



# BRITISH FENCING

## BRITISH FENCING CLUB & COACH GUIDE: *Working in and with schools*



## INTRODUCTION

Fencing is a sport that can be enjoyed by anyone of any age at any time: a “cradle to grave” sport. Although it is a sport that can be taken up at any age, it is the schools market that is one of the most, if not **the most** vital to effectively target in order to successfully increase participation in the sport. The younger that someone is first introduced to and captivated by a particular sport or activity, the more likely they are to continue with it for a prolonged period. This guide is designed to support the work you do in and with schools, and will therefore help you to help us increase participation in our sport.

Remember this is intended as a **guideline** to help you when working with and in schools. You should **not** view it as prescriptive in any way. If you have any suggestions of ways in which this guide could be improved, particularly from any experience you may already have from working in and with schools, please do let us know by emailing [jack.boteler@britishfencing.com](mailto:jack.boteler@britishfencing.com) or calling 020 8742 3032.

## CONTENTS

Key Stages	3-8
Letter Templates	9-12
Suggested 10-Week GO/FENCE Programme for a Level 2 Coach	13
In-Curriculum vs. After-School	14
Forming a School-Club Link	15



## KEY STAGES

When working in schools, it is helpful to understand the Key Stages. Key Stages define the competency that a child should achieve in curriculum activity. Understanding the Key Stages will help you to pitch your coaching at the correct level when coaching children and schools will be more receptive towards the idea of including fencing in curriculum activity if you are able to demonstrate how fencing helps to achieve the Key Stages. The Key Stages are arranged as follows:

Key Stage 1	Ages 5-7	Years 1 & 2
Key Stage 2	Ages 7-11	Years 3-6
Key Stage 3	Ages 11-14	Years 7-9
Key Stage 4	Ages 14-16	Years 10 & 11

Throughout the Key Stages, coaches aim to, when evaluating and improving performance, make connections between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

<b>Key Stage 1</b>		<b>How fencing achieves this</b>
<b>Acquiring and developing skills</b>		
Pupils should be taught to:		
Explore basic skills, actions and ideas with increasing understanding		Simple fencing actions such as basic footwork, thrusting and lunging are all relevant at this stage.
Remember and repeat simple skills and actions with increasing control and coordination		GO/FENCE games can be used to encourage learning new skills through repetition. Videos available at <a href="http://www.britishfencing.com/clubs/change4lifeshoolclubs/">http://www.britishfencing.com/clubs/change4lifeshoolclubs/</a>
<b>Selecting and applying skills, tactics and compositional ideas</b>		
Pupils should be taught to:		
Explore how to choose and apply skills and actions in sequence and in combination		GO/FENCE games such as the "Step-Lunge Game" encourage fencers to apply skills and actions in sequence and combination, and to think tactically. Video available at <a href="http://www.youtube.com/watch?v=AptzI4BNTck">http://www.youtube.com/watch?v=AptzI4BNTck</a>
Vary the way they perform skills by using simple tactics and movement phrases		
Apply rules and conventions for different activities.		GO/FENCE games such as "In the River, On the Bank" involve fencers both as participants and referees, encouraging them to learn, understand and apply the rules and conventions. Video available at <a href="http://www.youtube.com/watch?v=dD9CUNpbQQk">http://www.youtube.com/watch?v=dD9CUNpbQQk</a>
<b>Evaluating and improving performance</b>		
Pupils should be taught to:		
Describe what they have done		Fencers will be able to more successfully use the techniques and tactics that they are trying to use if they are able to describe them, for example "Snakes & Fencers": <a href="http://www.youtube.com/watch?v=lchgS60qx9o">http://www.youtube.com/watch?v=lchgS60qx9o</a>

Observe, describe and copy what others have done	Footwork games where fencers have to keep distance will require them to observe and copy their coach/leader/partner. Being able to describe what you have done is important to understanding all fencing games and exercises. E.g. "Opposites" <a href="http://www.youtube.com/watch?v=FmiOrEI8mlc">http://www.youtube.com/watch?v=FmiOrEI8mlc</a> .
Use what they have learnt to improve the quality and control of their work.	Numerous GO/FENCE games (e.g. "Bat the Bag": <a href="http://www.youtube.com/watch?v=uGI-R-ullUQ">http://www.youtube.com/watch?v=uGI-R-ullUQ</a> ) teach, in a fun way, techniques and tactics that will be required in a competitive situation.
<b>Knowledge and understanding of fitness and health</b>	
Pupils should be taught:	
How important it is to be active	Many GO/FENCE games (e.g. the "Skipping Game": <a href="http://www.youtube.com/watch?v=FarZ7mtFTro">http://www.youtube.com/watch?v=FarZ7mtFTro</a> ) are focussed both on training fencing skills and techniques and on encouraging an active lifestyle.
To recognise and describe how their bodies feel during different activities.	All fencing sessions should begin with a warm-up and end with a cool-down. Fencing uses muscles that are not often used in everyday life. E.g. <a href="http://www.youtube.com/watch?v=6C8AF8HmL-4">http://www.youtube.com/watch?v=6C8AF8HmL-4</a>

<b>Key Stage 2</b>	<b>How fencing achieves this</b>
<b>Acquiring and developing skills</b>	
Pupils should be taught to:	
Consolidate their existing skills and gain new ones	GO/FENCE courses will start by introducing students to the basics of fencing. Skills learnt in previous weeks will be recapped before new ones are taught.
Perform actions and skills with more consistent control and quality.	Recapping skills learnt in previous weeks and the use of GO/FENCE games teaches control and quality. Coaches and leaders may wish to adapt their sessions to meet the specific needs of the group. GO/FENCE offers a series of off-the-shelf coaching sessions that are pre-planned and therefore quick and easy to activate.
<b>Selecting and applying skills, tactics and compositional ideas</b>	
Pupils should be taught to:	
Plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities	GO/FENCE games such as "Hand Tap" ( <a href="http://www.youtube.com/watch?v=KzMq2gu3ods">http://www.youtube.com/watch?v=KzMq2gu3ods</a> ) require the implementation of plans & strategies.
Develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness	
Apply rules and conventions for different activities.	Many GO/FENCE games require participants to self-referee, e.g. "Knee Fencing" ( <a href="http://www.youtube.com/watch?v=E1P5owVpVr0">http://www.youtube.com/watch?v=E1P5owVpVr0</a> ).
<b>Evaluating and improving performance</b>	
Pupils should be taught to:	
Identify what makes a performance effective	Due to the individual combative nature of the sport,

Suggest improvements based on this information.	fencers need to be mentally alert in order to succeed. Because of the individual nature of the sport, fencers will need to be able to think for themselves about ways in which they can improve.
<b>Knowledge and understanding of fitness and health</b>	
Pupils should be taught:	
How exercise affects the body in the short term	Fencers are encouraged to think about the importance of warming up and cooling down, staying properly hydrated, etc. All fencing sessions begin with a warm-up and end with a cool-down.
To warm up and prepare appropriately for different activities	
Why physical activity is good for their health and well-being	Fencers are encouraged to be physically active by taking part in fencing games and exercises.
Why wearing appropriate clothing and being hygienic is good for their health and safety.	The "Rules of the Salle" include simple briefings on kit and equipment, participants, environment and accidents (prevention and dealing with).

Please visit <https://www.education.gov.uk/publications/eOrderingDownload/QCA-99-457.pdf> for more information on Key Stages 1 and 2.

<b>Key Stage 3</b>	<b>How fencing achieves this</b>
<b>Acquiring and developing skills</b>	<b>How fencing achieves this</b>
Pupils should be taught to:	
Refine and adapt existing skills	GO/FENCE games such as the "Skill Circuit" ( <a href="http://www.youtube.com/watch?v=-mxZD31Lls8">http://www.youtube.com/watch?v=-mxZD31Lls8</a> ) are great ways of refining and adapting fencing skills. When transferred to a fencing situation, these become specific and vital skills.
Develop them into specific techniques that suit different activities and perform these with consistent control.	
<b>Selecting and applying skills, tactics and compositional ideas</b>	
Pupils should be taught to:	
Use principles to plan and implement strategies, compositional and organisational ideas in individual, pair, group and team activities	GO/FENCE games such as the "Step-Lunge Game" and "Mask Trap" require the implementation of simple strategies, which can be built upon in a competitive fight situation.
Modify and develop their plans	GO/FENCE games such as "Mask Trap" will develop fencers' mental agility, teaching them how and when to use appropriate techniques and skill; this ability to modify and develop plans will be built upon in competitive fight situations.
Apply rules and conventions for different activities.	Many GO/FENCE games such as "Snakes & Fencers" ( <a href="http://www.youtube.com/watch?v=lchgS60qx9o">http://www.youtube.com/watch?v=lchgS60qx9o</a> ) require fencers to self-referee or contribute to the refereeing.
<b>Evaluating and improving performance</b>	
Pupils should be taught to:	

Be clear about what they want to achieve in their own work, and what they have actually achieved	As an individual sport, fencing is perfect for goal-setting and performance analysis. Targets can be set both for the successful achievement of tasks in GO/FENCE games, and in terms of (individual and team) competition goals.
Take the initiative to analyse their own and others' work, using this information to improve its quality.	The coach or leader can explain how to analyse technical ability, but it will often be for the fencer to take responsibility for analysing the relative success of their tactics (which the coach or leader will encourage and support where possible).
<b>Knowledge and understanding of fitness and health</b>	
<b>How fencing achieves this</b>	
Pupils should be taught:	
How to prepare for and recover from specific activities	All fencing sessions should begin with a warm-up and end with a cool-down. Although the coach or leader will usually lead this, they will ensure that fencers are able to carry out such tasks themselves as there will often be times when they have to take responsibility for their warm-up and cool-down, for example at competitions.
How different types of activity affect specific aspects of their fitness	Fencing is a sport that requires explosive power and speed in multiple short bursts, with a fast recovery time: very different to sports that require endurance over a long period.
The benefits of regular exercise and good hygiene	Fencers are encouraged to think about the sort of condition that they need to be in order to perform at their peak
How to go about getting involved in activities that are good for their personal and social health and well-being.	As well as opportunities to participate in school & community clubs and competitions, fencing offers opportunities to get involved as a leader, referee, official and various volunteering roles. Speak to your coach or contact British Fencing for more information.
<b>Games activities</b>	
<b>How fencing achieves this</b>	
Pupils should be taught to:	
Respond to changing situations in the games.	Fencers need to be able to think on their feet and react quickly to changing situations when sparring. GO/FENCE games are designed to stimulate mind and body.
<b>Athletic activities</b>	
<b>How fencing achieves this</b>	
Pupils should be taught to:	
Set and meet personal and group targets in a range of athletic events, challenges and competitions	As above - as an individual sport, fencing is perfect for goal-setting and performance analysis. Targets can be set both for the successful achievement of tasks in GO/FENCE games, and in terms of (individual and team) competition goals.
Use a range of running, jumping and throwing techniques, singly and in combination, with precision, speed, power or stamina.	Fencing requires various movements to be combined e.g. combination of footwork and handwork; moves must be carried out with speed and power in order to be successful; precision is essential.

<b>Key Stage 4</b>	<b>How fencing achieves this</b>
<b>Acquiring and developing skills</b>	<b>How fencing achieves this</b>
Students should be taught to:	
Develop and apply advanced skills and techniques	As fencers develop, they will be taught more complex skills and techniques, and be increasingly challenged by their coach. As the overall standard of the class increases, the exercises that they take part in will increase in demand accordingly, as will one-on-one sparring sessions.
Apply them in increasingly demanding situations.	
<b>Selecting and applying skills, tactics and compositional ideas</b>	
Students should be taught to:	
Use advanced strategic and/or choreographic and organisational concepts and principles	Fencers should be able to compose and apply the techniques they have learnt tactically in a competitive fight situation without the assistance of a coach
Apply these concepts and principles in increasingly demanding situations	
Apply rules and conventions for different activities.	Many GO/FENCE games require self-refereeing; fencers will often need to referee themselves in training sessions. GO/FENCE leadership offers opportunities to get involved with refereeing.
<b>Evaluating and improving performance</b>	
Students should be taught to:	
Make informed choices about what role they want to take in each activity	Fencing competitions provide a variety of opportunities for young people to get involved: as competitors, referees, leadership and other officiating roles.
Judge how good a performance is and decide how to improve it	The GO/FENCE Leader Course teaches basic fencing technique and tactics. GO/FENCE Young Leaders should take responsibility for teaching and improving basic fencing technique and skill.
Prioritise and carry out these decisions to improve their own and others' performances	
Develop leadership skills.	The GO/FENCE Leader Course teaches participants how to lead fencing sessions and is a great way of developing leadership skills.
<b>Knowledge and understanding of fitness and health</b>	
Students should be taught:	
How preparation, training and fitness relate to and affect performance	Fencers are encouraged to think about how they prepare for competition in order to maximise performance.
How to design and carry out activity and training programmes that have specific purposes	The concept of periodisation training teaches fencers how to structure their training according to the stage they are at in the competitive calendar and the events that are coming up.
The importance of exercise and activity to personal, social and mental health and well-being	Fencing is a sport that requires both physical activity and mental alertness, making participants more rounded as individuals.

How to monitor and develop their own training, exercise and activity programmes in and out of school.	Fencers are encouraged to supplement their fencing-specific training with appropriate fitness, strength & conditioning and other similar training.
<b>Games activities</b>	
Students should be taught to:	
Play competitive games	By this stage in their development, fencers are encouraged to take their competition seriously and think about aiming towards national squads and teams.
Use advanced techniques and skills specific to the games played with consistency and control	Fencers should be able to compose and apply the techniques they have learnt tactically in a competitive fight situation without the assistance of a coach
Respond effectively to changing situations within their games.	Competitive fencing requires quick thinking and split-second tactical decisions. Fencers should be able to apply these with increasing complexity by this stage in their development.

Please visit <https://www.education.gov.uk/publications/eOrderingDownload/QCA-04-1374.pdf> for more information on Key Stages 3 and 4.





## LETTER TEMPLATE 1: NON-FENCING SCHOOLS

[Club Logo]

[Address L1]

[Telephone]

[Address L2]

[Mobile/Fax]

[Address L3]

[Email]

[Address L4]

[Website]

[Date]

Dear [Head teacher/Head of PE etc.],

We at [club name] are keen to develop the sport of fencing within [name of borough/town/city/county] and see working in schools as key to this. As far as we are aware, your school has never participated in fencing before and we would love to give your pupils the chance to give it a go.

Fencing is a sport that can be enjoyed by any person of any age or sporting ability. Due to the “linear” nature of the sport, children who struggle with conventional school sports such as rugby and football often excel at fencing as it places different demands on the brain and body. Schools who have engaged in fencing have also reported the following benefits:

- An increase in physical activity amongst pupils who do not usually engage with sport.
- Improved communication skills: students recognising their own and their peers’ behavioural and communication styles.
- Better student attention rates: introducing activities that are fun, new and challenging helps to create an excitement about learning.
- Improved multi tasking and mental stimulation: students need to think about their next move, while executing the present one.
- Higher student motivation, energising students and creating a memorable experience that will re-invigorate pupils.

Fencing is featured in all four levels of the Youth Sport Trust’s School Games programme (<http://www.yourschoolgames.com/>), meaning that not only will your students have the chance to participate in this great sport, they’ll have the chance to compete against other schools as well. We’ll be able to assist with the organisation of a competition, or there are resources available at <http://www.britishfencing.com/clubs/change4lifeschoolclubs/>.

If you’re looking at up-skilling teachers and/or young leaders in your school, British Fencing will be able to run a *GO/FENCE* leader course. You should contact Jack Boteler at British Fencing HQ on [jack.boteler@britishfencing.com](mailto:jack.boteler@britishfencing.com) or 020 8742 3032.

If you want to give our fantastic sport a go, we’ll be happy to run a free taster session in your school with a view to setting up a regular fencing club. If you’ve got any questions, please don’t hesitate to get in touch via the contact details listed at the top of this letter.

We look forward to hearing from you soon.

Yours sincerely,

[Signature]

[Name &amp; Position]

## LETTER TEMPLATE 2: GO/FENCE SCHOOLS

[Club Logo]

[Address L1]

[Telephone]

[Address L2]

[Mobile/Fax]

[Address L3]

[Email]

[Address L4]

[Website]

[Date]

Dear [Head teacher/Head of PE etc.],

We at [club name] are keen to develop the sport of fencing within [name of borough/town/city/county] and see working in schools as key to this. We have been informed by British Fencing that your school recently ran a GO/FENCE Leader course and is running a GO/FENCE club and we would like to enquire about the possibility of forming a school-club link. As your school is already participating in fencing, you will hopefully be fully aware of many of the benefits that our sport has to offer.

There are a number of benefits to forming a school-club link:

- Support for leaders in the delivery of sessions and delivery of CPD sessions.
- Assistance with the organisation of competitions (fencing is featured in all four levels of the Youth Sport Trust's School Games programme, <http://www.yourschoolgames.com/>; resources are available at <http://www.britishfencing.com/clubs/change4lifeschoolclubs/>).
- Provides an exit route for students, leaders and volunteers who wish to further their participation in the sport.
- A successful school-club link and a strong PE and school sport offer will raise the school's profile in the community, which will assist in attracting new pupils.
- Access to an increased range of equipment.

If you are interested in the possibility of setting up a school-club link or if you require further information, please do not hesitate to get in touch with us via the contact details listed at the top of this letter.

We hope to hear from you soon.

Yours sincerely,

[Signature]

[Name & Position]

## LETTER TEMPLATE 3: CHANGE4LIFE SCHOOLS

[Club Logo]

[Address L1]

[Telephone]

[Address L2]

[Mobile/Fax]

[Address L3]

[Email]

[Address L4]

[Website]

[Date]

Dear [Head teacher/Head of PE etc.],

We at [club name] are keen to develop the sport of fencing within [name of borough/town/city/county] and see working in schools as key to this. We have been informed by British Fencing that your school is one of the schools that chose fencing as part of the Change4Life sports club programme and we would like to enquire about the possibility of forming a school-club link. We are aware that some Change4Life fencing clubs are no longer operating; whether your club is still in operation, has ceased to operate or never got off the ground in the first place, we believe that we have something to offer you.

Fencing is a sport that can be enjoyed by any person of any age or sporting ability. Due to the “linear” nature of the sport, children who struggle with conventional school sports such as rugby and football often excel at fencing as it places different demands on the brain and body. Schools who have engaged in fencing have also reported the following benefits:

- An increase in physical activity amongst pupils who do not usually engage with sport.
- Improved communication skills: students recognising their own and their peers’ behavioural and communication styles.
- Better student attention rates: introducing activities which are fun, new and challenging helps to create an excitement about learning.
- Improved multi tasking and mental stimulation: students need to think about their next move, while executing the present one.
- Higher student motivation, energising students and creating a memorable experience that will re-invigorate pupils.

There are a number of benefits to forming a school-club link:

- Support for leaders in the delivery of sessions and delivery of CPD sessions.
- Assistance with the organisation of competitions (fencing is featured in all four levels of the Youth Sport Trust’s School Games programme, <http://www.yourschoolgames.com/>; resources are available at <http://www.britishfencing.com/clubs/change4lifeschoolclubs/>).
- Provides an exit route for students, leaders and volunteers who wish to further their participation in the sport.
- A successful school-club link and a strong PE and school sport offer will raise the school’s profile in the community, which will assist in attracting new pupils.
- Access to an increased range of equipment.

If you're looking at up-skilling teachers and/or young leaders in your school, British Fencing will be able to run a *GO/FENCE* leader course. You should contact Jack Boteler at British Fencing HQ on [jack.boteler@britishfencing.com](mailto:jack.boteler@britishfencing.com) or 020 8742 3032.

If you are interested in the possibility of setting up a school-club link or if you require further information, please do not hesitate to get in touch with us via the contact details listed at the top of this letter.

We hope to hear from you soon.

Yours sincerely,

[Signature]

[Name & Position]

### **SUGGESTED 10-SESSION GO/FENCE PROGRAMME FOR LEVEL 2 QUALIFIED COACH**

If in doubt, there are further notes and lesson plans supplied with the GO/FENCE Leader course manual, available from Head Office. As you become more familiar with the system you may wish to develop your own programme and use your own favourite games and exercises. Similarly with a longer programme you may wish to develop fencing-technical skills further as in the programme shown below.

	5 mins	10 mins	5 mins	5mins	25 mins	
Session #	Warm-up	Game	Or Reaction Exercise	Footwork	Revise	New topics + free fencing
1	Introductions, history, 3 weapons, terminology, safety, rules of the salle (weapons, running, edges, "halt!"), warm-up, gentle stretches, walk, reach, jog, jog backwards, side-to-side steps, reaction time game (e.g. hand tap), stance, advance, retire, thrust, knee fencing, break, introduce the weapon, the grip, free fence, salute.					
2	Gentle stretches in a circle, jog (touch floor, jump, change direction) on commands 1, 2, 3.	"Pass the squeeze"	Coach's hand signal backwards and forwards	Session 1 esp. terms and safety	Kit, hit, thrust and lunge Distance Free fence: "On Guard, Are you ready? Play!" & "Halt!"	
3	Pass the mask, Circle jog, 'Greek dance'	Circle Ball	Reprise	Session 2	The defence: Parry quarte, sixte, and riposte.	
4	Resistance Training	Skipping	Ballestra	Session 3	Counter-ripostes (1 <sup>st</sup> and 2 <sup>nd</sup> )	
5	With a partner side-step facing each other and high five on coach's command. With a partner, jumping and toe tapping alternate toes, opposite toes	Glove on mask	Flèche	Session 4	Disengage, beat.	
6		Opposites: 1=2, 2=1, forward=back, back=forward		Session 5		
7		(Pairs in the circle, dob with glove)			Semi-circular and circular parries, 8, 7, 6, 4	
8	Run through rope etc.		"In the river, on the bank"	Session 7	Compound attack by 1-2, judging	
9	Stretches with foil	Kneel in circle with foil, jumping over	Stepping on spot, faster and faster, then stop and take step forward, check feet position	Session 8	Scoring, timing, poule sheets  Individual poules/mini-tournament	
10			Jumps, small steps, knee lift – check feet position	Session 9	Individual poules/mini-tournament	

As a general rule always finish with free fencing and a formal class salute

*Note: Mini-Fence® is the registered trademark of Leon Paul Equipment Co Ltd. GO/FENCE is a brand of British and England Fencing*

## IN-CURRICULUM vs. AFTER-SCHOOL

When approaching a school, it is important to consider whether you wish to embark upon an in-curriculum or an after-school programme. Of course, the decision is likely to be influenced by your and the school's existing timetables: what mutual availability do you have, and how flexible are you able to be? However, it is also important to consider the advantages and challenges of both:

### **In-Curriculum**

#### Advantages

Likely to have the same group and number attending every week

Better way of generating initial interest and enthusiasm (capture the interest of students through in-curriculum sessions; they will then be keener to stay on for after-school sessions)

#### Challenges

Programme must clearly meet relevant Key Stage criteria

Pupils likely to attend out of obligation rather than desire

### **After-School**

#### Advantages

Pupils will attend out of desire rather than obligation

Programme need not conform to Key Stage criteria

Widens interests of children; improves behaviour, social awareness, communication skills and self-esteem; positive influence on mental development, etc.

More potential for parental involvement

#### Challenges

Consistent number and membership of group not guaranteed

Harder to initially attract students



## FORMING A SCHOOL-CLUB LINK

### Why form a school-club link?

Both schools and clubs can benefit from forming a school-club link. From the school's point of view, the club's coaches will be able to support the school in the form of coaching, mentoring teachers and leaders, organising a competition, etc. The club, by providing an exit route for fencers at the school, will be able to boost its membership, as well as gaining access to potential new venues and schools through the school they are linked with.

### How to make it sustainable

Shared Standards: Schools pride themselves on the standards of behaviour, attitude and attainment that they set for their pupils and staff. It is important that the school and club work to an agreed set of standards as pupils will expect external coaches to show the same attitude during sessions as teachers show during lessons.

Agreement: A formal agreement, clarifying the roles and responsibilities of both the school and the club and the aims and expectations of the programme, should be agreed in advance of the establishment of the school-club link and adhered to throughout.

Continuity: It is important to give young people the chance to pursue an interest in fencing outside of school at an appropriate level. Having a local club that is readily available at a convenient time and location and for the same age group as those at the school you are coaching in is vital if the link is to be a success.

Coaches in Schools: Anyone working in a school should be qualified and registered at the appropriate level (Level 2 registered coach if working with metal equipment; GO/FENCE Leader if working with plastic and/or foam equipment). If a school has trained their own students and/or teachers as GO/FENCE Leaders and/or metal fencing coaches, the regular input of a coach from the local club will help to enhance the reputation of the club in the school and make it more likely that children from the school will visit the local club.

Understanding and Respect: It is important that understanding and mutual respect exists between the school club and the community club – they should work together, not compete with one another. The involvement and support of other parties, such as the School Games Organiser (SGO), Partnership Development Manager (PDM), Regional and County Fencing organisations, should also be sought where necessary and appropriate.

Communication: maintaining good and regular communication with both the school and the parents/carers of the young people involved helps to strengthen the link between the school and your club.

Involving Young People: involving a good number (at least 5-10) of young people in the school-club link (for example through leadership, ambassadorial and administrative roles) will help to keep the link strong and enhance the reputation of both clubs within the school. Potential new recruits will feel more encouraged if their peers are already involved. However, it is important to not just focus on having a high number of participants: most important is the number of pupils who progress from the school club to your club and become regular members over a number of years.

## Agreements

### The School agrees to...

- Provide a main point of contact
- Deliver fencing in curriculum/after school
- Deliver the fencing Achievement Awards
- Deliver the *GO/FENCE* leadership awards
- Enter school teams in local competitions
- Advertise the club in school
- Advertise the initiative in the school newsletter to parents
- Assist with volunteer recruitment

### If the school agrees to outside coaches coming in, the school is to...

- Provide appropriate facilities
- Ensure a teacher is present at all times
- Ensure a teacher/leader lead at least one session
- Give sufficient warning to the club of any changes that need to be made
- Provide a register

- Consider entering or running a competition

### The Club agrees to...

- Provide a main point of contact
- Provide posters, flyers etc.
- Organise a Curriculum Package
- Provide coaches for agreed sessions in curriculum and/or extra-curricular time
- Ensure all coaches are qualified and help mentor teachers to ensure sustainability
- Give sufficient warning to the school of any changes that need to be made
- Help organise a school festival/competition
- Provide equipment for the school to use
- Help arrange officials for agreed fixtures
- Offer young people high quality leadership and volunteering opportunities as part of the Step into Sport programme
- Provide and assess fencing Achievement Awards and/or assist with schools teams
- Any other

## Programme Delivery

It is important to make sure that when working with schools, and when setting up a school-club link, a clear and appropriate programme is established before any activity takes place. Schools will want to see, both for their benefit and for the benefit of their students, that any programme they engage in will be aimed at an appropriate level for the students participating and has clear aims and outcomes. The club and coach delivering the programme will also benefit by establishing in advance what the programme will look like and what the aims and outcomes will be.

The rest of this section of this toolkit will help you to ensure that the programme you are proposing is appropriate and has clear aims and outcomes. The following sections will also be useful:

Key Stages (pp. 3-8)

Suggested 10-Session *GO/FENCE* Programme for a Level 2 Coach (p. 13)



Curriculum vs. After-School (p. 14)

### **Inter- & Intra-School Competition**

Intra- and Inter-School Competitions are great ways to keep young fencers enthused. Arranging competitions at specific intervals during the fencing programme will give the children tangible goals to work towards.

