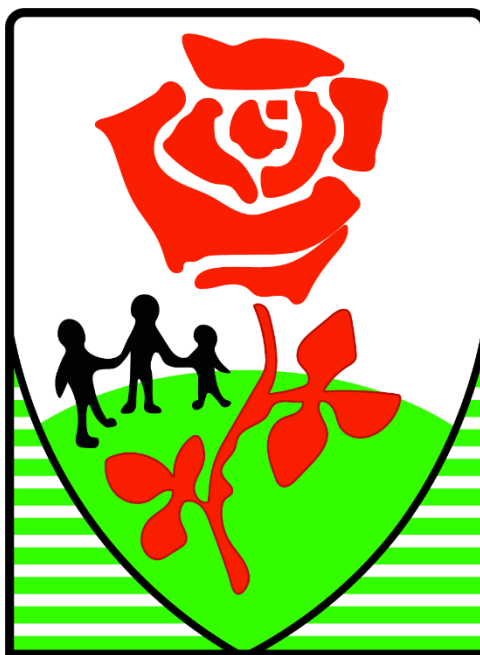


Rosehill School

Swimming Policy



Policy Lead:	PE and Outdoor Learning Lead
This policy was written on:	July 2024
Approval status	Approved at Full Governing Body Meeting 11.12.2024
It is due for review on:	July 2026

Rosehill School

Swimming Policy

Aims of swimming

- To provide a meaningful and safe swimming experience for the children in Key Stage 2 (to have completed 2 terms of swimming by the end Key Stage 2)
- To meet the requirements of the National Curriculum
- To offer each child the opportunity to access swimming to reinforce their personal and social development

Pupils should be taught to

- Be confident in the water allowing them to experience the sensory effects of water play
- Place themselves in floating and swimming challenges that are appropriate to their stage of learning, including floating, submersion, swimming on their front and back
- Swim on the front and back gradually moving from supported by an adult, aided with a floatation device and unaided
- Swim to improve stamina and/ or stroke technique including front crawl, backstroke and breaststroke

Organisation

Swimming at Rosehill School is organised for year 5's (see booking information). It occurs during mornings slots from 9:45am to 12:00pm and is held at a local pool. There are instructors and lifeguards on site.

Children are transported to the swimming pool using the school mini bus (see minibus swimming timetable).

Equal Opportunities

All children have equal access to the Swimming Curriculum regardless of race, gender, creed or ability, in line with the school's policies. This policy pays due regard to the Disability Discrimination Act. Equal access to all aspects of the swimming programme will be available to all children. Any child with special educational needs will participate in all activities as far as possible according to his/her abilities. If for any reason it is not possible to provide swimming for a child then alternative, appropriate activities will be provided. Further guidance on integrating children with special educational needs can be found in 'Safe Practice in Physical Education' (BAALPE) p75-97. This document is chiefly concerned with safe practice.

Roles and Responsibilities

The role of the swimming lead

- The welfare of children in and around the pool
- Teaching groups of children
- Overall maintenance of good discipline
- Counting children into and out of the building and recording these numbers so that they are visible
- Marking the attendance register
- Ensuring the water safety of all children and maintain a safe working environment.
- Provide lesson plans for other adults taking swimming groups
- Record children's achievement on school data base and monitor pupil progress
- Make arrangements to be made about the provision for children with special needs and confirm risk assessment
- Adhere to health and safety requirements
- Liaise with swimming teachers regarding what to deliver
- Continuously monitor risk assessment and organisation of school swimming
- Liaise with SLT regarding booking school swimming

Role of class teachers and support staff

- The welfare of specific children in changing room and shower area. Supervision and oversight of designated child, ensuring the child understands and follows instructions.
- Consult with the accompanying teacher and agree arrangements to be made about the provision for children with special needs and confirm risk assessment.
- Adhere to health and safety requirements.
- It is expected that teachers and support staff enter the water to support the pupil's learning, making sure that staff ratios are adhered to inside and out of the water
- Using agreed scheme of work teach children swimming
- Staff members may stay on poolside to assess pupil attainment, however only if the right staff ratios are in the water
- One member of staff to act as an observer per teaching group, monitoring children behaviour and risk
- Assess pupil attainment according to school swimming grade system and log onto school data base.

The swimming teacher (swimming instructor at the pool) will

- Possess minimum qualifications as specified by Nottingham City Council
- Possess DBS clearance

- Have full ASA teachers Award or an STA equivalent
- If delivered by a school staff member as a lead teacher they must possess a PE teachers qualification
- Obtain a recognised lifesaving award, for example NPLQ
- Possess a relevant First Aid certificate

Staffing ratios

When swimming there are guidelines set out by the City of Nottingham Sport, Outdoor Learning & Sustainability Team Safe Practice in Swimming Document. They state the following staff ratios for pupil with disabilities and what Rosehill School will be following.

For our pupils at Rosehill we expect staff to be in the water with the pupils to manage behaviour and ensure quality teaching and learning is taking place. The following pupil staff ratio is for the teacher teaching the group and therefore support staff are extra.

- Swimmers with disabilities 8:1 (with an appropriate number of helpers)
Each situation must be considered individually as people with disabilities are not a homogeneous group. Care must be taken to ensure that there are sufficient helpers in the water to provide a 1:1 ratio for those needing constant support and a sufficient number of other helpers to provide the degree of support required by the range of disabilities within the group. There are national organisations for specific disabilities from which further guidance may be obtained. Individual risk assessments must be undertaken so that the teacher in charge of swimmers with disabilities can be aware of the particular needs of each child.
- Pupils with epilepsy must be 1:1

Organise classes according to

- Number of pupils
- Pupil ability
- Number of teachers/ adult helpers

Organise self and children

- Ensure children know the procedure for the start and end of the lesson, their grouping and assigned area of pool and teacher (see lesson procedure)
- Give plans/ pupil targets to the accompanying teacher so that they know work to be covered
- Consult with swim teacher about provision for pupil with particular needs and care behaviour plans
- Have all equipment ready and in correct place in teaching area prior to lesson beginning
- Make sure all pupil and staff know safety drills

Organise patterns for working

- Waves either widths or lengths
- Circuits
- Groups – static rotating
- Individual swimming in selected working area
- Combination of any of the above

Health and Safety

It is essential that schools take note of and comply with 'Safe Practice in Physical Education' (BAALPE) which provides detailed, authoritative guidance on safety issues, including safety in swimming lessons and the DfE guidelines on educational visits. The LEA has adopted BAALPE within its Health and Safety arrangements. The following summary identifies the key features with safety in swimming

Medical Conditions

There must be an alerting mechanism/ procedure in place for children at risk. Under guidance from City of Nottingham Safe Practice in School Swimming there must be one observer per teaching group with a horn in case of any difficulty identified. Different needs will require different courses of action and may require safety arrangements. These will be dictated by the pupil Educational Healthcare plans and the appropriate staffing ratios required. These arrangements must be clearly understood by all supervising adults and must be shared with City of Nottingham swim teachers/ lifeguards. This will be specified in a risk for children at risk.

Arrival and Departure

Children should always enter and leave the swimming pool area under supervision and be counted into and out of the swimming area. Children should also be counted onto and off the minibus.

In the Changing Rooms / Safeguarding

- Encourage good behaviour in the changing rooms. This will not only ensure the safety and well-being of pupils but will also help to set the tone of the session.
- For the safety of the individual and the group, no jewellery of any kind is to be worn in the water. Provision will need to be made at the school for the safe keeping of valuables. It may be necessary to agree a procedure relating to children who wear jewellery for religious purposes or who wear medi-art bracelets or similar items.
- Make sure the children have been to the toilet and have showered before entering the pool.
- Wherever possible supervision and changing of pupils should be undertaken by school staff and/ or accompanying helpers of the same gender. Wherever this is not possible, there must be clearly understood and agreed procedures in place to enable

staff access. This must be done where at least two members of staff must be present during changing.

- Rosehill school follows the NSPCC safeguarding in changing rooms procedure. (<https://learning.nspcc.org.uk/media/2754/safeguarding-considerations-for-changing-rooms.pdf>)

Instructor/ Teacher Responsibility

The school is responsible for undertaking a periodic risk assessment of the school's swimming provision. This should be carried out by the PE and swimming coordinator and/ or a member of teaching staff. When making decisions about Rosehill pupils the school needs to ensure that the law relating to SEN Disability Act is followed, whereby the school takes all reasonable steps to avoid discriminating against pupils on the grounds of their disability.

- Suitable clothing and appropriate footwear should be worn.
- Teachers and staff entering the water should also wear a top in case of pupils grabbing and to preserve modesty.
- Ensure all children suitably attired, where girls wear a one-piece swimsuit and boys wear swimming trunks or appropriate swimming shorts. Provision must be made for alternative attire for minority ethnic pupils when a request is made.
- Swimming caps are not essential attire but are encouraged for those with long hair. These can also be worn for pupils' safety, hygiene and clear identification.
- Make sure children and staff are aware of the deep and shallow ends of the pool. These can be divided using floating booms enabling grouping by ability to be easier and more effective.
- Teachers and observers should be made aware of the location and function of safety equipment although due to having lifeguards it is not their duty to perform lifesaving duties unless it is essential they do so. This mainly includes first aid box and telephone. The swimming leader should also take a school mobile in case of an emergency.
- Make sure that once a term or changeover of pupils a practice response to an emergency situation is carried out.

Emergency Drill

This should be understood by all staff attending swimming and shown to pupils and practiced once a term. All pupils will not be able to let staff know they are in difficulty therefore each teaching group should have one member of staff observing. Staff will need to carry either a whistle or horn at all times, to be used strictly as a safety aid and not as a teaching aid. Special arrangement may be required, e.g. flashing lights for hearing impaired children, in case a whistle or horn is not appropriate for certain individuals. The signal for each pool should be the same as that used in the pool Normal Operating Procedure.

The Recommended Emergency Drill Procedure is:

- ❖ One short blast – call the attention of the pool users i.e. swimmers
- ❖ Two short blasts – call the attention of another lifeguard
- ❖ Three short blasts – indicate that a lifeguard is taking emergency action
- ❖ One long blast – all pupils climb out of the pool immediately and sit/ stand by the nearest wall/ agreed meeting point

The swimming instructor/ lifeguard nearest the incident effects the necessary action. The accompanying teachers are responsible for the children on the poolside and a register must be taken to account for all pupils attending the session. If a swimming instructor or lifeguard enters the water, the remaining pupils should be taken into the changing rooms, especially in an emergency situation so pupils are protected from the potential trauma of the situation. The pupils should be taught the meanings of one short blast and one long blast, and not two or three short blasts. This may cause confusion. For those that would struggle differentiating between short and long blasts other provisions may need to be put in place, e.g. buddy system, flashing lights, colour coordinating.

Lesson organisation

Children should be familiar with the routine procedure when entering the pool area – for example, they should know exactly where to stand, sit or line up. No child should be allowed to enter the pool area or water until told to do so. Depending on the method (steps, sitting or jumping in) of entering the pool pupils should be supervised at all times. Staff will be expected to promote good behaviour management at all times. This can be achieved by following a clear 3 part lesson structure as highlight below. Appropriate provision and staffing ratios as stated above should be made to support pupils in the water where their needs indicate. The instructor and teacher will need to adopt a position on poolside such that all pupils in his or her care are constantly visible. It is therefore expected that apart from the staff member observing the pool all other adults enter the water to support and manage the pupils learning.

Lessons should be organised in accordance to the PE policy adopting a 3 part lesson structure incorporating a warm up/ starter activity, main body of teaching and a plenary/ game to embed learning. See swimming scheme of work to help plan and deliver the elements of the swimming grades. They usually include:

- Entering the pool
- Improving swimming technique and stamina
- Submerging

Assessment and Recording

The swimming ability of the children will be assessed according to the grading system in the scheme of work. The scheme of work has been developed alongside the ASA awards to ensure pupils with ASD and learning difficulties are suitably challenged and able to achieve

frequently. Along with the scheme of work staff is required to fill in the grading tick sheets and once a grade has been achieved enter it onto the swimming database.

To reward the pupils progress and attainment certificates are awarded. The scheme of work and assessment database can be found in the PE subject area folder on the server.