and their lives and supports them back in their school/ educational establishment environment.

In order to achieve these outcomes, county event (L3) organisers need to consider:

- that the programme comprises not only of a meaningful competitive sport, but that it is focussed on providing more young people with opportunity and does not simply give more for those already closely engaged;
- the use of and interaction with digital technology that is vibrant and engaging;
- how the importance of daily physical activity messaging can be incorporated;
- how the principle of 'by young people for young people' can be adhered to;
- how young people can be used and maximised to fulfil workforce roles;
- how to motivate and inspire the athletes, workforce and spectators;
- the programme of competition selection and breadth in terms of engaging young people from different settings i.e. primary/secondary/special/PRU/FE/independent and not just providing for

one market;

- the inclusiveness of the event;
- how the inspiration from other major events can be maximised;
- how the events are embedded and valued by schools;
- what the connectivity is to inter (L2) provision and how this supports the SGOs to meet their KPIs;
- how to develop community retention and the promotion of exit routes for young people.

To be relevant to young people and their lives, the School Games will evolve so it:

- develops character, values and life skills;
- contributes to daily physical activity;
- harnesses the power of digital technology;
- leverages the inspiration of This Girl Can and reach out to under-represented groups;
- is increasingly organised, coached and officiated by children and young people;
- aids retention through primary-secondary transition;
- embraces a positive role for parents; and
- builds off the excitement of (UK-hosted) major events.

This all needs to be achieved and aligned to other outcomes i.e. Sport England's Five Key Outcomes, Childhood Obesity Plan Ambitions, etc.

The School Games Levels

Schools and pupils will participate and progress through three levels of competition:

- Intra-School Competition – Level 1
- Inter-School Competition – Level 2; and
- County Festivals – Level 3.

There will also be an annual School Games National Finals for talented young people involved in the talent pathways and programmes of the national governing bodies of sport participating in the National Finals. Whilst young people from county events (L3) and inter (L2)/intra (L1) may attend the National Finals as an athlete or volunteer if their sport is engaged as per the above, there is no direct or automatic progression in the pathway.

Key Questions

- What role does your county event (L3) play in contributing towards the Mission?
- How do you know this?
- What is your vision for your county School Games event?
- Is this a shared vision?
- How do you ensure you buy into this vision?
- How do you know you are making progress towards your vision?
- What are your success measures?

- How are you going to embed the characteristics?
- How are your events contributing to making a ‘meaningful difference to the lives of even more young people’ and not just the same young people, and how do you know this?
- How are you engaging with other colleagues from different county areas to share challenges, develop practice and learn from others experiences?
- How do you seek and utilise the voice and opinions of young people to determine your School Games offer and ensure it meets their needs rather than establishing a traditional competitive offer?

Positioning of the School Games

Overview

The School Games needs to be embedded into the hearts and minds of all schools and other educational establishments. The Games should follow educational principles in terms of young people achieving their best and engendering a sense of achievement and personal growth. County events (L3) should promote this ethos. This should all be done in a safe and structured way that promotes pupil welfare.

Safeguarding Statement

Safeguarding is a key part of planning at all School Games competition levels and events. The ideal is to integrate best safeguarding practice into all aspects of planning to endorse the principle of safeguarding as the ‘responsibility of everyone’ involved in the event.

The fundamental aspects of best safeguarding practice planning must include:

- having a named person to take a safeguarding lead role prior to and during the event;
- a safeguarding plan or documents that relate to the key staff and volunteers and their recruitment as well as a code of conduct stating the standards of behaviour expected of all staff, volunteers and participants involved in the event;
- confirmation or information that parents/guardians have provided concerning their child’s medical, disability and other relevant details as well as consent to participation;
- named first aiders and where they will be deployed at the facility;
- a clear process for collecting and reporting any concerns that may arise before, during and after the event;
- giving due consideration to digital/social media.

Safeguarding is a dynamic constituent of all School Games events and competitions and should be reviewed as an ongoing activity.

Through the School Games we work very closely with the Child Protection in Sport Unit (CPSU) in relation to the safeguarding of children and young people who are engaged in the School Games, and draw upon their direct guidance wherever possible and appropriate to ensure that there is consistency in the sector.

Safeguarding and Health and Safety industry standards such as the AfPE Safe Practice guidance should be adhered to as this is widely recognised as the industry standard and used in case law and covers such areas as fixtures, travel, etc. Association for Physical Education (AfPE): www.afpe.org.uk/physical-education/safe-practice-in-physical-education-school-sport-physical-activity-2016/

Outcomes

- All county events (L3) should be grounded and remain 'educationally powerful' and have a suitable management and accountability structure that reflects this.
- All county events (L3) should be delivered in a safe and structured way that supports young people's development.

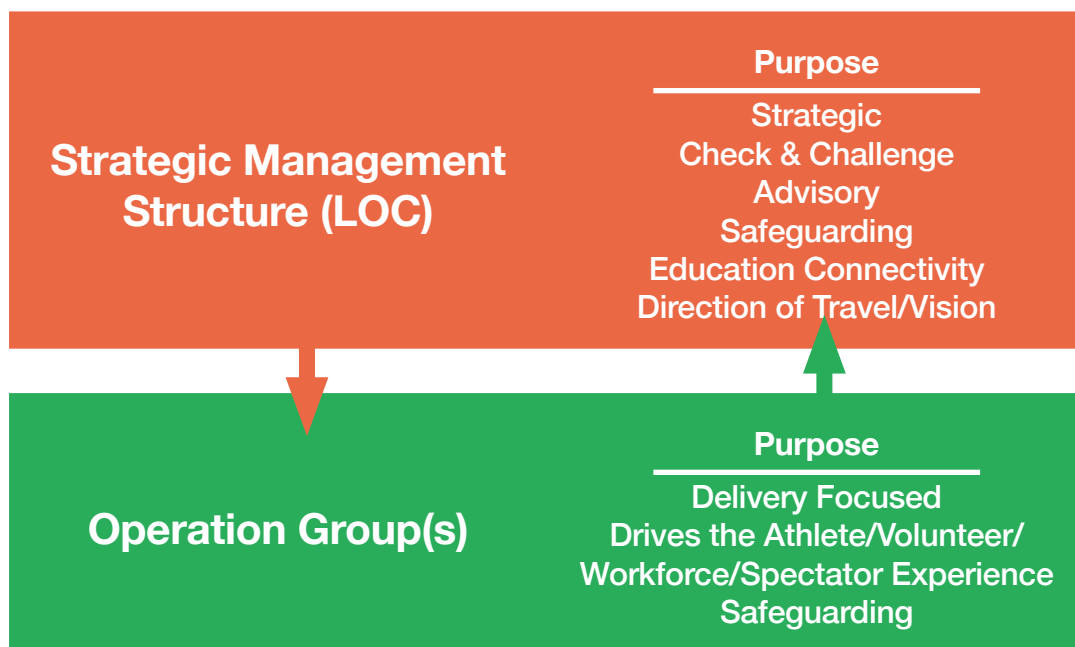
Key Questions

- What policies and procedures do you have in place to ensure the welfare of young people?
- How are you positioning the School Games and how do you engage schools and their Senior Leadership teams in this process?
- How do you work with wider partners (e.g. Local Education Authority, Public Health, etc) to maximise the benefit to schools?

Structure of the School Games

Overview

Each area should have a strategic/advisory group in place that serves to check, challenge and drive the direction of the Level 3 School Games across that county. The partners involved in the School Games will still refer to this structure as the Local Organising Committee (LOC). That said, there is less rigidity to how this group is formed. The roles of members and the focus should now be more aligned to people’s skill set based on the requirements specific to that county. Within the structures each county needs to have an effective operations group to drive the athlete, volunteer and spectator experience. These groups should be inclusive of internal CSP colleagues and external staff but some groups may be exclusive to the CSP.



Outcomes

- All county events (L3) should be positioned effectively across a county area and driven by a strategic effective check and challenge group and its associated structures.
- These structures should ensure that all developments align to an ‘educationally powerful’ School Games.

Effective Management Structure – Strategic (LOC)

A management structure should effectively act as the ‘check and challenge’ body and should have strategic oversight of the overall project (county event and wider L3 objectives). The management structure should monitor the overall progress of work streams, manage high-level risks, ensure a high quality event is delivered and act as advocates for the School Games.

Characteristics of an Effective Management Structure

- Has a clear strategic rationale and able to connect the School Games to other agendas.
- Is focused on outcomes for young people as well as educational outcomes.
- Has a strong educational tone that supports bringing about real change for young people and contributes to both the educational and sporting landscape.
- Clear vision, aims and objectives/purpose (locally agreed outcomes).
- Has a broad skillset and levels of expertise.
- Ability to apply rigour; preparedness to check and challenge.
- Ensures that insight is used to inform developments with athletes, parents and teachers and wider educational partners.
- Strong advocacy in education sector.
- Supported by the right operational structures.
- Safeguarding overview and is prepared to 'test' the system through effective desktop scenario planning exercises.
- Has strong leadership, direction and a clear vision.

N.B. This function could be positioned within a wider strategic group's role. There must, however, be a collective responsibility that this will be observed.

The budget for the School Games county event (L3) comprises delivery and capacity money. All CSPs and London Youth Games finances are managed by a robust set of controls as determined by their adherence to the recently published Governance Code for Sport. Sport England expects that CSPs and London Youth Games will be clear about the operational budget (delivery) for the year and that details of this budget, where this adds value to the developmental discussion, are transparent with their LOC.

Breadth of Membership – Some Considerations

An effective management structure for the School Games should be based on local structures and should be the best fit for each area. In assembling a structure, strong weighting should be given to the views of the educational sector, both in terms of expertise and advocacy.

As part of a drive for continuous improvement, there should be a review of the strengths and weaknesses and a proactive approach to addressing any skills gaps. Be creative and ensure that you have the right skills to drive the School Games forward and challenge where needed.

Accountability

The relationship between the Sport England and the Lead Applicant is where the overall outcomes and responsibility lie for county event (L3) provision and uptake, therefore the LOC should be a strategic check and challenge group striving to position the vision, mission and direction of travel of the School Games. Sport England expects that quality and functioning LOCs will meet three times a year, or more as required.

Operations Group(s)

Each management structure should give consideration to the most effective and efficient way to deliver the operational aspects of the School Games but as a minimum there should be one operational group that brings to life and manage the athlete experience, the spectator experience and the volunteer experience.

Characteristics of an Effective Operations Group

- Has strong governance processes and procedures for safeguarding.
- Demonstrates consultation and a shared ownership of the School Games in the county.
- Organises a high quality event and evidences continuous improvement.
- Has a reference point for key strategic decisions.
- Establishes work streams for key operational areas identified above and key measurable milestones that are shared.
- Has a clear line of communication with the Management Structure – Strategic (LOC).

Key Questions

- What is the skills set of your Management Structure members, both strategic and operations? What gaps do you have and how can these be addressed?
- How do you retain an 'educationally powerful' School Games? How are you ensuring this?
- Who is your education champion and what connections do they have back in the local education networks?
- What reporting structures do you have in place and how do these connect?
- What are your safeguarding procedures and how do you let the wider workforce know about these?
- How are you adhering to the principle of 'by young people for young people'?
- Have you identified leads for key operational areas such as athlete experience, spectator engagement, sports operations, event management, legacy/community links, etc?

High Quality Events

County event (L3) organisers should consider the following key components in aspiring to deliver high quality events:

- Accessing high quality venues.
- Having a clear Games experience vision that is young people-centred and incorporates the characteristics of the School Games.
- Sport Competition and NGB Involvement – how are you ensuring that this is of the highest quality?
- Wider Games Experience – what additionality will support the multi-sport feel and experience of the young people? Does this add to the cultural experience?

- Is there a clear connectivity to intra (L1) and inter (L2) provision, yet a clear differentiation between intra (L1) and inter (L2) to county events (L3), and does your event have the ‘wow’ factor?
- The event should be inclusive, accessible and the opportunity provided for all young people irrespective of where they might reside.
- All schools, both state and independent, should be encouraged to participate, and the breadth of provision needs to reflect the primary and secondary sectors.
- Maximising digital technology to ensure that the event is relevant to young people and their lives.
- How you are communicating the event? How are you engaging the media, VIPs, etc and what key messages do you want them to go away with?
- Maximising the prestige of major UK events.
- Consider how you are going to raise the aspirations of spectators and parents.



Key Questions

- All schools, both state and independent, should be encouraged to participate – how are you achieving this?
- How are you ensuring that young people are getting a high quality experience, and how do you know?
- How do you ensure that your events have the ‘wow factor’, and what distinguishes your event from their inter (L2) experience?
- Do you have a document/process that details what your venue requirements are, and does this give due consideration to safeguarding requirements?
- What does your Games experience look like from the eyes of the athlete/volunteer/workforce/spectator?

Infrastructure of the School Games

Overview

High quality events are dependent on a well trained, well organised, successful and motivated workforce. Coaches, officials, and volunteers as well as teachers, School Games Organisers, NGB and CSP (and LYG) staff are all critical to the success of a high quality county event (L3). Though this list is not exhaustive, it is imperative that:

- A minimum of 50% of the workforce should be young people led.
- The breadth of volunteers is developed to be more reflective of the communities that young people live in.
- Volunteering is considered as an activity in its own right that benefits people emotionally and socially, and supports community cohesion.

Outcomes

- The event is increasingly organised, coached and officiated by children and young people.
- The roles that young people are undertaking are relevant to them and their lives and have an educational benefit that schools see value in.

Consideration needs to be given to:

- Improving the leadership skills of young people.
- Harnessing the power of the School Games to attract a new workforce cohort.
- What support is required to maintain a well informed and well prepared workforce.
- Communication – how you are engaging with your workforce and how do you embrace the digital side to do this?
- Safeguarding – be clear on your duty of care responsibility to your workforce.
- What the pathway is for volunteers in your county. Is this clearly defined and is this open access for all?
- What the role of NGBs is. Can clubs support the infrastructure?

Key Questions

- How are you engaging young leaders from the different sectors across your county i.e. FE colleges, independent schools, etc?
- How are you using the workforce to promote the School Games in the local community and raise its profile?
- How are you engaging with your team of School Games Organisers to look at wider workforce needs and post-event opportunities?
- What does a high quality volunteer experience look like, and have you defined this?
- How are you engaging more young people into volunteer/workforce roles? Is the breadth of your workforce representative of the young people in your county?

- How are you contributing to developing the next generation of volunteers in sport?
- How can your workforce developments support the transition of young people from primary to secondary, i.e. what roles do secondary staff/young people have at primary competitions?

Summary

The School Games remains a key piece of work for the Government and at a county event level (L3) we need to ensure that there are the right people in the right structures with a clear vision to drive school competition forward. We need any county event (L3) provision to be relevant to young people and their lives and to be an experience that helps all young people to fulfil their potential. Efficient county structures that engage all partners are key in driving this forward, as is the ability to self review, plan effectively and hold partners to account.

Revised Minimum Expectations for Each County Area:

- Have an effective management structure in place that meets a minimum of three times a year.
- Have a minimum of one operational group.
- Develop a county vision and mission for the School Games that reflects the county's needs.
- Have a minimum of 50% of the county event (L3) workforce supported by young people.
- Continue to report both qualitative and quantitative data to Sport England.
- Provide a county experience that is inclusive and has both depth and breadth and connects to the inter (L2) provision and includes some festival provision. Please refer to the SGO KPIs document.
- Continue to deliver a minimum of seven sports plus an additional five which are inclusive that are informed by SGOs' needs. These should support the SGOs KPIs for competition. Please see the SGO KPI document.
- Continue to deliver on the cultural component to complement your county event (L3).
- Continue to engage both School Games Organisers and schools in the design and delivery of the county events (L3).
- Seek additional support of c. £10k PA, to maximise the provision for young people in your county. This could be partnership funding, value in kind and, where appropriate, local sponsorship opportunities.
- Continue to adhere to the branding guidelines for the School Games and ensure that all venues are appropriately dressed to maximise the promotion of the School Games brand.
- To duly consider the exit routes for young people to ensure that they can continue on their journey if they so wish.
- To develop the narrative that demonstrates the impact of the School Games on:
 - Widening the breadth of the engagement of young people.
 - Contribution to the sport development offer.
 - Enhancing the life experiences of volunteers.
- Continue to ensure that all Safeguarding principles are adhered to.

Acknowledgments

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- George Cull
- Sarah Hunter
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- Brian Shaw
- Nicky Affleck
- Sharon Robertson

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Draft SGO High Level KPIs



Following the School Games Review, recommendation ten states;

High level KPIs should be established for SGOs, reported on, published and used as part of their performance management. This should be embedded as an award condition.

Following the **first draft** national consultation which took place between 17th January and 21st February which received feedback from every county in England, the second draft was shared with LOC/SGO Consultation Group and the below is the **third draft** which will help develop the expectations for the 2017/18 Academic Year

Participation

- % of schools actively engaged in School Games*
- % of schools applying for school games mark**

Competition

- Competition Calendars uploaded
 - Deliver a minimum of 22 Events, of which;
 - Deliver a minimum of 10 Sports providing a pathway/progression into County Final (Level 3) of which a minimum 3 inclusive NB. Referenced as Pathway Competition.
 - Deliver a minimum of 2 Level 2 Development Competitions
 - Deliver a minimum of 2 Level 2 Festivals targeting Yr.3/4
- NB. The remainder of the c.8 events can be positioned appropriately at Level 2 to support the outcomes of the School Games.

Workforce

- Minimum of 45 young people supported and receiving ongoing training through a Leadership Academy
- Minimum 60% of Level 2 workforce is made up of young people (U18)

Clubs***

- Every SGO to have 80% of their target Change 4 Life Clubs established
- Each SGO identify and engage a minimum of 8 community exit routes (Sports Club, leisure provider, youth club, outdoor activity provider)

Professional Measures

SGO has completed all reporting

SGO has attended all three networking event throughout the academic year (National, Regional and County event)

*sliding scale of total number of Schools in SGO Area

0-19 schools - 90%
20-39 schools - 79%
40 - 59 schools 75%
60 - 79 schools 70%
80 - 99 schools 63%
100 - 120 schools 60%

** sliding scale of total number of Schools in SGO Area

0-19 schools 70%
20-39 schools 50%
40 - 59 schools 45%
60 - 79 schools 42%
80 - 99 schools 37%
100 - 120 schools 35%

Guidance Document Draft SGO High Level KPIs



To support the consultation process, a brief guidance document has been produced to provide further clarity on certain terms.

Participation

a. 'Actively' Involved in School Games - A school is registered on the School Games website, enters a minimum of 2 Inter school competitions (L2) *NB. This data will be collected via SGO competition Calendars.*

Competition

a. 'Pathway Competitions' - an inter school competition where the winners feed into the county final (Level 3). These competitions must adhere to the NGB Priority formats and include minimum of three inclusive pathway sports.

b. 'Development Competitions' - an inter school competition where there is no pathway to the county final. The purpose of these events can be established locally. The key philosophy with development competitions is there is a clear and mutually agreed reason for the sport/activities inclusion in an SGO Calendar of Competition and is supporting the engagement of different Young People e.g. B/C Teams, new sport

c. Festival (Yr.3/4) - an inter school festival which includes a rotation of skill based activities which challenge young people to achieve their personal best e.g. jumping, throwing, catching, skipping, racket skills, combat, adventure, target themed. Support and guidance will be developed to deliver Multi Skill festivals, including activities involved and potential event formats.

Workforce

a. Leadership Academy - this will continue to focus on a committed group of 45 Young People that receive **ongoing** training, support and deployment opportunities these can be from across the key stages.

b. Inter School Workforce (Level 2) - with an increased need to promote 'different' young people accessing volunteering in sport, school level opportunities become a crucial part. This % target will require data capture on the overall workforce supporting Inter School (Level 2) events taking place.

Clubs

a. As with current guidance, this relates to a club that is student led and targets young people for a specific need e.g. increasing physical activity, social skills, low confidence that do not access the traditional sporting offer. The Clubs can be part of before school, lunch time or after school and are a positive way to contribute to schools achieving 30 Active Minutes.



COMPETITION PATHWAY



LEVEL 3
OPEN ENTRY

L2D L2D L2F L2F

C4L/L1

LEVEL 1

LEVEL 1

LEVEL 0