



Physical Education Policy - November 2017

Together We
Inspire Enjoy Achieve



Introduction and subject definition

Physical education makes a valuable contribution to the whole school curriculum. Pupils are involved in developing their skills, knowledge and understanding within a range of physical activities so that they can perform with increasing competence and confidence. Physical education provides the opportunity for pupils to be creative, competitive and work together cooperatively in a variety of different contexts. The different learning experiences within physical education encourage spiritual, moral, social and cultural development alongside personal growth in terms of self- confidence and self esteem. The physical education experience provides intellectual and physical challenges that promote positive attitudes to learning. Physical education teaches pupils the importance of physical activity and its contribution to a healthy life style.

The Physical education that a child experiences in school is split into three categories, the combination of which leads to the development of a child / adult who is **physically literate**.

Physical Education

This is the structured teaching of the physical development skills. This is the laying of the foundations and teaching the building blocks that are vital for all further physical development. The skills gained in PE are essential for children to perform well in school sport.

School Sport

This is the structured learning that takes place to teach sport specific skills.

It takes place in extra-curricular sessions; before or after school. It is the sports clubs and teams and often involves competitions. Importantly, it can also provide vital links to community sport and activity.

Physical activity

This is a broad term which refers to all bodily movement that uses energy (so could include PE and school sport but goes way beyond that). The activities may or may not be structured. These are all those other times in the school day when children can be physically active, from biking to school in the mornings, active playtimes, lunchtimes, trim-trails, active maths and literacy lessons. Physical activity improves cardiovascular health, helps maintain a healthy body weight, improves bone strength, develops self-confidence, and develops new social skills.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Curriculum Organisation

Pupils at Godmanchester Community Academy will be taught the Programmes of Study for:

- Key Stage One through Dance, Gymnastics, Games. In addition they will be taught the KS1 non statutory guidelines for swimming.
- Key Stage Two through Dance, Gymnastics, Games, Athletics, Swimming and Outdoor Adventurous Activities. In addition, some of the aspects of Outdoor Adventurous Activity will be covered through enrichment activities i.e. residential trips.
- Multi-skills activities will be integrated throughout the PE Curriculum in all age groups.

See Curriculum drive- PE - for the overall curriculum plan.

Continuity and Progression

Within the physical education curriculum the following four areas of content are identified which are taught in and across all areas of activity:

- a) acquiring and developing skills;
- b) selecting and applying skills, tactics and compositional ideas;
- c) evaluating and improving performance;

- d) knowledge and understanding of fitness and health.

This content provides the basic framework for continuity and progression.

Continuity refers to the repetition and consolidation of essential elements, for example:

- a) basic skills and body control required in the different areas of activity e.g. sending and receiving in games, body tension and extension in gymnastics, rhythmical movement and expression in dance.
- b) Linking movement together e.g. series of actions into a sequence, collect, travel and pass a ball.
- c) Rules and procedures for safe activity e.g. handling apparatus in gymnastics;
- d) principles of health related exercise and an active life style;
- e) observation and evaluation of physical activity.

Progression of physical learning experiences will be related to physical growth and development, as well as key principles underlying the progression of material within an activity area. Progression should be based on providing pupils with progressively challenging but realistic learning experiences, which reflect their physical, social, cognitive and emotional stage of development. The basic principles of changing space, equipment, people and the specific movement activity will provide the framework for progression. This is known as STEP's. For example in gymnastics progression will be achieved by increasing the difficulty of the movement, combining movements into a movement phrase or sequence, taking the movement/sequence onto a single piece of apparatus or combined apparatus and by adding a partner/group. Pupils planning and evaluating skills will also be developed through progressive learning experiences. Progression will be based on the complexity of the task, people involved and the detail of either the planning or analysis required.

The whole school follows the CAS scheme of work for PE, which has been mapped out into a whole school overview. This ensures progression across the year groups.

Time Allocation

All children at Godmanchester Community Academy have a minimum of two hours of high quality PE a week. It is allocated as follows:

- 1 Games session (outdoors)
- 1 Dance/ Gymnastics session (indoors)
- 1 Swimming session

Teaching and Learning Strategies

Teaching and learning strategies used within physical education reflect whole school policy, teacher/pupil expectations and activity specific differences. It is acknowledged that in physical education the skills, which can be taught to pupils, depend on their stage of development as well as inherent ability. It is therefore important that teachers differentiate their material and resources to meet the needs of individual pupils. Differentiation by outcome (pupils finding their own response to a set task) and by task (different or modified tasks being set for different individuals or groups of pupils) are appropriate for physical education. Principles of progression can be used to differentiate tasks e.g. equipment, space, people, task etc. Different areas of activity lend themselves to particular styles of teaching/learning for example gymnastics and dance provide pupils with the opportunity to explore and create and therefore pupil centred/open tasks are appropriate. In swimming and athletics which require specific techniques to be developed and have safety implications, more teacher directed tasks are often used. However, the underlying principle within each activity is to utilise a range of teaching and learning strategies, and to involve the pupils in planning, evaluating and problem solving tasks.

All teachers are responsible for:

- a) developing units of work and lesson plans from the scheme of work which reflect a range of appropriate teaching and learning experiences for their pupils;
- b) ensuring pupils are involved in acquiring and developing skills, selecting and applying skills, tactics and compositional ideas, evaluating and improving performance and developing their knowledge and understanding of fitness and health;
- c) maintaining high standards of performance and behaviour within all areas of activity;

- d) developing pupils understanding of safety issues related to P.E including safe handling of apparatus, standards of behaviour and risk assessment;
- e) ensuring all pupils change into appropriate P.E clothing prior to participation, tie back long hair and remove all jewellery; **(see Appendix A for details of P.E. clothing)**
- f) including within every lesson appropriate/safe warm up and cool down activities;
- g) creating and maintaining a safe working environment for all pupils.
- h) ensuring participation of all children in PE lessons. Leadership roles (or similar appropriate activity) should be given to those children who have been excused PE due to injury etc. Children will be lent PE kit if they have forgotten their own. **(See Appendix B for Verruca policy).**

Swimming

Swimming is provided by a private company, using the on-site pool (First Strokes). First Strokes currently plan and deliver the swimming curriculum. Negotiations are currently taking place to set up a new scheme.

Resources

Physical Education is very well resourced within the school. The PE Coordinator is responsible for:

- a) ordering new resources and managing the PE budget / vouchers/
- b) School Sports Premium money
- c) storage and organisation of the resources.
- d) Managing a team of Monitors who are responsible for assisting with the maintenance and organisation of equipment.

Teachers are responsible for:

- a) returning all equipment to the correct store
- b) reporting any damaged or missing equipment to the PE

Coordinator/Head

For storage of resources see Appendix C.

Contribution to other areas of the Curriculum

Physical education contributes to personal, social, moral and cultural education for example, by encouraging positive attitudes to physical activity and building self esteem through the development of physical confidence and competence, etiquette in games, traditional dance and working in pairs, groups and teams. Physical education can also contribute to the development of literacy skills through speaking and listening. Physical education requires pupils to absorb, understand and respond both physically and verbally to a variety of information using appropriate technical vocabulary. Physical education contributes to other specific subject areas such as:

- a) music in providing pupils with the opportunity to respond to music and recognise musical elements;
- b) science in providing pupils the opportunity to understand the effects of exercise on the body
- c) mathematics in providing pupil with the opportunity to measure performance, understand shape and relationships including symmetry and asymmetry;
- d) health education in providing pupils with the opportunity to appreciate the need for personal hygiene and the benefits of a health life style.

Health and Safety

Teachers have an additional duty of care in physical education, which is met through fulfilling their responsibilities within the teaching and learning strategies section of the policy. Pupils must be made aware of all safety issues related to physical education including the assessment and management of risks.

Safe handling and use of all equipment will be taught and encouraged at all times. For example specific procedures for lifting, carrying and placing apparatus correctly:

- a) bend knees, back straight to lift and lower;

- b) always travel in a forwards/sideways direction – be able to see in the direction they are travelling;
- c) placement of apparatus carefully in position;
- d) carry apparatus at waist height, not lifted high.

Teacher must establish safety rules and procedures with pupils

e.g. checking of the apparatus prior to use, starting and stopping signals, stopping and moving off apparatus to sit and listen to instructions.

In addition, teachers check equipment and the working space prior to the start of activity to ensure the teaching/learning environment is safe. Any damaged equipment or gymnastic apparatus is reported to the PE coordinator/head teacher and removed and/or labelled and not used. An inspection of the P.E. apparatus including the outside adventure play equipment is completed annually by an external contractor.

Safe preparation is an integral part of every lesson. The warm up will involve:

- a) mobility exercises to prepare the joints;
- b) pulse raising activities to prepare the cardiovascular system;
- c) stretches to prepare the muscles and associated ligaments/connective tissue.

Specific muscle groups should be used that relate to the anticipated activity and bring about a full range of motion.

The warm up should be gradual and sufficient to increase muscle/core temperature without causing fatigue or reducing energy stores. Aerobic activity which incorporates mobility of the joints should be completed prior to stretching.

Within physical education teachers must adhere to the school accident and emergency procedures. **(See Appendix D which outline specific safety rules and accident procedure for the swimming pool)**

The school adopts AfPE Safe Practice in Physical education 2016 as its policy on Health and Safety, which is subsumed into the county health and safety manual. A copy of this is available from PE co-ordinator.

Equal Opportunities

Equal opportunities within physical education reflect the whole school philosophy on equality of access and opportunity. Curriculum planning and the teaching of physical education will take into account the pupil's age, attainment, gender, ethnicity and special educational needs to ensure the learning environment and experiences enable each pupil to achieve their full potential. The contribution all pupils make will be acknowledged and valued; gender stereotyping will be challenged along with discrimination in relation to ability/lack of ability.

Community Links

The school has links with the community.

The school buildings and grounds are used by the community for a variety of activities. Swimming is an important link as First Strokes Pool is in the school grounds and is used by both the community and the school.

We like to participate in community events. Dance and Gymnastic displays provide a chance for the children to share their achievements with the community. Children are encouraged to participate in a range of Sports Tournaments and Galas, where the emphasis is on fair play, team spirit and enjoying themselves in friendly competition.

The children are given the opportunity to make links with community sports clubs by encouraging local sports coaches to run Out of School Hours Clubs or deliver assemblies, eg Godmanchester Cricket Club, Huntingdon Tennis Club and Godmanchester running club.

Out-of-School-Hours-Learning

Opportunities are provided for children to increase the amount of time spent receiving high quality PE through OSHL.

The PE co-ordinator is responsible for liaising with the HSSP, local sports club coaches AOTTs and Teaching staff to provide a range of sporting activities for all age groups.

Some clubs are open to all children, whereas others target particular needs from SEN to Gifted and Talented. The clubs aim to encourage children to experience a range of activities and to develop a positive attitude towards physical activity, both in and out of school.

Extra-curricular Clubs are also run by the staff throughout the year. A list of Clubs can be seen at the school office or on the PE notice board

Assessment Recording and Reporting

Assessment within physical education is difficult due to the transient nature of the subject, number of participants, the complexity and speed of the moving environment. The majority of assessment evidence will be collected through observation and listening to pupil answers, discussion and evaluation. The learning objectives for the unit of work provide a clear focus for lesson planning and assessment. The teaching/learning activities and the organisation of those activities provide the necessary assessment opportunities. Core Tasks for the CAS scheme of work are available on the server. The assessment is to be recorded on the appropriate year group assessment grids.

Review and Monitoring

Monitoring of physical education will be the responsibility of the Head teacher, P.E Coordinator and governors.

Monitoring will be carried out by using:

- a) teachers planning and pupil assessment
- b) classroom observations/ observations made by Sports specialist teacher working with teaching staff.
- c) discussion with pupils
- d) checking the storage and quality of the resources

Professional development

The PE Coordinator will:

- attend network/ partnership meetings where able to keep up to date with current issues and changes in the teaching of PE.
- ensure teachers have access to the lists of training courses available.

- identify areas to develop following monitoring, whether this be with whole staff inset or training courses for individuals.

Competition

Pupils are encouraged to actively participate in competitive sporting activities. A PE Notice Board displays the achievements of children in all aspects of sporting competition. The results of regular inter-House competitions are graphed on this display board. It is the PE co-ordinators responsibility to update this board. One section of the board will be the responsibility of the Sainsbury's School Games Organising Committee (overseen by PE co-ordinator).

Inter-school competition

The PE co-ordinator is responsible for organising teams or groups of children to participate in tournaments / festivals run by local sports clubs and the HSSP.

The PE co-ordinator / club coaches are responsible for organising 'friendly' games with local schools where appropriate.

Intra-school competition

The introduction of the House system means that an increased amount of Intra-school competition is taking part in school throughout the year.

-Annual School Games

This is held annually in phase Teams.

The School Games Organising Crew will assist the PE co-ordinator in planning and delivering some of the elements of School Games.

The children participate in multi-cultural activities the week before the sports day itself. They compete in mixed yr group House teams.

-Half-termly House competition

Teachers are responsible for planning and organising a tournament at the end of a games unit. This is usually the last week of a unit of work. Children will compete in their houses, earning points to go towards the House cup. They will compete in House teams, where possible, across both year group classes.

Leadership / volunteering.

Children are given opportunities to learn, develop and practice leadership skills. Leadership tasks are integrated into some schemes of work. Problem – solving activities in the OAA schemes of work provide the children with opportunities to develop leadership skills.

Children are encouraged to volunteer to participate in Play-leader schemes.

The PE co-ordinator is responsible for training groups of children to:

- a) lead sporting and playtime activities,
- b) organise the equipment and playground space and
- c) adapt the task to suit the group of children they are working with.

The LTSs are responsible for assisting the Play-leaders with issues such as discipline, and for generally overseeing the activities, ensuring that lunchtimes run smoothly.

School Sports Premium

The PE co-ordinator is responsible for planning and implementing how this money is used to develop a sustainable improvement in School PE. She will work alongside other relevant members of staff to deliver it. Discussion will take place with the Executive Head teacher, Head of School and Governors as to how this money is being spent.

Policy Review

Next review due on November 2019

Policy Details	Date	Name
Policy approved by Senior Management:	November 2017	Claire Wood
Policy approved by Senior Governor	November 2017	Roger Coxhead

Date of next review: **November 2019**

Policy Section: Section 1A – Curriculum Policies (Pupils)

Policy reference: GCA - 1A/ 10 PE

Appendix A

School Uniform for PE

- All children must change for any PE activities.
- Long hair must be tied back.
- All jewellery must be removed. This includes all earrings (studs). If a child has recently had ears pierced and cannot remove them then surgical tape must be placed over the ears, (this includes swimming).

Dance/Gymnastics

Red/Blue/Green/Yellow T-Shirt (House colours)

Blue/Black Shorts

or

Leotard

No trainers. (If a teacher decides that footwear is appropriate for a certain activity indoors e.g. Skipping or other fitness activities, then the whole class should be wearing an appropriate change of footwear.)

Outdoors Games Activities

Red/Blue/Green/Yellow T-Shirt (House colours)

Blue/black Shorts

Blue/black Sweatshirt and jogging bottoms

A change of trainers

Swimming

Swimming hat

One piece swimming costume/ trunks

Although we cannot enforce the colours of the uniform, this is the ideal.

However, we must enforce the actual items of clothing and that they are a change of clothes/footwear.

Appendix B

Policy on verruca's

The guide to infection control in schools states the following:

Verrucae should be covered in swimming pools, gymnasiums and changing rooms.

NHS advice on preventing the spread of a Verruca:

- Cover your wart or verruca when you are taking part in communal activities. For example with a waterproof plaster, sealing gel treatment or a verruca sock (available at pharmacies) when you go swimming or when you are doing physical education at school.

As a school we therefore follow this advice. We request that parents tell the class teacher if their child has a verruca, and that they treat it with an appropriate sealing gel and/ or a waterproof plaster. It is preferable for children to wear a verruca sock when swimming. A letter will go out at the start of the academic year to remind parents of this policy.

Following all PE Health and Safety advice and regulations, children will not be allowed to wear trainers or plimsolls for any indoor dance or gym sessions, either as a means of preventing the verruca spreading or of catching a verruca. The risk of injury in doing so significantly outweighs the risks of catching a verruca.

Appendix C

Storage of PE Resources

The PE resources are divided into groups:

- a) Outdoor Games resources
- b) Indoor Equipment
- c) Apparatus
- d) Books /Schemes/ Lesson plans etc.
- e) Playtime Equipment
- f) Other resources

A. Outdoor Games Equipment

The majority of this is stored in the PE shed in the Quadrangle. This shed should be locked after the lesson to prevent unauthorized use / loss of the equipment. It has a combination lock.

It is the responsibility of the Teacher to ensure that the equipment is returned to its correct place. The PE Coordinator will check the shed regularly.

Some larger/ heavier items of equipment such as Netball and Goal posts are stored in cage area. Short Tennis Nets will be stored in the shed by the swimming pool. The keys for this is are kept in the office. OAA equipment is stored in the filing cabinet in the PE shed.

B. Indoor Equipment

This includes soft balls, beanbags, multi-skills equipment, parachutes This is stored in the cupboards on the stage (in the main hall). Sports- hall Athletics equipment is stored in the locked room next to the stage.

C. Apparatus

Apparatus is kept around the edges of the hall. Care must be taken to ensure that all Fire Exits are unobstructed.

D. Books/ Schemes/ Lesson Plans etc

The PE co-ordinator has these. Some resources are available on the server.

E. Playtime equipment

Playtime equipment is in the shed in the quadrangle. Year 6 monitors are responsible for keeping it tidy.

Appendix D

Procedure for swimming lessons - November 2017.

These procedures are to be followed by all staff involved in the teaching of swimming at Godmanchester Community Academy and First Strokes Pool. Paragraphs in italics are from the CCC safety guidelines for swimming. These procedures are non-negotiable.

- The Class Teacher / HLTA must accompany the children to the pool.
- All inhalers should be taken over to the pool by the Class Teacher/HLTA and be kept handy on pool-side.
- All Class-Teachers / HLTAs / Swimming Instructors should be familiar with emergency procedures. These will be practiced with the children at the start of every half-term.

Changing Procedures

- Children change in either the cubicles or the main changing room. Changing for the first session in the morning and after-lunch should take place in the large communal room. Members of the public should change in the cubicle.
- Children should remove shoes and put socks into shoes then place in shoes racks. The lower level pigeon holes should be used by younger children, the older children should be asked to place their shoes in the higher pigeon holes (They may have to stand on the bench to do so but that's ok if sensible). They will probably need to share one with another pupil. Class-Teachers should also remove shoes / socks before entering the changing area and pool-side. Flip-flops or similar may be used,

or put the plastic shoe covers over shoes. These should be replaced at end of lesson as are reused.

- All Swimming Instructors will change in the pool-side toilet and not in the cubicles.
- Members of the public should be out of the shower area before children begin to change. There may be an overlap with changing and all staff should be vigilant, especially when allowing children to go to the toilet before swimming. Ensure there are no members of the public in the toilets before the children go in.
- For their own protection, school and pool staff should not use the toilets in the changing area. Use the disabled toilet in the spectator area, or if this is out of order then use the toilet on pool-side.
- Children should put clothes into swimming bags and put bags on benches. Class-Teachers/HLTA to reinforce this, to avoid wet / lost clothing.
- Once children are changed they should shower and line up on the floor along the blue benches. No child is to go onto pool-side unless asked and accompanied by a member of staff.
- Class-Teachers/HLTAs should do a sweep of the changing area / cubicle (open the curtains when checked that they are empty), and the toilets, to ensure all children have gone onto pool-side for their lesson.
- All children should wear a swimming hat. If they have forgotten one, they can borrow one from the pool staff, or the class that have just got out of the pool.
- Goggles – must NOT be borrowed from the pool or another child. There are health and safety issues regarding wearing goggles and so children must only wear those goggles provided by the parents. If the goggles have broken please send home with a letter asking parents to replace them. Do NOT mend them.

Teaching

CCC Swimming Guidance

3.0 Supervision and Instruction

3.1

Teachers may act as instructors, life savers or escorts depending on the circumstances and their having obtained the appropriate qualifications, but, regardless of their role they will always retain overall responsibility for the conduct of sessions they accompany and for the general safety of the pupils throughout.

3.2

No matter who is providing the instructor or lifeguards lifesaving skills it will be the teacher-in-charge of the pupils who will have ultimate responsibility for the supervision of the pupils during the conduct of any visit. Where instruction is provided by some other source than school staff the supervising teachers must decide, in consultation with the instructors, the best manner in which this is to be carried out so that the requirements of this policy are fully achieved.

4.0 General Pool Side Rules

4.1

- (i) Pupils must not be allowed access to the water except under direct supervision.
- (ii) Running along pool side and any form of interference and boisterous play must be forbidden. Good discipline must be maintained.
- (iii) Pupils must not be allowed into water too deep for them to confidently stand safely unless they are capable swimmers able to swim 100 metres without any artificial aid. Deep and shallow water areas must be clearly marked and segregated and must be carefully brought to the attention of all pupils before any session begins.
- (iv) Special arrangements must be made for one to one instruction and supervision to give any pupil experience of deeper water swimming.
- (v) The supervising teacher must be on the pool side in a position to see the whole group at all times.
- (vi) The supervising teacher must know the number of pupils before each session begins and keep a check on numbers throughout and safely account for each at the end.

4.2 Diving Precautions

- (i) Raised pools and learner pool are not suitable for any type of diving or jumping from the side. This includes diving within the pool from an assisted (lifted) position.
- (ii) No diving is permitted unless the water is deeper than 1.8 metre. In water depths of less than 1.8 metres only the surface dive is permitted.

- The planning, teaching and assessment is to be carried out by the staff at First Strokes.
- Assessment; the pool should have a record of children's ability, especially relating to distance (as this is the criteria for the health and safety of organising groups / depth of water). Please continue to pass this information on to teachers to report back to parents, after every assessment.
- School teaching-staff are legally in overall responsibility for the safety of the children during the lesson. Therefore they must be on pool-side, dressed appropriately for the activity (wearing cool, practical clothing). Teaching staff should not be using the time to do other paperwork tasks whilst supervising the children in the pool. Their role is to assist the swimming teacher where appropriate. They should also be observant, watching all of the children to ensure that they are safe and reinforcing general pool-rules. They should also be prepared to initiate the drown procedure if necessary.
- All school staff supervising the children must hold the rescue test for teacher's award. If not then **both** of the swimming instructors must be on pool-side.
- All staff should be aware of location of drown alarms and reach/throw aids.
- Any child who needs the toilet should ask the swimming teacher if they may go. The Class-Teacher should be made aware that they have gone and is responsible for ensuring that they walk sensibly and return safely to the pool.
- First-Aid issues – nosebleeds; the child should be taken out of the pool and treated by the Class-Teacher. Once stopped they should get changed and sit in the spectator area. The pool manager should come onto pool-side to cover whilst Class-Teacher is dealing with incident. (If a TA present with class they should deal with the child). Any other minor bumps / cuts etc. Class-Teacher should report to pool manager for treatment. If a major injury occurs the other

children may need to leave the pool and wait in changing area whilst it is dealt with. The pool manager may phone the school office for assistance if necessary. Ensure that the child gets the relevant first aid letters / head bump stickers etc. when they return to school.

- No child in Foundation Stage or Year 1, are to go in the deep water at all. Children can build up stamina by doing circuits in the shallow water.
- From Year 2 upwards the children may go in the deep water IF they are able to swim over 100m without a floatation aid. (Swimming on their front, not just floating on back kicking legs!).
- In September, January and May (the beginning of each term) the children who have shown that they would be able to do the equivalent of 100m without a floatation aid in shallow water are allowed to do length testing on a 1;1 with the Swimming Instructor.
- When children who can swim 100M are in the deep end, then the Swimming Instructors needs to position themselves at the deeper water.
- Barrier must in place when non-swimmers are in shallow end.
- When children jump in the deep-end they must be taught to do a feet-first entry only. 'Bombing' is not allowed. The pool is too shallow for the children to be taught to dive.
- Swimming Instructors will speak to the children in a friendly, but professional manner.
- Sitting on a chair to demonstrate leg action is good. Sitting while children complete lengths, not professional.
- Plastic water bottles for adults are allowed on pool-side. Glass bottles / mugs/ cups of tea etc. are not.
- Children should never be pushed into the water, even as part of a game.
- Floats sessions will take place 3 x a year (at the end of each term). Children will have rules explained to them at the start of the session. Class-teachers are expected to be on pool-side in a life-guard / behaviour management role. There must be at least 2 adults on pool-side where the majority of the class can swim 100M unaided. In Foundation stage / KS1/ yr. 3 – there should be 3 members of staff on the pool-side (one of whom is the Class-Teacher). The barrier dividing the shallow / deep water should be in place, and any child who is not taught in deep water should stay in the shallow end. It is the responsibility of all adults on

pool-side to enforce this. The same behaviour rules below apply in a fun floats session.

Behaviour

- The behaviour of the children is the responsibility of all adults in the pool. Any KS1 /Yr3 children waiting to swim in spectator area should be supervised by a TA or other responsible designated adult. Children should be expected to listen to Swimming Instructor and treat them as they would their own Class-Teacher in school. The Swimming Instructor is expected to deal with initial behaviour issues (not listening, not following instructions etc). The Class-Teacher should also intervene and reprimand children where necessary, (eg if the swimming instructor has not seen the incident). The Class-Teacher should also back up the swimming instructor.
- If any children have behaved particularly well the Swimming Instructor should tell the Class-Teacher who will reward the child according to class reward system.

Order of dealing with behaviour

- Firstly the child should be spoken to for bad behaviour. If necessary explain why behaviour is inappropriate / unacceptable. (Either Swimming Instructor or Class-Teacher).
- If the child ignores the previous warning and repeats the behaviour then they should be asked to get out of the pool and sit on the side with back against wall and legs crossed out of the way. Give a 5 min time out.

(Either swimming instructor or Class-Teacher)

- After the 5 minutes the Class Teacher needs to go over to the child and ask them to explain why they were sent out of the pool. They then send the child to the Swimming Instructor to apologise for behaviour and to re-join the lesson.
- If the child continues to behave in a manner which is inappropriate and unsafe then they should be asked to get out of the pool and remain on the side for the rest of the lesson. Please do not send the child to get changed as they will not be supervised in the changing area.

- There may be some children who will deliberately misbehave in order to be sent out of the pool. In this case a more individual behaviour plan should be written by the Class-Teacher and shared with the Swimming Instructor.

SEN needs should be shared with Swimming Instructors where appropriate (e.g. physical / behavioural issues). Swimming Instructors also need to know if they have a child who may not understand some of the words.