

# Edsential School Swimming Policy and Guidance

**This policy and Guidance Document only applies to schools where Edsential provide the swimming service.**

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## Contents

|  |    |
|--|----|
| Introduction                                   | 3  |
| Aims of this guidance                          | 4  |
| Terms used in this guidance                    | 4  |
| School Swimming                                | 5  |
| How much Swimming?                             | 7  |
| Planning and preparation                       | 8  |
| Provisions for inclusion                       | 9  |
| Training and resources                         | 11 |
| Duty of care                                   | 12 |
| Roles and responsibilities                     | 15 |
| Risk Management                                | 17 |
| Qualifications and training                    | 18 |
| Staff-to-pupil ratios                          | 20 |
| Religious and cultural issues                  | 22 |
| Changing room provision, procedure and concern | 23 |
| Physical Education and Sport Premium Funding   | 24 |
| Charges and Cancellations                      | 25 |
| Frequently asked questions                     | 26 |
| References and further information             | 27 |
| Appendix                                       | 28 |
| Appendix A – school example Risk Assessment    | 29 |





# Introduction

Aims of this guidance

Terms used in this guidance



## Aims of this Guidance

The aim of this document is to provide advice, guidance and support to Edsential schools with their school swimming provision. It is based on good practice and adheres to recommendations made by national bodies such as the Association for Physical Education (afPE), and the Amateur Swimming Association (ASA). It can be used to provide a framework against which schools can review their own practice and make informed decisions regarding the planning and

implementation of their own school swimming provision.

The information provided will also be of use to parents and carers, private operators, swimming coaches, and other related groups.

## Terms used in this guidance

|   |  |
|---|--|
| Edsential Service for school swimming               | The service which provides your school with coordination of your swimming timetable and transport (if applicable), quality assurance of swimming instruction, access to qualifications for all types of staff, health and safety advice and guidance, pool hire and instruction, lesson planning and pupil online performance and attainment tool. Full breakdown of the service can be found on your Edsential School Swim Service offer. |
| STS - Swimming Teaching Staff (Leisure Instructors) | Those qualified individuals whose role it is to provide swimming teaching at the pool  |
| SSS - School Swimming Staff                         | School staff who hold a qualification in relation to swimming  |
| Assistant School Staff                              | Teachers or volunteers who assist with the swimming programme but who have no swimming or water safety qualifications. Assistants cannot be responsible for teaching a group of children.  |
| Centre Staff  | Any staff based at the swimming centre, who may or may not be involved in teaching swimming  |
| Pool Provider                                       | The body or organisation providing the swimming pool facility  |
| The Swimming Facility                               | The pool or pools used in the session  |
| Poolside  | The area in and around the pool (wet side).<br>It does not include the spectator area (dry side), regardless of how near this area is to the pool.   |



# School Swimming

How much Swimming?  
Planning and Preparation  
Provisions for Inclusion



## School Swimming

The importance of teaching children to swim has been recognised within education for some time. The most recent National Curriculum for Schools (2014) has continued to reflect this within the Programme of Study for Physical Education.

The requirements of this curriculum state that all schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, to achieve the swimming attainment targets, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations

Whilst the statutory nature of this requirement is not directly included at key stages 3, 4 and 5, the expectations of those programmes of study within PE can be achieved using swimming as a context.

Within the changing landscape of school provision, not all schools are bound by the requirements of the National Curriculum. However, those that chose not to follow the programmes would find it a challenge to justify a decision that excluded swimming as part of its alternative provision.



## How much Swimming?

The expectations set out in the National Curriculum 2014 for Swimming and Water Safety can be interpreted in a number of ways, including that of a 'tick list'. Whilst the logistics of planning and implementing a school swimming programme is very demanding and time consuming, there is great potential for young people to achieve over and above the minimum requirements. For this reason, gauging 'how much' swimming to provide should be based on the pupil's ability at the start of the programme.

It is quite common for families to take children to public pools from an early age, and also for parents to opt for private swimming lessons for their children. Where this is the case, the child may be able to meet the requirements of the National Curriculum as soon as they start to attend sessions with the school. For these children, it is very important that they are challenged.

The school swimming experience is more than just the swimming itself. Being able to organise kit, change in a timely fashion, behave appropriately in a public facility (where used), and working in the pool as teams, pairs and individuals, are all important elements of school swimming.

Once at the pool, children's abilities should be assessed and their learning differentiated in the same way it would be for other aspects of their learning. Following this process, schools need to ensure that they have the capacity and ability within the swimming teaching staff and school swimming staff to accommodate the needs of the different learners. Those children who arrive having already met the National Curriculum (NC) requirements can then continue to progress through stroke improvement, personal survival and safety work and the introduction of other aquatic skills such as water polo, or synchronized swimming.

At the same time, there will be pupils for whom the school swimming programme will be their first experience of swimming; they are beginners and need to be taken through the process appropriate to this stage in their learning. Approaching learning in swimming in the same way as other learning is important in maintaining the correct attitude and status to the activity. For maintained schools, it is a statutory subject, and parents should on no account be allowed to withdraw their child from the lesson. (See FAQs pages 25-26)

This said, once the school is satisfied that it has provided 'sufficient sessions' for the majority of pupils to achieve the National Curriculum attainment targets, they may then decide to only continue to offer further sessions to those pupils yet to reach these levels. These 'booster,' additional, or intervention sessions replicate those offered in other curriculum learning areas and should be used in the same way.

Any additional resources in primary schools for physical education, (i.e. additional funding, through the Primary Physical Education and Sport Premium) can be directed towards additional provision for swimming over and above the planned curricular programme, and can also be invested in professional development for staff or other adults to increase the school's capacity for delivering safe, high-quality lessons.

## Planning and Preparation



## Planning the Swimming Teaching Programme

Be clear about the needs and swimming abilities of the pupils:

- Review the programme undertaken in the previous year – was it suitable, and what changes do you need to make? Communicate these to the swimming teaching staff (STS) if this is not you.
- Carry out the initial assessment of the pupils alongside the STS
- Decide how the pupils will be grouped and the level of teaching required
- Talk to the STS about how the requirements of the NC will be covered
- Ask to see planned sessions- they are available for primary staff
- Are clear and explicit learning objectives and outcomes set out at each stage?
- Assessment be built into the programme, through a new online system provided by Edsential entitled Swimphony. Swimphony will be provided for primary staff to monitor the progress of their pupils.
- Is lesson time used effectively and pupils expected to work hard for sustained periods of time?
- Is organisation and management effective to ensure a safe, effective learning environment?

## Preparation at the swimming facility

Where a school uses swimming facilities other than at their own school:

- Visit the centre and request a tour of the facilities to be used
- Talk to the centre manager and those staff who will be delivering on the school programme.
- Provide any previous information with regard to swimming ability of pupils
- Check changing arrangements (see Changing room provision, procedures and concerns on page 25)

## Inclusion –provision for disabled pupils and those with special educational needs

### Meeting legal requirements





When planning their swimming programme, it is essential that schools consider the requirements of any disabled pupils and those with special educational needs. As with all pupils, swimming provides excellent physical activity experiences, and benefits range from the therapeutic to social, recreational and the ability to manage risks associated with this life-skill. In accordance with the Equalities Act of 2010 and the recently revised Children and Families Act of 2014, arrangements must be put in place to ensure that the programme is fully inclusive, and the school's employers must be seen to be meeting these legal requirements.

The recently published paper, 'Supporting children with medical conditions at school' September 2014 arising from section 100 of the Children and Families Act 2014, explains that:

*Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.*

It goes on to explain that:

*Some children with medical conditions may be disabled. Where this is the case, governing bodies must comply with their duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.*

For schools to understand the implications of these requirements, they are directed to refer to the SEN Code of Practice 3, which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014



## Checklist when working with disabled pupils and those with SEN

| Consider                       |  | Notes |
|--------------------------------|--|-------|
| Access                         | <ul style="list-style-type: none"> <li>• From transport to facility</li> <li>• From facility entrance to changing area</li> <li>• From the changing area to pool</li> <li>• Is changing area big enough for the needs of your disabled pupils?</li> <li>• From poolside into pool and out again</li> <li>• Space around the poolside to store mobility equipment e.g. wheelchairs</li> </ul> |       |
| Knowledge                      | <ul style="list-style-type: none"> <li>• Knowledge of the pupil's condition/impairment/disability</li> </ul>   |       |
| Ratios                         | <ul style="list-style-type: none"> <li>• On journey</li> <li>• For changing</li> <li>• To the poolside</li> <li>• Into the water and out again</li> <li>• In the water/on the poolside during the session</li> </ul>   |       |
| Training                       | <ul style="list-style-type: none"> <li>• Use of hoists</li> <li>• Keeping pupils with different conditions and disabilities safe</li> </ul>  |       |
| Pool Operating Procedures      | <ul style="list-style-type: none"> <li>• Have the needs of these pupils been adequately discussed with the pool provider?</li> <li>• Are all staff aware of their roles?</li> <li>• When do school staff lead, and when do centre staff lead?</li> </ul>   |       |
| Emergency Operating Procedures | <ul style="list-style-type: none"> <li>• Have these been adapted to take into consideration the movement of equipment such as wheelchairs, walkers, pupils with poor mobility</li> </ul>   |       |
| Changing Areas                 | <ul style="list-style-type: none"> <li>• Location</li> <li>• Supervision required</li> <li>• Space required to allow changing and storage of equipment e.g. wheelchairs</li> </ul>   |       |

This list is by no means definitive or exhaustive, it acts merely as a prompt to help staff to think about the additional considerations needed when working with disabled pupils and those with SEN. Points raised here may also be included in a more over-arching Risk Assessment. The resources on page 27 (Let's All Swim and Safe at the Pool) are highly recommended to expand on the information in this section.



## Training and resources for managing students with disabilities

Effective provision within mainstream school settings may not be available for pupils as a result of lack of staff understanding or knowledge of their varying needs, and a limited awareness of how their impairment may or may not affect their safety in the water.

Edsential do provide support for pupils with less complex disabilities. It must be noted that this support can only be provided with discussion with the Edsential swim coordinator, the provision of a school and provider joint risk assessment and with relevant support from the school re additional and experienced staff. The policy from Edsential (page 16) must be followed. If policy is not followed Edsential cannot guarantee support.

Schools and pool providers should consider more specific training for any staff who are involved in any aspect of the school swimming programme. As a minimum, The Rescue Test for Supervisors of Swimmers with Disabilities Level 2 Safety Award for Teachers, offered by the Swimming Teachers Association (STA).

There are existing resources. Let's All Swim: this resource is intended for those with any involvement with swimming for people with disabilities such as teachers, parents, carers, physiotherapists etc. to support them in providing a swimming programme to challenge and progress pupils.

Safe at the Pool: this resource is intended to help users to manage their sessions safely, with a greater awareness of the needs of those they supervise, and to give them the confidence to make all activities in the water safe, accessible and enjoyable for disabled people.

### Additional points to consider

It is often the case when working with disabled pupils and those with special educational needs that a large number of additional staff are needed to **support the pupils in the water** and on the poolside. Often those providing this support and supervision such as teachers, therapists, and other helpers do not have any specialist training in safety and rescue skills. In these situations, risk assessments are important to ascertain what levels of qualified 'life-saving' support is required, and the level of one-to-one staff necessary to provide a safe experience for the pupil. Where special schools have their own pool or hydrotherapy facility, this may be set out in established procedures (which should be reviewed regularly based on the changing needs of the population), and the decision could be taken that due to the depth of water and number of staff involved, a lifeguard does not always need to be present. Whatever the decision, one person responsible for the overall safety of the group **MUST** always remain on the poolside during activities. However, where disabled pupils are in mainstream schools using local pools, the risk assessment from both the school and the provider should be considered together as early on in the planning process as possible. Staff working with disabled pupils may be required to use **manual handling techniques**, and must be trained to do so. It cannot be assumed that swimming centre staff are trained in manual handling. Where possible handling pupils is discouraged; however, where a completed risk assessment deems it necessary to do so appropriate



child protection policies should be in place, and disclosure and barring checks on all teachers and helpers should have been carried out. For more information, see Let's All Swim publication, or the HSE website.

For some pupils the use of **hoists** may be necessary to help them into the pool. This is good practice to avoid lifting, however users should be familiar with the equipment and its limitations, and trained in how to operate it safely. Again, the decision and procedure for using a hoist should be determined by a risk assessment in each case. In most situations, three people are needed to use a hoist; one in the pool, one to operate the hoist, and another to look after the swimmer being lifted.

Schools should be familiar with, and communicate to pupils and their families, the **SEN and Disability Local Offer**. Introduced as part of the SEND reforms under the Children and Families Act (2014), the purpose of the **Local Offer** is to present information in a single place to help disabled people and people with special educational needs, and their families to find out about and understand what services they can expect from a range of local agencies. Schools should encourage their pupils to make use of the Local Offer when they express an interest in activities, such as swimming beyond what the school can provide.





# Duty of Care

Roles and responsibilities  
Risk management



## Duty of care

- At all times during school swimming lessons, the school retains duty of care for its pupils.
- Where lessons take place at a centre other than the school site, the school is unable to delegate any aspect of their duty of care
- Where swimming teaching staff are used, they are responsible for delivering safe and effective teaching but do not have overall duty of care for the pupils, this remains with the school staff
- The swimming teaching staff, or lifeguards may take responsibility for effecting a rescue but the responsibility for the pupils remains with the school
- Where assistant school staff attend the swimming sessions but do not take part in the teaching, they should remain on the poolside and assist if required. It is an expectation that at least one member of school staff remains on the poolside throughout the lesson. Even where this fails to happen, the duty of care remains with the school.
- Roles and responsibilities of each staff member (centre or school) should be communicated and understood to ensure effective handling of emergency situations. (See Roles and Responsibilities on page 15)
- For schools who have opted to purchase the Edsential swim service and the school uses a Leisure venue/ pool to operate its swimming lessons, the manager of the pool is responsible for ensuring that the facility, in and out of the pool is safe to enter and use.



## Duty of care

### The case for continuing duty of care

The standard applied to schools regarding continuing duty of care has been established for a considerable time. This standard was challenged in recent years through the case of Woodland versus [1] Swimming Teachers Association, [2] Stopford [trading as Direct Swimming Services], [3] Maxwell, [4] Essex County Council and [5] Basildon District Council, 2011. The outcome of the incident in question was that a pupil was left severely brain damaged after being found 'hanging' in the water during a school swimming lesson. In both the High Court (2011) and subsequently the Appeal Court (2012), this long established standard was overturned, and the ruling returned a decision that Essex County Council (the Local Authority where the school was located) was not responsible for the outcome, i.e. that their duty of care had been delegated to the commercial swimming agency.

After pursuing the claim through the Supreme Court in 2013, the final decision was established: "The school authority (local authority, board of governors or trust) is responsible in situations where a duty is provided through a third party, whether on or off-site."

"Schools are employed to educate children, which they can only do if they are allowed authority over them. That authority confers on them a significant degree of control. Where that control is delegated to someone else to perform the school's educational function the school should be answerable for the careful exercise of its control by the delegate".

This final ruling re-established the long held standard that a school's duty of care is non-delegable.

[For a full explanation of this case and its implications, see Physical Education Matters- Official Journal of the Association for Physical Education Spring 2014 Vol.9 No.1 pp 80-82]

It goes on to explain that:

Some children with medical conditions may be disabled. Where this is the case, governing bodies must comply with their duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

For schools to understand the implications of these requirements, they are directed to refer to the SEN Code of practice which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014.



## Roles and responsibilities

### School Swimming Staff

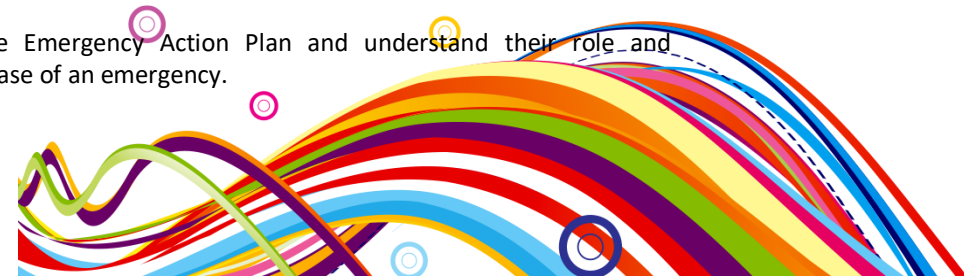
School staff, who also have a swimming qualification to contribute to the swimming teaching, may also be responsible for all of the above, plus they should:

- Nominate a teacher to take responsibility for the school swimming programme on behalf of the school in relation to:
  - Student assessment and progress
  - Suitability of staff accompanying and teaching
  - Communicating policies and procedures
  - Risk assessing the facility and provision in relation to their schools' needs
- Be clear about what their qualification enables them to do
- Ensure that their qualification(s) are kept up to date, and/ or refreshed when required
- Make it clear what standard of swimmer they are confident to teach
- Demonstrate good knowledge and be able to clearly communicate this to the pupils
- Adapt their approach to suit the needs of different pupils.
- Ensure they maintain a good teaching position at all times – this often means having to move frequently to overcome glare, shadow, sunlight etc.
- Do not enter the water.
- Do not exceed the recommended pupil-to- teacher ratios
- Maintain a good relationship with the centre staff and swimming teaching staff, ensuring that communication is effective in ways that benefit the pupils, and that roles and responsibilities remain clear and understood.

### Swimming Teaching Staff

These are staff working at the pool where the lessons take place, brought in by the pool provider, or brought into a school to deliver at their own pool. They may be responsible for many of the items in the school swimming staff list, particularly when there are no school swimming staff delivering, plus they should:

- Have high expectations that inspire, motivate and challenge ALL pupils.
- Support the assessment of ALL pupils
- Demonstrate good swimming and curriculum knowledge
- Plan and teach well-structured lessons, including ALL pupils and those pupils with a disability developed in conjunction with the school. Support may have to be provided by an additional specialist who assists in the water for some pupils. **See below for Disability Swimming Arrangements**
- If your school has a pupil that requires support in the water, arrange for your SENCO/Teaching Assistant to provide support in the water for the pupil if this is a suitable arrangement for the school. The role of the SENCO/TA in this instance is to support the pupil in the water. Supervision of changing is required to be arranged by the school. The leisure pool swimming instructor will teach the pupil.
- **If a particular pupil has a severe learning difficulty or disability and requires particular support and expertise, please contact the Edsential Swim Co-ordinator no later than 4 weeks before swimming sessions commence.** Failure to contact the Edsential Swim Co-ordinator within this timescale will mean that we cannot guarantee any swim support. A risk assessment must be carried out by the school after full details have been communicated by the school and by the specialist who will assist the pupil.
- Plan and teach well-structured lessons, developed in conjunction with the school
- Be able to organise a number of other staff (pool staff or school swimming staff) so that the teaching groups are a 'best fit' for the standards and ability stages of the group
- Be familiar with the Emergency Action Plan and understand their role and responsibility in the case of an emergency.



## Roles and responsibilities

### Assistant school staff

- Pupils must be accompanied to the pool by a teacher or adult, assessed as competent to carry out this role by the Headteacher. The Headteacher should seek the information under role and responsibilities before making the decision about competence.
- During the journey to the pool, whether on foot or using transport, they must be responsible for the discipline and safety of pupils, including keeping a register of numbers, and a headcount on and off the bus if used. (The school should know exactly which pupils are off site)
- Supervise pupils' safe changing, use of toilets, showers, and passage to the poolside in accordance with accepted safeguarding protocol.
- Ensure that swimming teaching staff are aware of any specific conditions of pupils –these may be long term, but could be related to an incident that has arisen that week, e.g. bereavement, recent illness, family issues, medical and behavioural aspects that the school feels able to discuss and relay information to swim teaching staff.
- Keep a count of all pupils entering the water, and count again as they come out during or at the end of the lesson
- Check that all pupils are safe and fit to swim, including:
  - Free from infections
  - Appropriate swim wear
  - No exposed cuts
  - Jewellery removed
  - Long hair tied back
  - Not chewing or eating
  - Understanding how to behave appropriately and safely
  - Any other known reason that they might be a risk to themselves or others if they swim
- Remain on the poolside and continue to observe pupils during the lesson for poor behaviour, signs of fatigue, cold, any other unknown reactions, and be available to assist if appropriate
- Be suitably dressed for their role on the poolside
- Be ready if required to observe a pupil with a certain medical condition, such as epilepsy
- Communicate clearly with school swimming staff to ensure that roles and responsibilities remain clear and understood





## Risk Management

Edsential schools will be provided with a template see Appendix A to risk manage aspects that the school is entirely responsible for. Edsential schools will also be provided on arrival at the venue with a Risk Management document which manages aspects that the pool operator is responsible for. This document is based in each venue used by Edsential schools.

Schools providing swimming activities have a statutory duty to manage the risks. This would fall into two categories:

1. providing swimming lessons/facilities – selection and use of an appropriate provider and use of competent staff
2. operating a swimming pool – correct procedures to ensure water quality and safe operation

In both instances, the aim is to manage the risks to employees, pupils and others who may be affected by your activities (providing swimming) which would include contractors, visitors and even trespassers.

The approach to be taken is to undertake a risk assessment and then apply the control measures to manage risks. The steps are:

- identifying what can harm people in your workplace
- identifying who might be harmed and how
- evaluating the risks and deciding on the appropriate controls, taking into account the

controls you already have in place

- recording your risk assessment
- reviewing and updating your assessment

For comprehensive information on managing the operation of pools, HSG170 Managing health and safety in swimming pools, should be used. This document is available as a free download from the Health & Safety Executive:

<http://www.hse.gov.uk/pubns/books/hsg179.htm>

Visits to swimming pools must be planned in accordance with your school's arrangements for off-site visits. Special attention is drawn to short notice visits such as end of term reward trips. Schools are encouraged to take advantage of the opportunity to go swimming but suitable and sufficient risk assessment and proper arrangements during the visit (by school staff and the pool operator)

See Appendix A – Template Risk Assessment contains material to enable your own local risk assessment for providing swimming activities to be devised. NB – the risk assessment template contains elements wider than pure health and safety in order to include other relevant risk aspects, e.g. safeguarding. Edsential policy is for a school to have completed a risk assessment for their swim programme. This risk assessment should be available at the poolside.



# Qualifications and training

Staff-to-pupil ratios in swimming lessons

Religious and cultural issues

Changing room provision, procedures and concerns



## Qualifications and Training

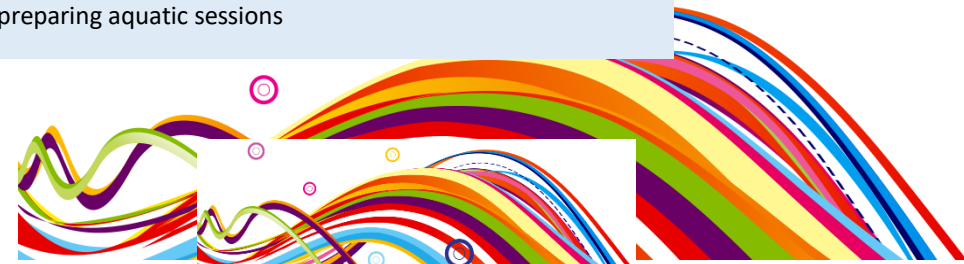
Where specialist swimming teachers are used to assist in school swimming lessons, it is essential that assistant school staff remain on poolside, i.e. providing an assisting role and to supervise pupils should the swimming teacher need to enter the water to effect a rescue.

It is not advisable to deploy assistant school staff to poolside responsibilities if they lack confidence in their role, cannot swim themselves or are reticent about being on poolside.

Where an assistant school staff member is put into this position, they should make their concerns formally known to their employer. Any accident or incident that might occur as a result of the assistant school staff member not being sufficiently competent to act, and they had previously made the fact known to the employer, could result in the employer being liable for not acting on the information provided.

| Name of qualification or award                   | Awarding body                       | Why do I need this award?   | Do I need to refresh this award?                               |
|--|-------------------------------------|---|--|
| Pool Lifeguard Qualification For lifeguards only | Royal Life Saving Society (RLSS)    | <ul style="list-style-type: none"> <li>Teach in deep water (over 1.5m)</li> <li>Have responsibility for the safety of swimmers in unprogrammed activities (free or public swimming), or where an unprogrammed session shares the space with a programmed session (i.e. a structured session such as a school lesson which is monitored and supervised from the poolside)</li> </ul> | Edsential will advise your school on the refreshment guidance. |
| Level 2 Award for Pool Lifeguard                 | Swimming Teaching Association (STA) |   |  |

|   |     |   |  |
|---|-----|---|--|
| <p>NCTP – Fundamentals of swimming<br/>NCTP and aquatic skills of school swimming</p> <p>Edsential require this qualification for primary school staff to assist with the delivery of teaching swimming to a small group of pupils under the lead</p> | ASA | <p>Open to anyone working in a school swimming environment: school teachers, classroom assistants, learning support staff, nursery nurses, qualified swimming teachers, parents, PGCE students or other helpers.</p> <ul style="list-style-type: none"> <li>Core Module 1 – Roles, responsibilities and relationships; Health and safety; Safeguarding and Protecting children; Organisation of the learning environment.</li> <li>Core Module 2 – Physical development; Developing key underpinning skills; Introduction to the strokes</li> <li>Primary Module – Swimming and water safety in the national curriculum</li> <li>Practical Core module 3 – Planning and preparing aquatic sessions</li> </ul> |  |
|---|-----|---|--|



|  |   |
|--|---|
| direction of a qualified school swim instructor. | <ul style="list-style-type: none"> <li>• Primary Module – Additional skills; Key aspects of progression, attainment and assessment</li> <li>• Practical observation – candidates teaching pupils</li> </ul> |
|--|---|

## Staff-to-pupil ratios in swimming lessons

### Ratios:

Two qualified Swimming Instructors and one Lifeguard will be provided. If your school wishes to bring an extra six pupils the school will be required to ensure a recently ASA qualified member of school staff assists with the delivery of swimming.

The ratios for school swimming are outlined below:

| Non-swimmers and/or pupils under the age of 7 (Ratio per pool)   |            | Improving and/or competent swimmers (Ratio per pool)   |            | Pupils with a range of learning difficulties and disabilities (Ratio per pool) |                          |
|--|------------|--|------------|--|--------------------------|
| 2 Leisure Services Swimming Instructors  | 24 pupils* | 2 Leisure Services Swimming Instructors  | 30 pupils* | 2 Leisure Services Swimming Instructors  | 30 pupils                |
| A maximum of one additional school teacher with current ASA swimming qualification provided by Edsential | 6 pupils   | A maximum of one additional school teacher with current ASA swimming qualification provided by Edsential | 6 pupils   | School to liaise with swim coordinator regarding school support staff          | Requires risk assessment |
| Maximum number of pupils per session   | 30 pupils  | Maximum number of pupils per session   | 36 pupils  | Maximum number of pupils per session   | Requires Risk assessment |

**Schools using the leisure and training pools at Guinea Gap** should be aware that 3 instructors will be provided across the 2 pools. Please ensure that the pupil to instructor ratios take account of this. For example, each instructor could have 12 non-swimmers or 15 improving/competent swimmers in their group. One member of school staff with the relevant qualification (see page 19) can assist in each pool.

## Disability Swimming Arrangements



If your school has a pupil that requires support in the water, arrange for your SENCO/Teaching Assistant to provide support in the water for the pupil if this is a suitable arrangement for the school. The role of the SENCO/TA in this instance is to support the pupil in the water. Supervision of changing is required to be arranged by the school. The Leisure pool swimming instructor will teach the pupil.

If a particular pupil has a severe learning difficulty or disability and requires particular support and expertise please contact the Edsential Swim Co-ordinator no later than 4 weeks before swimming sessions commence. Failure to contact the Edsential Swim Co-ordinator within this timescale will mean that we cannot guarantee any swim support.

## Making decisions regarding ratios - factors to consider

| Pupils                                     |  |
|--|--|
| <b>Age</b>                                 | Dependent on the size of the school, or for logistical reasons it may be necessary to take a number of different year groups in the pool at one time   |
| <b>Ability</b>                             | This should be assessed at the start of each group of lessons (e.g. half term), to aim to make accurate groupings  |
| <b>Familiarity (or lack of) with venue</b> | Pupils, particularly younger ones, may be overwhelmed initially if they are not familiar with the venue  |
| <b>Standard of behaviour</b>               | Staff should be familiar with the group and mindful of how different groupings will support better and safer learning  |
| <b>Level of Confidence</b>                 | Staff need to be watching carefully, as this can change from week to week, and between activities  |
| <b>Special educational needs</b>           | Any specific programmes should have been discussed and designed before arriving at the pool. Arrangements for monitoring in or out of the water need to be in place  |
| <b>Specific physical needs</b>             | As above. Any additional requirements should be ascertained before reaching the poolside   |
| Staff                                      |  |
| <b>Teaching experience</b>                 | New teachers may still be learning about organising groups in the classroom and practical settings can provide additional concerns and anxieties   |
| <b>Experience of teaching swimming</b>     | Even if the teacher is experienced in the classroom, the swimming pool environment presents additional challenges  |
| <b>Familiarity with the pupils</b>         | In some schools one teacher with a qualification to teach swimming may teach all groups. Where this happens, it is important that they become familiar with pupils' names, needs, behaviour etc. Knowing the pupil's names helps with discipline and control within a lesson |
| <b>Qualifications</b>                      | Edsential have outlined the necessary qualifications for both Swimming Teaching staff, instructors and primary and secondary school swimming staff see qualifications.   |
| <b>Level of confidence</b>                 | This arises from experience, level of qualification, knowledge of the pupils, and familiarity with the environment. Confident teachers will help pupils to feel at ease, and be able to benefit from their learning in this environment                                      |



## Clothing for school swimming / Religious and cultural issues

### Clothing for schools swimming should:

#### Be suitable for purpose:

Girls– a one-piece costume

Boys- swimming trunks that are not longer than the knee

**Meet safety requirements:** Clothing is relatively tight fitting, allowing freedom for body and limb movement, whilst minimising the effect of drag in the water. Swimming caps should be worn, particularly over long hair, to avoid obscuring vision, and to reduce hair becoming trapped in filters and grilles. As with all PE lessons, jewellery should be removed. See Appendix C –Page 33.

**Aid teaching:** Enable the teacher to see the limb movements of the pupils to assess appropriate learning

**Be suitable for staff:** Swimming instructors should change into appropriate footwear, or have bare feet to allow them to move easily around the poolside. Their clothing should be suitable for working in a humid environment, and should reflect the possibility of having to enter the water to rescue a pupil, subject to the emergency operating procedures, and roles and responsibilities during the session. Specialist Staff or

**Given the diversity of cultures of pupils in schools, there is frequently a need to consider different cultural requirements. This can be the case in school swimming lessons. The following issues can arise:**

**Clothing:** Only looser fitting clothing may be allowed, and that which covers most of the body. Culturally appropriate swimwear is available to buy. Sensitivity needs to be shown in this case, whilst explaining the requirement for safety

**Separate provision:** Some cultures may only allow single sex swimming lessons. Where this is the case, and the number of pupils requiring this standard is high, schools should make every effort to arrange their sessions to meet this requirement. They will need to discuss this with the pool provider as it will generally be the case that single sex staff only can be present, and members of the general public could not be accommodated at the same time.

**Ramadan:** Reassure children who become anxious having accidentally swallowed water during Ramadan. This is never intentional and should not be a reason to avoid swimming at this time

#### Meeting the curriculum statutory provision:

As a statutory part of the curriculum, schools are required to meet the requirements of swimming provision, and should not therefore provide an option for pupils to be excluded from the lesson. This being the case, every possible action should be taken to enable religious and cultural needs to be understood met

**Goggles:** It is not generally expected that pupils will need to wear swimming goggles during school swimming lessons, however there are some situations where this may be appropriate; see question in FAQs on page 25-26.



helpers for pupils who require specialist support in the water, should wear a t-shirt over a swimming costume.

## Changing room provision, procedures and concerns

As pools have improved and modernised in many respects over time, facilities for changing have also changed, with many offering 'village style' or communal areas. These arrangements can be difficult for schools to manage, and wherever possible they should be looking to providers to offer separate school changing rooms. Where this is not the case, alternative arrangements should be practiced. The following points address the range of scenarios that may be presented, and schools should discuss which of these arrangements will be available as early as possible in their planning.

### Separate school changing areas

This arrangement is preferable. For mixed gender lessons, schools should aim to provide supervision for both genders. Whilst the supervising staff are not required to be in the changing room at all times, they must be in the immediate vicinity, i.e. outside the door ready to enter the changing room if needed to do so in the case of any emergency or disciplinary issue. Where the school is unable to provide two different gender teachers, they may choose to use alternative staff (teaching assistants, volunteers). If this is the case, these adults will need to have undergone the appropriate safeguarding checks due to nature of their contact with children changing. When the school is unable to provide any

that the centre is able and willing to provide this additional help consistently and reliably each week. If none of the above solutions (to lack of both gender staff) are available, the school will need to consider the provision in this area, Edsential will be available for advice.

### Village style changing areas

This arrangement is becoming more common in recent years. Where it exists, facilities should still retain additional separate school changing rooms, but if they do not, alternative supervision needs to operate. Village style individual cubicles are generally set out in separate gender areas, and it therefore likely that these will be some distance apart. Where this is the case, it would be difficult for one staff member to supervise both areas, and so once again other staff may be required. In addition, schools may find themselves in a situation where members of the public are also using cubicles in the same area. It is not appropriate for school children to be changing in the same immediate area as members of the public. Where schools are faced with this scenario, they should discuss with the provider ways in which they can use a designated cordoned off area of the changing village, and apply sufficient supervision within this space. Within this village style arrangement, staff should also be mindful

Arrangements to prevent this happening should be put in place. Schools should be clear about steps to be taken in the event that any safeguarding concern arises, and be able to identify the member of centre staff responsible for dealing with such concerns.

### Cultural concerns regarding changing

Whilst all of the above points apply in the case of pupils from different cultures, they may need to be applied even more stringently when respecting additional cultural requirements. As noted in Religious and Cultural issues on page 24, some participants may require that all supervision, and centre staff would need to be single sex according to the gender of the group where single gender lessons are timetabled. Where the proportion of Muslim pupils is high, schools should aim to meet the specific principles of decency, dignity, modesty and privacy during showering and changing, so far as the facilities allow.



additional staff, they should negotiate with the pool provider to use one of the centre staff to help with supervision. The centre would need to reassure the school that the person supervising is clear about the role, and to establish

of very young pupils coming out of the cubicles and wandering onto the poolside unsupervised.

## Physical Education and Sport Premium Funding

Funding can be spent on additional, or enhanced, swimming activities – such as:

- resources and training that will improve the quality of the experience that children receive
- hiring additional qualified swimming teachers/coaches to work with school teachers
- providing existing staff with training or resources to help them teach swimming more effectively
- introducing new sports or activities that encourage more pupils to take up sport – for example, synchronised swimming or water polo
- supporting and involving the least active children by running or extending after school swim clubs sports clubs, holiday clubs or Change4Life clubs
- running aquatic sport competitions
- increasing participation in the School Games
- running sports activities with other schools and this can include swimming.

Access additional information on Premium spending at [http:// www.swimming.org/schoolswimming](http://www.swimming.org/schoolswimming).

In addition to Premium funding, the ASA offers advice for parents, advice regarding Disability and Special Education Needs in school swimming, and exemplar lesson plans.







## Charging and Cancellations

Schools will be charged for their swimming programme at the beginning of the term during which they are due to swim. This charge from Edsential will be inclusive of pool hire, instructors and transport.

If a school misses a swimming lesson due to transport or pool closure and it cannot be rescheduled, a reduction will be taken from the charge made during the next term. If a school does not swim for any other reason they will still be charged.

Schools will be charged for all swimming lessons and associated costs outlined in the timetable sent in the previous Summer Term.



## frequently asked questions

***Q: My child can already swim to a higher standard than that expected within the National Curriculum. Can I withdraw him/ her from school swimming lessons?***

For schools who follow the National Curriculum (NC), Physical Education is a statutory subject, and within this, swimming must be provided for all children so that they can meet the statutory requirements by the end of Key Stage 2. When parents request a place for their child at a school, they agree to the 'terms and conditions' presented by the school and to follow the curriculum set by the school. Even where a school does not follow the NC, if they present a curriculum stating that swimming will be undertaken, that is what parents are agreeing to accept. Having entered into this agreement, it is not acceptable to attempt to withdraw a pupil from curriculum lessons.

Whilst many schools provide information about the school curriculum on their websites or in prospectuses and newsletters, Edsential encourages and will support with advice on providing more formal PE policies, setting out exactly what parents should expect.

Without such written and communicated documentation the school will find it more difficult to defend their position. The section "How much swimming" on page 7 of this document discusses the value of the school swimming experience, beyond simply reaching or passing a given ability level.

It is not difficult to explain why a parent is unable to withdraw a child from swimming lessons on a purely educational and social development basis, but the discussion does become more difficult when the school is asking for financial contributions towards the cost of the sessions. Where this is used as an argument, schools need to stress that the contribution is towards the transport element of the session, and not the swimming lesson itself. If the situation does arise from known financial problems (e.g. areas of high unemployment, recent loss of employment by a member of the family, more than one sibling requiring additional finance etc.), the school should consider supporting the additional costs until such time that the contribution can be resumed.

This is a sensitive discussion and should be handled discreetly by the school. Objections of this type are not frequent. Parental complaints of any sort in relation to school swimming should be tackled as soon as possible to avoid other parents becoming aware of concerns and swelling the feeling of discontent.

Pupils not able to swim, due to temporary medical conditions or forgetting kit, should always be taken to the pool, not left back at school, and given alternative tasks linked to the swimming lesson. They can for example:

- listen in on teaching about strokes
- observe and write about given pupil for technical improvement and provide feedback
- offer coaching and encouragement (from a safe position)



## Frequently asked questions

***Q: My child is only happy in the pool if they wear swimming goggles. Will they be allowed to do so?***

The decision as to whether pupils should wear swimming goggles during a school swimming lesson, should come about through a risk assessment of the lesson, taking into account the length of the lesson, the ability of the pupils, the task to be undertaken, etc. The outcome of this process should be agreed between the swimming teaching staff and the school, and will take into account any school policy. Most Edsential school swimming lessons are 25 minutes (water time), and given this it is generally not deemed to be necessary for pupils to wear goggles.

Concerns arise for the swimming teacher when:

- Beginners or less able swimmers with poor control, bump into each other, or flay their arms into the face of a pupil wearing goggles, swimming alongside them
- Pupils constantly remove and adjust their goggles leading to a delay for pupils, and a distraction for swimming teachers
- Pupils ask swimming teachers to adjust or re-position their goggles for them

Wearing of goggles may be appropriate when:

- The pupils are very able, and are working on stroke development with their head in the water for some time
- When the main task of the lesson involves going under water to retrieve objects as part of a lifesaving programme
- Where a pupil has a documented medical condition affecting their eyes, which means goggles are required for protection.

Dependent on the outcomes of the various scenarios outlined above, ultimately the decision regarding the wearing of goggles rests with the swimming teacher in discussion with the school. A parent should be made aware of this.



## References and further information

**Safe Practice in Physical Education and Sport published September 2016**

**Let's All Swim** - National Co-ordinating Committee - Swimming for People with Disabilities  
– available from:  
[http://shop.youthsportdirect.org/product\\_p/p-las-ysd.htm](http://shop.youthsportdirect.org/product_p/p-las-ysd.htm)

**Safe at the Pool** –Published: Autumn 2015  
National Co-ordinating Committee - Swimming for People with Disabilities

**Comments** On “Meeting the Needs of Muslim Pupils in State Schools: Information and Guidance for Schools”  
British Muslim Council, 2007.  
[www.afpe.org.uk](http://www.afpe.org.uk)

**Equalities Act 2010:**  
[http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)

**Children and Families Act 2014:**  
[http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga\\_20140006\\_en.pdf](http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf)

**SEN and Disability Local Offer:** – contact the Family Information Service - 0800 542 02 02  
<http://www.gloshfamiliesdirectory.org.uk/kb5/gloshfamilies/localoffer.page>

**Special educational needs and disability code of practice 0 to 25 years:** Statutory guidance for organisations that work with and support children and young people who have special educational needs or disabilities: January 2015

This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

**HSG 179 Managing Health and Safety in Swimming Pools 2003**

This publication, as it suggests, is designed largely as guidance for anyone involved in managing pool health and safety, but aspects of it apply to occasional hirers. It reflects latest law changes and new developments concerning equipment, facilities and supervision, and documents known pool operation risks. Advice is provided towards creating a safer environment for users and employees.

The current edition (2003) is currently under review by key stakeholders and is due to be re-issued imminently. The Health and Safety Executive can advise on this.  
<http://www.hse.gov.uk/pubns/books/hsg179.htm>

**Child Protection in Sport Unit** –Briefing –Safe Use of Changing Facilities  
<https://the cpsu.org.uk/resource-library/2013/safe-use-of-changing-facilities>



# Appendix



## Appendix A - Template risk assessment

| Risk inventory (add or delete from list below) |  | Good practice control measures adopted   | Further control measures required to control the risk? (Yes/No) |
|--|--|--|---|
| <b>Activity</b>                                | <b>Potential Hazards</b>   | <b>(Edit these typical control measures to reflect your local situation)</b>   |   |
| Staffing Activities                            | Lack of competence, supervision, insurance   | (Modify, add to or delete from the following) <ul style="list-style-type: none"> <li>• Staff are confident/competent/have adequate qualifications and experience to fulfil their teaching commitments safely</li> <li>• Teaching and discipline capability of all staff been checked</li> <li>• Where required, professional development or support for reasons of safe teaching provided</li> <li>• Staff supervision of students appropriate to their behaviour, age and development stage, and the facility layout</li> <li>• When appropriate, additional supervision is provided</li> <li>• Adequate supervision provided</li> <li>• Staff have sufficient knowledge of individuals and groups they teach to maintain a safe situation</li> <li>• Control/discipline/behaviour problems with any student/group and any adult teaching them managed appropriately</li> <li>• Pupil/student medical conditions known by any adult teaching an individual</li> <li>• Relevant medical information always passed on to teaching staff before they teach a group</li> <li>• Adequate staff observation and analysis skills</li> <li>• Staff clothing or personal effects are appropriate</li> <li>• All staff occupy appropriate teaching positions in relation to participants</li> <li>• Staff know their role and responsibilities</li> <li>• Effective communication exists between the teacher and centre staff</li> <li>• All adults teaching groups have appropriate insurance cover where needed</li> <li>• Have disclosure certificates been seen for all support staff?</li> </ul> |   |
| Pupils/students                                | Inadequate ratios, loss/ harm caused by or to personal effects, not managing equalities issues | (Modify, add to or delete from the following) <ul style="list-style-type: none"> <li>• Group sizes and teacher: student ratios are appropriate for each situation</li> <li>• Clothing appropriate for the activity</li> <li>• Local policy on jewellery and other personal effects applied consistently</li> <li>• Your school policies on physical contact (supporting) are known and applied effectively</li> <li>• Issues arising from the Equality Act 2012 for access and involvement of those with cognitive, visual, hearing or motor</li> </ul>  |   |



impairment are resolved • Any individual care issues are met • Any safety issues about participation in the activity have been resolved



## Appendix A - Template risk assessment continued

| Risk inventory (add or delete from list below) |  | Good practice control measures adopted  | Further control measures required to control the risk? (Yes/No) |
|--|--|---|---|
| <b>Activity</b>                                | <b>Potential Hazards</b>   | <b>(Edit these typical control measures to reflect your local situation)</b>  |   |
| Procedures                                     | Not managing risks when going off site, safeguarding failures          | (Modify, add to or delete from the following) <ul style="list-style-type: none"> <li>• Headteacher made aware of/approved all activities offered</li> <li>• Off-site visit requirements met</li> <li>• Parents informed and any necessary permission obtained</li> <li>• Movement to the work areas safe and orderly</li> <li>• Access to each facility safely managed</li> <li>• First aid equipment provided and procedures and responsibilities known by staff and (where appropriate) students</li> <li>• Safety information notices evident, clearly positioned, effective, shared and applied</li> <li>• Emergency evacuation procedures known</li> <li>• Safeguarding procedures and training in place</li> <li>• Policy on digital imagery known and applied, and the required permissions been obtained</li> <li>• Procedures monitored adequately</li> </ul>  |   |
| Equipment                                      | Unsafe equipment, misuse, manual handling, inadequate storage, defects | (Modify, add to or delete from the following) <ul style="list-style-type: none"> <li>• Equipment used for the purpose for which it was designed</li> <li>• Equipment in good condition and used safely, including electrical items</li> <li>• Equipment suitable in size, type, weight, quality for the age, build and strength of students</li> <li>• Students been taught to carry, move, place and retrieve equipment safely</li> <li>• Supervision provided for the carrying/placing of equipment</li> <li>• Staff check equipment before use by participants</li> <li>• Staff regularly check equipment before use and report any faults found</li> <li>• Equipment easily accessed and safely stored</li> <li>• Routines for the collection, retrieval and changing of equipment known and applied by staff and students</li> <li>• Any other equipment handling, carrying or sitting concerns</li> </ul> |   |



have been considered and managed • Any improvised use of equipment is considered and managed appropriately • All required safety and rescue equipment present

|                       |   |   |
|-----------------------|---|---|
| Facilities - changing | Slips, trips and falls, safeguarding issues | (Modify, add to or delete from the following)<br><ul style="list-style-type: none"> <li>• Changing area safe (space, pegs, floor surface, supervision)</li> <li>• Route from the classroom/changing room to activity area safe, especially for young/disabled students</li> </ul> |
|-----------------------|---|---|



## Appendix A - Template risk assessment continued

| Risk inventory (add or delete from list below) | Good practice control measures adopted   | Further control measures required to control the risk? (Yes/No)  |
|--|--|--|
| <b>Activity</b>                                | <b>Potential Hazards</b>   | <b>(Edit these typical control measures to reflect your local situation)</b>   |
| Facilities-work area                           | Unsafe access/ egress, over-crowding, view of pupils in pool impeded, sub-standard storage | (Modify, add to or delete from the following)<br><ul style="list-style-type: none"> <li>• Access to the facility is safe (steps, doors, disability issues)</li> <li>• Fire exits clear, with emergency access possible</li> <li>• Fire extinguishers/ notices etc. present</li> <li>• Safety signs present, in correct locations and illuminated (where necessary)</li> <li>• In case of emergency evacuation doors are unlocked</li> <li>• First aid provision/system suitable for the facility/students etc.</li> <li>• Work area an optimum size for the group/activity/organisation</li> <li>• Lighting safe and adequate for activities</li> <li>• Location of windows does not cause sunlight to hinder viewing of teaching areas</li> <li>• Storage space/system/routines safe</li> <li>• No obvious entrapments</li> <li>• No other activity-specific safety concerns</li> </ul> |
| Transport                                      | Road accidents, vehicle break-down to/from lessons, unsuitable drivers                     | (Modify, add to or delete from the following)<br><ul style="list-style-type: none"> <li>• Clear policy applied where any form of transport is used</li> <li>• School vehicles checked for road worthiness before use</li> <li>• Reputable coach/taxi company used</li> <li>• Clear procedures about the use of parents' cars</li> <li>• Seat belts always used</li> <li>• Booster seats available where required</li> <li>• Check made on numbers leaving and returning to the transport</li> <li>• Driver requirements and responsibilities known and applied</li> <li>• Emergency</li> </ul>   |





contact system in place • No concerns about supervision while driving • Procedures in place in the event of a transport problem arising

|                               |  |  |
|-------------------------------|--|--|
| Class organisation/management | Safeguarding issues, lack of planning, not inclusive | (Modify, add to or delete from the following)<br><ul style="list-style-type: none"> <li>• Group numbers always known/checked</li> <li>• Register check taken for every session/lesson</li> <li>• Staff regularly scan or do head counts at the beginning/during/end of lessons</li> <li>• Group organisation/management procedures safe and consistently applied</li> <li>• Students with visual, hearing, motor or cognitive impairment catered for appropriately to enable them to participate safely</li> </ul> |
|-------------------------------|--|--|

|                             |   |  |
|-----------------------------|---|--|
| Preparation and progression | Inadequate lesson planning, pupils not developing | Modify, add to or delete from the following)<br><ul style="list-style-type: none"> <li>• Written schemes of work/other guidance set out safety issues to be followed</li> <li>• Lessons provide appropriate and effective warm-up/cool-down</li> <li>• Progression based on ability</li> <li>• Progressive practices known and applied</li> <li>• Overplay/over-training implications checked/known</li> </ul> |
|-----------------------------|---|--|

## Appendix A - Template risk assessment continued

| Risk inventory (add or delete from list below) |  | Good practice control measures adopted   | Further control measures required to control the risk? (Yes/No) |
|--|--|--|---|
| <b>Activity</b>                                | <b>Potential Hazards</b>                   | <b>(Edit these typical control measures to reflect your local situation)</b>   |   |
| Teaching                                       | Pupils not developing, handling and moving | (Modify, add to or delete from the following)<br><ul style="list-style-type: none"> <li>• Demand/challenge in sessions matches students' abilities, needs and confidence</li> <li>• Are appropriate teaching styles used to ensure safety</li> <li>• Regular and approved practice used at all times</li> <li>• Physical support and manual handling techniques known and applied where appropriate</li> <li>• Intervention appropriate to individual student needs</li> <li>• Tasks differentiated to meet individual abilities and confidence</li> <li>• Any activity-specific safety concerns considered and managed</li> </ul> |   |
| Emergency action                               | Accidents, lack of means of response       | (Modify, add to or delete from the following)<br><ul style="list-style-type: none"> <li>• Emergency Action Plan (EAP) to address potential incidents during lessons and visits set out, known and applied by all</li> <li>• First aid support be summoned and provided quickly</li> <li>• Contingency plans to address potential incidents during lessons and visits set out, known and applied by all staff</li> </ul>  |   |



Additional risk or activities?

## Appendix B - Hire of pool to outside organisations: Checklist for contracts

**Edsential advise that communication between schools and the pool provider is on-going, and constant. The points below provide some suggestions but should be supplemented by other information applicable to the school and their circumstances**

- Pupil information: e.g. numbers participating, their swimming abilities at start of period of learning. SEND details and medical needs (if school are in agreement)
- Who is the main representative from the school for communication? This should be provided to Edsential and the pool operator.
- Edsential in partnership with the pool will clarify the number, skills/qualifications of lifeguards and qualified instructors to be present during the sessions. School are responsible for ensuring that the adequate numbers of staff and appropriate and qualified staff are present from the school. Staff will be asked to sign in at the beginning of a swim programme to confirm their qualification. Include contingency arrangements to cover absence/ill-health etc.
- Other emergencies (structural or power failures, etc.)
- Responsibility for the latter will remain with the pool operator who will therefore need to have competent staff in attendance (i.e. on site during the hire session)
- Code of conduct to be enforced during the session by all parties
- Confirmation that a member of school staff will remain on the poolside at all times



Schools will be provided with a risk assessment and management documents from the pool operator. A copy of normal and emergency operating procedures. Schools to sign to the effect that these have been read, understood and communicated.

Risk assessments to be exchanged. School Risk assessment and pool operator risk assessment. School risk assessment template and support has been provided in Appendix A and schools must adapt to suit their own and unique needs.

Respective responsibilities of the pool operator and the school for action in any emergency. A distinction needs to be drawn between:

- Emergencies arising from the activities of the group using the pool
- School to be provided with copies of normal and emergency operating procedures, and to sign to the effect that these have been read, understood and communicated.



ample Letter

Dear Parents,

**Re: School Swimming Lessons**

Our child [is soon to/will later in the year] take part in the schools swimming programme. Lessons will take place at \_\_\_\_\_.

In order to comply with National and Local Authority health and safety guidelines I am writing to inform you of the appropriate swimwear that should be worn for the lessons.

Girls should wear a one piece costume. Boys should wear swimming trunks or swimming shorts that are an appropriate length. Please refer to the attached pictures for guidance.

Thank you for your support and I hope your child enjoys their swimming lessons.

Yours faithfully,

**CORRECT SWIMWEAR**



Please note these regulation swim shorts are well above the knee and close fitting. Football shorts are not acceptable.

**INCORRECT SWIMWEAR**



BOYS -Swimming trunks and regulation swim shorts should be mid-thigh and above the knee. If they fall on or below the knee, and/or have baggy pockets, the child will not be able to take part in the lessons.  
GIRLS-should wear a one piece suit only or the child will not be able to take part in the lesson.

