



# Physical Education (P.E.) Policy (including swimming)

## Philosophy

P.E. is a vital part of children's physical, intellectual and social development. Children should be given the opportunity and encouragement to fulfil their potential in the various forms of physical activity as outlined in the National Curriculum across Key Stage One and Key Stage Two.

During **Early Years Foundation Stage (EYFS) and Key Stage 1**, pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

During **Key Stage 2** Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

## Aims

The Programmes of study in EYFS and Key Stages 1 and 2 will ensure that the children:

- Develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- Develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- Improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
- Develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- Develop the ability to work independently, and communicate with and respond positively towards others.
- Promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.
- Reach their potential and to enjoy all forms of physical activity and are inspired to continue sport for life.

## Objectives

1. To encourage the use of the body and give an understanding of movement through different themes of gymnastics.
2. To promote the ability to co-operate with a partner, small group or team, and learn the necessary skills related to all types of games.
3. To encourage an awareness of space, various body movements and expression through dance.
4. To encourage the use of the immediate environment through outdoor and adventurous activities.



5. In Year 4 children are given the opportunity to learn to swim, gain confidence in the water and reach their full potential in swimming.
6. To encourage healthy competition through participation in inter-school tournaments.
7. To enhance our extra-curricular programme through the out-of-hours opportunities provided by outside agencies.

### **Entitlement**

The school provides all pupils with the full entitlement of two hours high quality PE a week. This is delivered through two lessons of 1 hour duration which is taken by the class teacher or an outside provider.

**EYFS:** (x 1 lessons - 1 hour duration). The outdoor classroom, which has a physical development area, is available every day for the children. This accounts for the second hour of physical education.

**Key Stage 1 & Key Stage 2** (x 2 lessons - 1 hour duration each lesson)

Each class is timetabled so that they can access the hall for the duration of the unit that they are studying.

### **Curriculum**

The timetable and scheme of work is centrally planned by the PE Subject Leader and Deputy Head. (See appendix 1)

The school follows the progressive schemes of work provided by Create development. The real PE programme provides fun and simple to follow scheme of work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that gives them the confidence and skills to deliver outstanding PE. It is fully aligned to the new National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique approach.

The school also follows the Rawmarsh scheme of work for Gymnastics, Dance, Games and Outdoor and Adventurous Education. The relevant units are made available to all staff who teach them and staff are expected to evaluate these units, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning. Individual lessons should be evaluated to inform planning and ensure differentiation.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school curriculum for the development of pupils' communication, Maths, PSHE, Science and Computing skills.

### **Swimming** (see appendix 4)

At Key Stage 2, swimming is taught by Swimming Instructors at the pool. (See appendix 4) Any staff at the school who teach it have been on a specialist swimming course. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher who accompanies the children to their swimming lesson.

### **Skills and Attitudes**

Physical Education helps to establish self-esteem through the development of physical activity. It should assist pupils in accepting both success and failure in all aspects of the programme.



By establishing positive attitudes towards P.E. firm foundations are laid for the promotion and development of a healthy lifestyle. This will aid the development of good self-image, foster positive social relationships and facilitate purposeful use of leisure time.

## Teaching and Learning

Children should be taught:

- to engage in activities that involve the whole body, maintain flexibility and develop strength and endurance.
- to solve problems that they will encounter in the course of their physical activities.
- to evaluate and modify their own work.
- to consolidate and practise particular skills.
- to observe the conventions of fair play and good sporting behaviour.
- to be aware of the effects and consequences of their actions on others and on the environment.
- to appreciate the strengths and be aware of the weaknesses of both themselves and others.
- to be concerned with their own and others' safety.
- to understand the importance of warming up and recovering from exercise, thus preventing injury.
- to learn skills in the gymnastics, dance, games, swimming, athletics, outdoor and adventurous activities as outlined in the National Curriculum.
- to understand the need for suitable clothing in P.E. and that working in bare feet is beneficial in dance and gymnastics. Jewellery is not allowed to be worn (see Appendix 2) and verrucae must be covered (see Appendix 3).
- the correct use and care of P.E. equipment.

The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding.

## Record Keeping and Assessment

Teachers observe pupils systematically to structure their learning and monitor their progress and complete assessments on SIMS twice during the academic year. In accordance with the school's policy parents will receive a written report on all aspects of a pupil's school work at the end of the summer term. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness.

## Resources

All resources are recorded on the resources for PE list (available from the PE Subject Leader). These are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning.

A budget per annum is available to PE, alongside Sainsbury vouchers.

The majority of resources are kept in the outdoor P.E cupboard, gym resources are situated in the upstairs hall. There is a range of teacher resources in the tower as well as saved on the system.

Resources should be counted out and counted in, returned in good condition and working order. The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee) to enable teachers to fully utilise what is available.
- Be told of any safety procedures relating to the carrying or handling of resources.



## Safe Practice

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education" guidance provided by AfPE. All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Staff who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on LA courses.

All staff ensure that asthma bags are taken with them during P.E lessons and record when a child has taken their pump.

## Equal Opportunities

All children, regardless of race, sex, culture or disability, should benefit through P.E. Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

## Differentiation

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

## Continuity and Progression

A grid showing the Whole School P.E. Programme is attached (see Appendix 1). Long and medium term planning based on the National Curriculum document is in place ensuring continuity and progression.

## Monitoring and Evaluation

The PE Subject Leaders will be involved in the long and medium term planning and have access to the short term plans which will be evaluated and discussed at the end of each term.

Monitoring and evaluation of children's work will be carried out via SIMS and will be overseen by the P.E. Subject Leader.



## **Sports Premium Funding**

The government is providing additional funding of £150 million per annum up till 2020 to improve the provision of Physical Education (PE) and sport in primary schools. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport and is allocated to primary school head teachers.

This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools. Funding will be calculated by reference to the number of primary-aged pupils (between the ages of 5 and 11), as recorded in the annual schools census.

### Purpose of funding

At Ruislip Gardens Primary School, we spend the additional funding on improving our provision of PE and sport. Please see the school website for details of our spending and impact of the Sports Premium which includes an annual Sports Premium action plan. We are required to include details of our provision of PE and sport on our school website, alongside details of our broader curriculum, so that parents can compare sports provision between schools, both within and beyond the school day.

## **Staff Continued Professional Development (CPD)**

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or the PE Adviser through INSET. Full lists of courses are displayed in the staff room.

## **Out of School Hours Learning (OSHL)**

The school offers a wide range of lunch-time and after school activities. These are open to any pupil in the relevant year group. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible.

## **Adults other than teachers (AOTTs)**

Adults other than teachers will be monitored and evaluated by the Leadership team. They must be DBS checked and have appropriate qualifications or experience. They will be observed at first to check for competency and there after AOTTs that run a club will always have a teacher on site and available to help if needed.

AOTTs that help transport children to events must have the appropriate car insurance and booster seats if needed. AOTTs will be asked to read and complete the transportation letter, which will be kept on file.



**PHYSICAL EDUCATION – WHOLE SCHOOL PROGRAMME**

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Nursery</u>	A range of activities, focussing on developing listening skills as well as fine and gross motor skills. Some activities taken from Action Kids.		
<b>Reception</b>	<u>Create development</u> Unit 1- Personal skills.	<u>Create development</u> Unit 2- Social skills	<u>Create development</u> Unit 3- Cognitive skills.
<b>Year 1</b>	<u>Create development</u> <u>Unit 1- Personal skills.</u>  Games	<u>Create development</u> <u>Unit 2- Social skills</u>  Games	<u>Create development</u> <u>Unit 3- Cognitive skills.</u>  Gym
<b>Year 2</b>	<u>Create development</u> <u>Unit 1- Personal skills.</u>  Games	<u>Create development</u> <u>Unit 2- Social skills</u>  Games	<u>Create development</u> <u>Unit 3- Cognitive skills.</u>  Gym
<b>Year 3</b>	<u>Create development</u> <u>Unit 1- Personal skills.</u>  Games	<u>Create development</u> <u>Unit 2- Social skills</u>  Games	<u>Create development</u> <u>Unit 3- Cognitive skills.</u>  Gym
<b>Year 4</b>	<u>Create development</u> <u>Unit 1- Personal skills.</u>  Swimming	<u>Create development</u> <u>Unit 2- Social skills</u>  Swimming	<u>Create development</u> <u>Unit 3- Cognitive skills.</u>  Swimming
<b>Year 5</b>	<u>Create development</u> <u>Unit 1- Personal skills.</u>  Games	<u>Create development</u> <u>Unit 2- Social skills</u>  Games	<u>Create development</u> <u>Unit 3- Cognitive skills.</u>  Gym
<b>Year 6</b>	<u>Create development</u> <u>Unit 1- Personal skills.</u>  Games	<u>Create development</u> <u>Unit 2- Social skills</u>  Games	<u>Create development</u> <u>Unit 3- Cognitive skills.</u>  Gym

Multi skills/Outdoor and adventurous.

Multi skills/Outdoor and adventurous.

Dance

Multi skills/Outdoor and adventurous.

Dance

Multi skills/Outdoor and adventurous.

Dance

Multi skills/Outdoor and adventurous.

Swimming

Multi skills/Outdoor and adventurous.

Dance

Multi skills/Outdoor and adventurous.

Dance

Games/Family Picnic dance.

**Athletics**

Dance

**Athletics**

Dance

Athletics

Dance

**Athletics**

Swimming

**Athletics**

Dance

**Athletics**

Dance



**RUISLIP GARDENS PRIMARY SCHOOL**

Dear Parent/Carer

**Earrings**

It was noticed that your child was wearing earrings today. May I remind you that:

1. Children should not wear earrings of any sort on P.E days;
2. If earrings must be worn because, for example, the ears have just been pierced, you should cover the earrings with plasters at the beginning of the day or send your child with plasters which they can put over the earrings before the lesson. The Welfare Officer/ class teacher may only supervise your child in putting on the plasters;
3. Stud earrings only are permitted - hoop earrings of any sort should not be worn as they can be dangerous during play.

May I remind you that participation in P.E is a statutory requirement under the National Curriculum and children cannot be excused lessons for trivial reasons.

I would strongly recommend that your children do not wear earrings into school.

Yours sincerely,

**Marc Titeux**  
**Headteacher**



### **Appendix 3**

#### **RUISLIP GARDENS PRIMARY SCHOOL**

Dear Parents,

Thank you for your message that your child has a verruca.

It is not safe practice for children to wear plimsolls for P.E. as they can be slippery and do not give children such a good grip as bare feet.

Your child may continue bare-foot work so long as he/she has a plaster to cover the verruca and I should be grateful if you would send in a supply of plasters for this purpose.

Yours sincerely,

**Marc Titeux**  
**Headteacher**



## SCHOOL SWIMMING - CODE OF PRACTICE

### **1. INTRODUCTION**

Pool used for swimming at Ruislip Gardens Primary School:

Highgrove Swimming Pool  
Eastcote Road, Ruislip HA4 8DZ  
01895 632544

- 1.2 Highgrove pool can easily accommodate 50 - 60 children at any one session.
- 1.3 For schools timetabled for two simultaneous sessions at Highgrove the maximum number may be increased to 90 provided that the number of instructors (see para 3.3) and the number of teachers assisting at the poolside (see para 4.5) are increased accordingly.
- 1.4 For children with moderate learning difficulties or emotional and behavioural difficulties, the group size should not exceed 15 except that, when two classes are timetabled simultaneously at Highgrove, the total numbers may be increased to 30 providing that the number of instructors and teachers is increased accordingly. The group size for children with severe learning difficulties should not exceed 10.
- 1.5 The aim of this code is to show as clearly as possible the duties and responsibilities of Hillingdon Leisure Services, and those of the school.

### **2. THE SWIMMING PROGRAMME**

- 2.1 The school swimming programme is intended for organised lessons, no provision is made for recreational swimming.
- 2.2 The programme has been developed within the broad framework of the Borough's swimming tests and the requirements of the National Curriculum.
- 2.3 The programme will include testing for the Borough's certificates. Testing for other awards must take place in sessions arranged at the end of school term after the swimming programme has ended unless arrangements are made for a qualified member of staff to test at other times during the school year.

### **3. DUTIES AND RESPONSIBILITIES - HILLINGDON LEISURE SERVICES (HLS)**

#### **GENERAL**

- 3.1 A qualified first aider will be on the premises at all times.
- 3.2 HLS staff will organise and lead any evacuation of the pool. Copies of the evacuation procedure will be sent direct to each school at the beginning of each Autumn term.

#### **INSTRUCTORS**

- 3.3 One instructor will be provided for every group of about 30 children. Larger groups of up to 60 children - will therefore be provided with two instructors.
- 3.4 In the event of staff absence, the school will be notified at the earliest opportunity should it be necessary to cancel the session or to reduce the number of pupils attending.
- 3.5 The instructor must be on the poolside at all times whilst the children are present.



- 3.6 The instructor must not enter the water except in an emergency. If particularly anxious children require assistance from the Instructor in the pool, special arrangements should be made for them to attend at another time.
- 3.7 The instructor must wear clothing suitable to allow for immediate entry into the water in an emergency. Footwear appropriate for a swimming pool (e.g. gym shoes or rubber sandals) must be worn, and the instructor must carry a whistle at all times whilst involved in the teaching of swimming.
- 3.8 It is the responsibility of the instructor to check upon the location of the life-saving and first aid equipment at the start of each swimming session. Instructors must also be aware of the number and location of life guards on duty during the session, and of the member of the pool staff responsible for first aid.
- 3.9 The instructor is responsible for seeing that all artificial aids are set out and returned to the store at the beginning and end of each morning and afternoon session. The Instructor must notify the Pool Manager of any deficiencies in the quality and quantity of the equipment. Only aids approved by the local authority must be used.
- 3.10 The instructor responsible, in consultation with the teacher in charge, for arranging the swimming groups. No teacher will be given a group larger than he/she feels competent to supervise.
- 3.11 The instructor must liaise with the teacher in charge if that member of staff has nationally recognised qualifications about the programme of work for the children and should also advise upon the suitability of pupils to be entered for the Advanced Swimming Test.
- 3.12 The instructor is responsible for testing the children for all of the standards and awards in the London Borough of Hillingdon's Education Swimming Programme (see Annex A) but not other National awards if a member of staff is qualified to test.
- 3.13 The instructor may order pupils from the water but must not send them from the poolside. Any matters of discipline must be referred to the teacher in charge.
- 3.14 The instructor must report any accident immediately to the teacher in charge.
- 3.15 The instructor must report to the Pool Manager if, for any reason, it is not possible to comply with this code of practice.
- 3.16 The Pool Manager should be contacted if the school considers that Hillingdon Leisure Services has not met any of its duties or responsibilities. If, after that, the school is still not satisfied the Headteacher should contact Recreation Services at the Civic Centre, Tel: 01895 250310. If the problem continues to be unresolved, the Headteacher should contact Alan Matthews, Education Services (01895 250494) who will, if necessary, arrange a meeting to discuss the matter.

## **LIFEGUARDS**

- 3.17 Lifeguards will be provided on the poolside throughout the session. The number of lifeguards is determined in accordance with the advice given in the Health and Safety Commission/Sports Council document "Safety in Swimming Pools".
- 3.18 For Hayes and Highgrove Pools, a minimum of three lifeguards will be provided. At least one lifeguard will be provided at William Byrd Pool except when a small group of children are the only pool users. The instructor will then act as lifeguard.
- 3.19 The duties and responsibilities of the lifeguards as set out in the Poolside Code of Practice issued to HLS staff include: to be alert and attentive at all times, to observe the whole of the pool or the whole of any designated area, to be ready to respond instantly and effectively to any incident or emergency, and to remain on duty until the relief takes over.



- 3.20 To help lifeguards keep alert, they remain in one observation position for no more than 15 minutes at a time, and are on the poolside for a maximum of 45 minutes before taking a 15 minute break. They are required to have the necessary swimming, lifesaving and first aid skill and must attend designated training courses to keep their qualifications up to date.
- 3.21 All lifeguards will hold as a minimum qualification the National Pool Lifeguards Certificate.

#### **CHARGES**

- 3.22 The current rates are as advised by Leisure Services.
- 3.23 Rates are reviewed annually and any increases applied with effect from 1 April. A maximum charge permitted is set by the Council.
- 3.24 Bookings are renewed on an annual basis. HLS should be given a minimum of one term's notice of any intention to withdraw from swimming lessons.

#### **4. DUTIES AND RESPONSIBILITIES - THE SCHOOL**

##### **GENERAL**

- 4.1 Pupils who, for any reason, are unable to participate in swimming should not (if possible) accompany the group to the pool.
- 4.2 Whilst on pool premises, the staff of the school must comply with this code of practice and inform the Pool Manager (and the Headteacher on return to school) if, for any reason, it is not possible to do so.

##### **SUPERVISION**

- 4.3 Because of the continuing responsibility for the group whilst on pool premises, the teacher in charge must be present at the poolside throughout the session.
- 4.4 A swimming register must be kept by the school. It should be completed immediately prior to departure from the school, and then taken to each swimming lesson.
- 4.5 The school must provide at least one teacher (or other adult) willing and suitably qualified (see 4.11) to assist with the poolside instruction for every 30 children attending.
- 4.6 The Headteacher is responsible for providing adequate supervision in the changing rooms. If, exceptionally, this is not possible, the Pool Manager will provide pool staff to help with the supervision but should be given as much notice as possible.
- 4.7 The Headteacher must be satisfied that the teacher in charge has effective discipline over the group concerned, and is aware of the practices and organisation necessary to ensure that the lesson is conducted in safety. It is also helpful if the teacher is familiar with a suitable scheme of work for swimming.
- 4.8 The teacher in charge must accept responsibility for the supervision and conduct of the group in the same way as during any other part of the school day. This applies not only to the journey to and from the pool but also throughout the time the group is on pool premises. Any matters of discipline will be for the teacher in charge to deal with.
- 4.9 No child must be allowed to leave the poolside without the permission of the teacher in charge.

**INSTRUCTION**

- 4.10 If for any reason a teacher is unable to assist with the poolside instruction, a second person who can assist must accompany the group in order to maintain the 1:30 ratio referred to in paragraph 4.5.
- 4.11 The person assisting with the instruction must hold a recognised ASA/STA teaching qualification, or have attended an appropriate in-house training course, or be enrolled to take the in-house course as soon as a place becomes available.
- 4.12 The teacher or other adult involved in giving instruction must remain on the poolside and should not enter the water except in an emergency. If particularly anxious children require assistance from the teacher in the pool, either special arrangements should be made for them to attend at another time, or additional help should be provided by the school.
- 4.13 It is the responsibility of Hillingdon Leisure Services to provide lifeguards but the Instructor and the school staff must also assume a responsibility for the safety of the children whilst in the water.

**EQUIPMENT**

- 4.14 Wherever possible, all school staff on the poolside should wear clothing suitable to allow for immediate entry into the water in the event of an emergency.
- 4.15 All school staff on the poolside must have footwear suitable for a swimming pool, i.e. gym shoes or rubber sandals. These will need to be kept solely for use on the poolside since gym/track shoes worn out of doors will not be acceptable.
- 4.16 Staff involved in swimming instruction must carry a whistle at all times.
- 4.17 Staff need to be aware of the location of life-saving and first aid equipment. They should also note the number and locations of lifeguards on duty. If there are any concerns about lifeguard provision, the teacher in charge should immediately contact the Pool Manager.

**HYGIENE**

- 4.18 Children must be taught the need to use handkerchief, toilet and footbath before entering the water.
- 4.19 At the start of each school year, Headteachers should draw to the attention of parents whose children will be going swimming the need for them to regularly check their child's feet for Athlete's Foot, open sores or other skin complaints, and to seek their doctor's advice before allowing the child to resume swimming.
- 4.20 All girls and boys with long hair should be encouraged to wear swimming hats which can be any colour except yellow (see 4.22 below).

**PHYSICAL FITNESS OF PUPILS**

- 4.21 A child known to have any form of ear ailment should not be allowed to swim unless a medical certificate is produced declaring that he or she may do so.
- 4.22 Similarly, a medical certificate should be required before any child known to have a history of epilepsy, severe asthma or similar medical condition is allowed to swim. These pupils must wear a distinctive yellow swim hat and, if the child's medical condition warrants it, an extra adult should be present on the poolside with the sole duty of observing the child and summoning immediate assistance if required. It is important that when children with asthma go swimming, their inhalers are taken to the pool also.



4.23 It is the responsibility of the teacher in charge, at the start of each session, to inform the instructor and lifeguards of any child with a medical condition which could put them at added risk in the water.

4.24 The teacher in charge must also inform the instructor of any other medical, physical or behavioural problems of individual children which could affect the organisation or conduct of the lesson.

#### **ACCIDENT PROCEDURE**

4.25 Any accident to a child occurring on the pool premises must be reported immediately by the teacher in charge to the Pool Manager. An accident report form must then be completed immediately upon return to school.

4.26 Likewise, an accident report form must be completed in respect of any accident occurring during the journey to or from the pool.

#### **TRAVEL TO AND FROM THE POOL**

4.27 All coaches must have seat belts.

4.28 The Council's insurance cover allows for up to 40 pupils to travel on a coach with one member of staff in addition to the driver. However, it is strongly recommended that a minimum of two adults, one of them a teacher, should accompany each coach party.

4.29 Pupils must be properly supervised at all times. This applies not only during the journey but also when getting on and off since these are the times when the great majority of accidents occur. Whilst travelling on the coach, pupils should not be allowed to stand or to kneel on the seats, or to have food or drink, and noise should be kept to a reasonable level so as not to distract the driver.

4.30 Groups of children walking to the pool should be accompanied by a minimum of two adults, one of whom should be a teacher. One adult should walk at the front and one at the rear of the party.

#### **5.0 SAFETY RULES**

5.1 Children, teachers and instructor must all be aware of the safety rules to be strictly followed throughout the swimming programme. It is the joint responsibility of the school staff and the instructor to make sure that the rules are clearly understood by the children.

5.2 Children must understand the importance of the whistle in the pool area. When the whistle is blown, they must pay immediate attention and await further instructions. Good discipline is essential.

5.3 Children must not be allowed to go or to leave the poolside without the permission of the teacher in charge.

5.4 Children must not enter the water until told by the instructor or teacher in charge that they may do so, and must leave the water immediately when told. They must understand clearly the area of the pool in which they are to swim, and only those who hold or are working towards the Elementary Certificate should be allowed in water exceeding four feet in depth. Borough swimming tests are outlined in Annex A.

5.5 Running along the poolside, pushing in, ducking and playing tag games are not allowed.

5.6 Diving (see section 6.0) is not allowed except when under specific control of the instructor or teacher.



- 5.7 Underwater swimming is prohibited at all times except when included in a lesson as a section of work dealing with survival swimming.
- 5.8 Children must not take food or drink of any sort into the pool and it is particularly important that sweets and chewing gum are prohibited.
- 5.9 Children should have a cardigan or jumper available to wear after swimming lessons, even in warm weather.
- 5.10 Jewellery must not be worn in the pool. In fact, money and valuables should not be taken to the swimming pool at all.

## 6.0 DIVING

- 6.1 Extreme caution is needed when introducing diving as an activity, particularly in shallow water pools. Diving must be allowed only under the direct supervision of a teacher or instructor.

### Diving from the poolside

- 6.2 The “sitting dive” should not be performed in depths of water of less than 0.9 metres for primary school children, and 1.5 metres for secondary.
- 6.3 A depth of water at least the height of the pupil will be required for all “feet first entry” dives. A simple jump to satisfy the confidence test requirements (outlined in Annex A) may be carried out in a minimum depth of 0.9 metres.
- 6.4 The “plunge” dive should not be allowed in less than 1.5 metres of water.
- 6.5 The “racing” dive should not be practised in less than 0.9 metres of water.
- 6.6 For the “plain header” dive, when practised or taught from the poolside, the minimum safe depth is 3 metres.
- 6.7 “Running” dives and jumps should not be permitted.

## ANNEX A

### EDUCATION SWIMMING PROGRAMME

1. Non swimmer
2. Confidence Test  
Swim 10M front paddle  
Swim 10 M back paddle  
Front glide  
Back glide  
Jump into deep water.
3. National Curriculum  
(Water Test A) Start in the water  
Swim 25M in an efficient manner, not necessarily using a recognised stroke but certainly using both arms and legs.  
  
(Water Test B) Tread water for a minimum of 30 seconds to include full rotation in a vertical or horizontal (face up) position.  
  
(Water Test C) Submerge the body completely under the water and surface to face the examiner.



4. Elementary Test  
Jump into deep water  
Swim 25M front crawl or swim 25M breast-stroke  
Swim 25M backstroke  
Tread water for 30 seconds.
5. Intermediate Test  
Standing dive into deep water  
Swim 25M front crawl or swim 25M breast-stroke  
Swim 25M backstroke  
Perform 1 head-first surface dive through a hoop placed at 1.5M depth.
6. Advance Test There are three parts to this test which must all be taken on the same day; a short rest period will be allowed between each of the main sections. The advanced test may only be taken at either Hayes or Highgrove Pools.
  - (a) 3 lengths continuous swim using breast-stroke or butterfly or front crawl. There must be no change of stroke during the swim.
  - (b) 3 lengths continuous swim using the back crawl..
  - (c) 1 length using a stroke from Section 1 that has not previously been shown.

N.B. in this section all starts, touches and style must be in accordance with A.S.A. regulations.

7. Personal Survival Awards (A.S.A.)  
Levels 1 and 2
8. Water Safety  
water  
Demonstrate a reaching rescue to a casualty in deep water  
Demonstrate a throwing rescue to a casualty in deep water  
Answer five questions on water safety.
9. Challenge Awards  
Bronze, Silver, Gold, Honours.

NOTE: the Advanced Swimming and Water Safety Certificate do not qualify the holder to attempt a swimming rescue.