

Physical Education Policy

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1. Vision and Aims

Vision

We want to support all the children in our school to achieve their personal potential in all areas of the Physical Education Curriculum. This will be achieved by implementation of a broad and balanced P.E. programme, delivered by the teachers in this school and by sporting professionals who deliver coaching in specialised areas such as swimming, rugby, hurling and Gaelic football. The programme will provide opportunities for competitive and non-competitive participation and the chance for all children to have a positive and worthwhile experience. In addition we will endeavour to provide an annual optional after school sports activity programme delivered by school staff.

Aims

We endorse the aims of the Primary School Curriculum for PE.

- To promote the physical, social, emotional and intellectual development of the child.
- To develop positive personal qualities.
- To help in the acquisition of an appropriate range of movement skills in a variety of contexts.
- To promote understanding and knowledge of the various aspects of movement.
- To develop an appreciation of movement and the use of the body as an instrument of expression and creativity.
- To promote enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.
- In addition we believe that the development of understanding and skill is at the core of curriculum delivery, and that enjoyment, participation and pleasure of all students is essential.

2. Curriculum Planning

Strands and Strand Units

A scheme of work is available for each of the six strands at each class grouping. Teachers will be familiar with the aims and objectives for their class.

They will choose a range of activities for all strands for each class. Where possible children will have access to each of the 6 strands each year. Continuity and progression from class to class will be ensured through close communication between classroom teachers and through recording of work carried out. C/f. PE Strand units.

Approaches and Methodologies:

We use a combination of the following approaches:

- Direct Teaching – e.g. in the delivery of a specific skill
- Guided Discovery – e.g. Creative Dance
- Integration with all subject areas but particularly SPHE, SESE, Gaeilge and Maths
- Input and support from professionals in specific games areas.

Maximum participation of all children is insured through the following methods;

- Individual, pair, group and team play.
- Station teaching.
- Using a play area divided into grids.

Our approach to PE mirrors our approach to all other curricular strands, i.e. attention given to P.Ed Policy experience and abilities of pupils, integration with overall school plan, positive working relationships among staff and between staff and pupils.

Children will be actively involved in PE classes through the following: organisation of equipment, devising games and warm ups, supporting younger classes through buddy system, supporting PE coordinator in taking responsibility for maintenance and upkeep of equipment.

3. Assessment and Record Keeping

Assessment is carried out in order to gather and provide information on individual children and to assist current and future teachers in planning a child centred educational programme. Children's progress in P.E. will be assessed through teacher observation and teacher designed tests and tasks as in the course of normal class activity. Children's

- willingness to participate in activities,
- attitude to the activity at hand,
- willingness to co-operate,

- level of understanding, competence and skill in carrying out an activity will be assessed.

The school policy on record keeping informs our practice on recording and sharing information.

Teachers share information on all their pupils when passing over classes in June. Midyear and end of year school reports, in conjunction with parent teacher meetings provide the opportunity to share information with parents and to highlight any areas which may need attention at or outside of school

4. Children with Different Needs

Teachers will endeavour to support and ensure the participation of children with special physical or intellectual needs. We may need to adjust tasks so that all children can participate in PE lessons.

We will refer to the NCCA guidelines for teachers of students with mild general learning disabilities.

Children with special needs have been discussed at staff level and we have come up with a number of recommendations in dealing with children with learning disabilities in the context of PE. The SNA plays a huge role in support of and assistance to the child and teacher in this regard.

Children who display talent or ability will be given a place on the school teams, be enabled to represent the school at inter school sports events and will be encouraged to develop their skills within the wider community through joining clubs, sports organisations etc.

5. Equality

Previously an all male school, the school is constantly striving to ensure equal participation and access for all children, while positively discriminating towards girls in some instances. Girls in the school have been facilitated in this regard through the development of a school girl's football team, and a girl's basketball team. Specific classes in Pilates have been provided for girls. We will continue on an annual basis to review our gender equality and accessibility of all strands in PE for all the children in our school.

6. Linkage and Integration

PE provides a great opportunity to integrate with other areas of the curriculum, these include:

SPHE:

- Promoting positive attitudes towards physical activity and healthy lifestyles. Complimenting Strand Unit 'Taking care of my body.'
- Outdoor activities link with Strand Unit 'Environmental Awareness and care'.

SESE:

- Development of geographical skills such as using maps in orienteering, appreciating the environment and becoming aware of cultural identities through dance.

GAEILGE:

- Treoracha as Gaeilge
- Foclóir bunaithe ar chluichí m.sh. cúl, cúlín srl.

ORAL LANGUAGE:

- Rules, directions, descriptions of skills provide ample language development opportunities, the SU understanding and appreciating games encourages children to contribute to discussions about games, their experiences etc.

MATHS:

Estimating and measuring distance, taking and recording results, tabulating league results, exploring shape and space.

7. Organisational Planning

Timetable

PE classes are timetabled twice weekly at 30 minutes each and a timetable for use of the hall exists.

Aquatics take place for the most part in the third and final term. The field is prepared and

Maintained all year. A small school yard is also available and used.

8. Code of Ethics

See plan scoile for policies on Health and Safety, Equality, Bullying, Child Protection, Code of Behaviour and ICT Policy etc. These form the basis of good practice and behaviour amongst staff, outside professionals, parents and children throughout the school.

9. After School Activities

The school prepares teams for hurling and football competitions. This involves some after school activities in preparing these teams. Activities include, hurling, football,, drama, etc.

The school participates in:

- Primary School Sports (Athletics programme).
- Cumann na mBunscoil Programme includes: mini 7-a-side, full team and blitzes.
- FAI 7-a-side
- Tag Rugby.
- Swim in Banna Leisure Club

Training takes place after school in the spring and summer terms and challenge matches are arranged in the third term with local schools.

In recent years we engaged in Active Schools' week and intend to engage in similar activity in the future. The school hosts a participative annual sports day in third term which provides an opportunity for children to experience activities they do not normally experience in the school year and also provides a competitive platform for athletics.

10. P.E. Equipment and ICT

We have suitable and appropriate equipment in order to implement our PE curriculum. An inventory of equipment is available in the staff room and on the door of the PE storage room. All equipment is labelled and staff members are encouraged to manage and maintain it appropriately.

Resources are managed by the PE co-ordinator and maintained by teaching staff, caretaker and children.

11. ICT

ICT is used to support the research and delivery of the PE programme. Teachers use internet sites for lesson plans and new ideas. History of sport, sports personalities etc are accessed by children on sports websites. Safety in use of ICT as a teaching and learning tool is observed at all times as per school ICT policy.

12. Health and Safety

See school Health and Safety policy.

In addition to the school Health and Safety policy the following are observed in relation to PE.

All PE sessions warm up and cool down.

Safety and consideration in play is a priority at all times in PE lessons.

First Aid procedures are followed in case of accidents.

Children with special needs or underlying health conditions are known to staff.

13. Individual Teachers' Planning and Reporting

This whole school plan and the curriculum documents for PE provide information and guidance for all teachers for annual and short term planning.

Teachers plan using the strands and strand units with thematic or local environmental impacts at certain times of the year – summer -GAA league, Christmas -concert, dance.

The cúntas míosúil resources annual reviewing and planning as does consistent communication among staff of their plans, approaches etc.

Staff meetings also provide opportunities to review whole school activities such as School Sports Day.

14. Staff Development

Staff members have access to in school resources, booklets, guidelines, and websites, handbooks etc in a resource library in the staffroom.

Staff members are encouraged to research new methodologies and equipment to see if they are suitable for the school in the future.

Staff are encouraged to make learning and resources available to others from in-service courses, summer courses etc.

The Principal and School secretary keeps staff aware of appropriate upcoming PE courses.

Staff members have participated in the BUNTÚS programme and we have received resources from this programme.

Local and regional professionals are available to teach students e.g. Gaelic Football/Swimming/Hurling/Rugby etc. Teachers are present at all of these sessions and are able to learn P.Ed from best practice experts in their individual areas.

The local sports partnership makes resources and training available upon request or application.

15. Parental Involvement

We understand that parents play a pivotal role in all of their child's education, and their support and encouragement to their own children is particularly important in the curricular area of PE. Parents have been consulted about this policy, through the parents association and it will go before the Board of Management for ratification. We ask parents to support their children in fostering an interest in PE without pressurising them to win.

Parents are encouraged to attend swimming lessons for infant classes and Autism Unit.

Invitations are extended to parents to attend matches and other school sporting events.

Parents attend awards ceremonies where children are rewarded for their participation and achievement.

16. Community Links

- Kerry GAA County Board coaches provide skills training to Infants– 6th classes in Gaelic and hurling.
- Local sporting establishments e.g. St.Brendan's Athletic Club provide training and practical resources.

PHYSICAL EDUCATIONP.Ed Policy

Scoil Freastogail Muire

- The school aquatics programme takes place in the local Beach Leisure Centre, delivered by trained professional staff, and at times delivered by supervised students from the ITT.
- We also receive support from students The Learning Network Centre in Tralee during swimming for children in Autism Unit.
- We have staff trained in The Halliwick Programme for children in the ASD unit

17. Strands and Strand Units (Content to be covered in a two year cycle)

1st and 2nd Class

Strand	Strand Unit	Activity
Athletics	Running Jumping Throwing	Running Sprint to 30 meters Pair and team relay -passing with right and receiving with the left Non-competitive walking and jogging Hurdling Skipping Practice the standing jump for distance and height

		Under and over arm throw
	Understanding and Appreciation	Talk about movement and rules for athlete Understand pace and measure an achievement
Dance	Exploration, Creation And Performance	Develop greater range of movement to include turning Travelling and moving in space using directions Create and perform dances showing a clear beginning, middle and end Respond through movement to various stimuli Develop poise, balance and co-ordination while moving and stopping Show sensitivity in movement to rhythm
	Understanding and Appreciation	Interpret a mood or emotion observed in movement Identify the sections of a dance as beginning, middle and end
Gymnastics	Movement	Practice rolling, turning, twisting and Stretching Develop body awareness Develop basic movement skills Develop work with a partner to include following a partner sequence Show control in take off and flight (bend knees)
	Understanding and Appreciation	Talk about movement
Games	Sending, Receiving And Travelling	Chest passing and bounce passing Receive pass at various heights Kicking ball to partner using inside instep and outside of foot Controlling a ball using inside of instep and outside of foot Striking a ball against the wall Bouncing a ball against the ground while using a racquet Keeping the ball off the ground

		using body parts above the waist
	Creating And Playing Games	Create and develop games in pairs or small groups Play small sided or mini versions of games for example bench ball, soccer and basketball. Playground games for example 'What time is it Mr. Wolf?' Rats and Rabbits, Frost and Sun etc.

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PHYSICAL EDUCATION P.Ed Policy

Scoil Freastogail Muire

1st and 2nd Class

	Understanding and Appreciation	Develop control and movement skills relevant to games Develop understanding of the use of space
Outdoor and adventure activities	Walking	Short walks Treasure hunt
	Orienteering	Following directions Find objects by following a simple plan
	Outdoor Challenges	Adventure trails
	Understanding and Appreciation	Develop appreciation of and respect for the environment Discuss safety aspects of activities undertaken

3rd and 4th Classes

Strand	Strand Unit	Activity
Athletics	<p>Running</p> <p>Jumping</p> <p>Throwing</p> <p>Understanding and Appreciation</p>	<p>Sprint to 60 metres</p> <p>Pair and team relay -practicing passing over of the baton.</p> <p>Practice standard relay with four children in a team in a straight line.</p> <p>Non-competitive walking and jogging from 30 seconds to three minutes.</p> <p>Hurdling, run a distance of 30 - 40 metres over evenly spaced hurdles(30-40 cms high)</p> <p>Practice technique of hurdling.</p> <p>Skipping</p> <p>Practice standing jump for distance.</p> <p>Explore the various ways of jumping.</p> <p>Develop a short approach run when taking off from one foot.</p> <p>Practice jumping for height over an obstacle approx 40cms</p> <p>Under and over arm throw</p> <p>Develop the over-arm (javelin) throw from standing position using beanbag, ball or foam javelin.</p> <p>Develop a short approach run before releasing the throwing implement.</p> <p>Begin to throw a medium size ball or primary shot from a standing position.</p> <p>Talk about movement and rules for Athletics</p> <p>Understand pace. Measure an achievement</p> <p>Analyse personal performance and performance of a partner in athletic activities</p>
Dance	Exploration, Creation and Performance	<p>Develop greater range of movement to include turning travelling and moving in space using directions</p> <p>Increase the range of dynamics in movement.</p> <p>Create and perform dances showing a clear beginning, middle and end</p> <p>Respond through movement to various stimuli</p> <p>Show increased poise, balance and co- ordination while moving and stopping</p> <p>Perform a range of steps and movements to rhythmic and melodic phrases</p> <p>Incorporating upper body movement</p>
		<p>Develop work with a partner and work in small groups.</p>

		Perform a variety of selected Irish dances and folk dances that use frequent changes of formation e.g. lonsaí na hInse. Perform to music showing sensitivity to rhythm tempo.
	Understanding and Appreciation of Dance	Interpret a mood or motion observed in movement Identify the sections of a dance as beginning, middle and end. Observe, describe and discuss own dance and dance of others.
Gymnastics	Movement	Create and perform sequences of movement to develop body awareness Using various directions, shapes, speed etc. Produce and perform a sequence with a partner on the floor. Practice & perform the forward roll Show increased control in take off and flight and landing (bend knees)
	Understanding and Appreciation	Talk about movement Develop ability to lift & use apparatus correctly
Games	Sending, Receiving and Travelling	Develop and practice a range of ball handling skills using round and oval large and small balls. Picking up a stationary or moving ball into the hands using the foot. Dribbling a ball around obstacles. Passing and shooting the ball at a target. Kicking ball on the ground or in the air and moving into a position to receive a pass. Kicking ball to partner using inside instep and outside of foot Controlling a ball using inside of instep and outside of foot Striking a ball against the wall using over arm. Striking a ball using racquet and hand (over-arm and under-arm) Fisting ball through the air to a partner.

	Creating and Playing Games	Create and develop games in pairs or small groups Play small sided or mini versions of games Playground games
	Understanding and Appreciation	Discuss & improve control. Develop problem solving strategies P.Ed Policy

Outdoor and Adventure Activities	Walking	Short walk in woodland, on riverbank or beach. Treasure hunt.
	Orienteering	Identify symbols for familiar features on a map of a familiar area.(school ground) Undertake a star orienteering activity. (completing one task at a time)
	Outdoor challenges	Outdoor challenges
	Understanding & Appreciation	Develop appreciation of and respect for the environment Discuss safety aspects of activities undertaken. Plan, observe, describe and discuss activities outdoors

5th and 6th Classes

Strand	Strand Unit	Activity
Athletics	Running	<p>Sprint up to 70 metres Practice reaction sprints. Practice standing start Practice shuttle sprints (repeat sprints) over a distance of 30 metres. Pair and team relay -practicing passing over of the baton. Practice standard relay with four children in a team in a straight line running a distance up to 50 metres approx. Non-competitive walking and jogging from 30 seconds to five minutes.</p>

		<p>Hurdling, run a distance of 40 - 60 metres over evenly spaced hurdles (40-50cms high)</p> <p>Practice technique of hurdling.</p> <p>Run a distance of 150 metres approx. over unevenly spaced hurdles (30cms high approx).</p>
	Jumping	<p>Skipping activities</p> <p>Practice standing jump for distance.</p> <p>Explore the various ways of jumping.</p> <p>Develop a short approach run when taking off from one foot and landing on two</p> <p>Practice jumping for height over an obstacle (approx 50 - 60cms)</p>
	Throwing	<p>Under and over arm throw</p> <p>Develop the over arm (javelin) throw from standing position using beanbag, ball or foam javelin.</p> <p>Develop a short, fast approach run before releasing the throwing implement.</p> <p>Begin to throw a medium size ball or primary shot from a standing position.</p>

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	Understanding and Appreciation	<p>Talk about movement and rules for athletics</p> <p>Develop a better understanding of speed, strength, control and co-ordination.</p> <p>Understand pace.</p> <p>Measure an achievement.</p> <p>Analyse personal performance and performance of a partner in athletic activities.</p> <p>Know about and participate in local organizations and clubs involved in the provision of athletic activities and facilities.</p> <p>Begin to acquire an understanding of training to prepare for performance in selected track and field events.</p>
Dance	Exploration, Creation And Performance	<p>Create and perform a more complex range of movement., individual and in small groups</p> <p>Communicate through movement a range of moods or feelings.</p> <p>Travelling and moving in space using directions</p> <p>Increase the range of dynamics in movement.</p> <p>Create and perform longer and more complex dances with clear dance forms.</p> <p>Choose and respond with increasing sensitivity to</p>

		<p>a broader range of stimuli.</p> <p>Show increased poise, balance and co- ordination while moving and stopping</p> <p>Perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement.</p> <p>Develop work with a partner and work in small groups.</p> <p>Perform a variety of selected Irish dances and folk dances that use frequent changes of formation.</p> <p>Explore and experiment with costumes and props to enhance creation and performance of dance.</p> <p>Learn and perform a range of steps and movements to rhythms and musical phrases.</p> <p>Perform dances, showing concentration and awareness of others.</p>
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	Understanding And Appreciation of Dance	<p>Interpret a mood or motion observed in movement</p> <p>Identify the techniques used in a dance and the form of the dance.</p> <p>Become aware of local organisations and community groups involved in dance and opportunities in the community to participate in dance</p> <p>Observe, describe and discuss own dance and dance of others</p>
Gymnastics	Movement	<p>Select and link a range of gymnastic actions</p> <p>Produce and perform more complex sequences of with a partner on the floor.</p> <p>Produce group sequences.</p> <p>Show controlled take off, flight and landing.</p> <p>Improve quality in body performance notably in extension, body tension and clarity</p>
	Understanding and Appreciation	<p>Talk, observe and describe movements</p> <p>Become aware of local organisations and clubs that promote gymnastics</p>
Games	Sending, Receiving and Travelling	<p>Practice skills previously experienced.</p> <p>Develop further and extend ball handling skills</p> <p>Develop further and extend kicking skills</p> <p>Develop further and extend carrying and striking skills.</p>

	Understand and Appreciation of Games	Improve control in movements Develop an understanding of space and tactics in games
Outdoor and Adventure Activities	Walking	Short walks around school and town. Develop range of cycling skills.

	Orienteering	Find controls on the school site using a map or plan. Undertake a memory star orienteering activity (completing one task at a time) Undertake point to point orienteering activity (control card/collect information). Undertake score orienteering (score values, controls given score values).
	Outdoor Challenges	Adventure trails in local woodlands and mountain ranges
	Understanding and Appreciation	Develop appreciation of and respect for the environment Discuss safety aspects of activities undertaken. Plan, observe, describe and discuss activities outdoors

Aquatics

The delivery of Aquatics content of the curriculum in Freastogail Muire is in the main contracted to the staff of Banna Beach Resort. The aquatics curriculum followed is based loosely on the 'Target Gold Swimming Academy' in the Banna Beach Resort itself. This begins at Level 1 and works its way up to a Level 5 advanced. Instead of keeping children on a particular level based on their class grouping, the children are able, through the provision of 3 swimming instructors per session to access the level most appropriate to their ability. Therefore children who are for example in 1st class but are proficient swimmers can access level 2 or 3 and equally unconfident swimmers in senior

classes can be matched to their appropriate set of lessons. Students from The learning Network Centre in Tralee help on a voluntary basis with the children from the ASD Unit and do The Halliwick Swimming Programme with the children. (These Students are Garda Vetted)

The main competencies of each level are as follows:

Level 1:

1. Demonstrate safe entry.
2. Submerge eyes & nose in water while blowing bubbles for 5 seconds.
3. Kick on front with floating aid with face in water for 5 meters.
4. Kick on back with floating aid for 5 meters.
5. Float on front and back unassisted (star shape).
6. Push and glide on front into wall.
7. Demonstrate confidence jumping into water.
8. Pick sinking ring from pool bottom.

Level 2:

1. Health & hygiene/Water Safety.
2. Pool-hazards spot the dangers, recognition of emergency (alarms).
3. Water confidence.
4. Face in water, blowing bubbles.
5. Jumping in pool without armbands.
6. Kicking on front and back with floating aid without armbands.

7. Breathe control with floating aid with leg kick practices.
8. Aquatic games without arm bands.
9. Front crawl – introduction of body position leg practices and arm practices with armbands.
10. Back Crawl – introduction of body position leg practices and arm practices without

the use of swimming aids.

11. Introduction to deeper water swimming (1.5 meters) with the use of one or no armbands.

Level 3:

1. Water safety/personal safety.
2. Treading water in own depth.
3. Introduction to sculling.
4. Mushroom float.
5. Surface dives in own depth.
6. Front crawl – development of body position leg practices and arm practices and breathing practices for full stroke advancement
7. Back crawl – Development of body position leg practices and arm practices and breathing.
8. Breaststroke – Introduction of body position leg action and arm movement.

Level 4:

1. Water safety/personal survival.
2. Help/huddle position.
3. Side stroke / inverted breast stroke leg kick.
4. Head first and feet first surface dives
5. Treading water for 1 minute

6. Front crawl – Further development of leg and arm action, breathing and timing
7. Back crawl – Further development of body position, leg movement and movement breathing and timing
8. Breast stroke – Development of body position leg action arm action breathing and timing

9. Butterfly – Introduction to body position undulation movement arm and leg movement

10. Endurance – Introduction to distance swimming

Level 5:

1. Water safety/personal survival

2. Water safety fact sheet

3. Reach/throw/wade rescue

4. Universal help sign

5. Casualty recognition, non/weak/injured swimmer

6. Front crawl – Further development of leg, arm, breathing and timing with advanced practices

7. Back crawl – Further development of leg, arm, breathing and timing with advanced practices

8. Breaststroke – Development of body position, leg, arm, breathing and timing

9. Endurance – Introduction of time clock, tumble turns and distance swimming

In addition to these specific competencies class teachers are responsible for providing learning in the area of:-

Health & hygiene

Pool Rules, toileting, showers, swim hats, changing rooms

Eating before swimming

Infections, warts etc

Safe entry to pool

Pool hazards

Parents are provided with a swimming health & safety document prior to commencement of swimming annually. Parents are actively encouraged to assist Junior & Senior Infants in

preparing for swimming and return to school in changing rooms.

Swimming Safety Policy

Pre-Swimming Safety / Hygiene Considerations

Clothing

- Pupils must wear school tracksuits on swimming days.
- Pupils must also bring swimsuits, underwear, a towel and a swim hat (goggles and flip flops may also be brought but are not compulsory)

Jewellery / Personal Property

Pupils are not permitted to have the following items:

- Jewellery, watches, mobile phones, money

Shops / Vending Machines

- Pupils will not be allowed to go to a shop or use a vending machine going to, coming from or at the pool

Medical

1. Children with the following medical conditions will be excluded from the pool until medical advice has been obtained:

- Infectious diseases
- Open wounds
- Coughs, colds and related infections
- Sore eyes and ear infections

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2. Teachers at the pool must be informed about any child with the following medical conditions:

- Epilepsy
- Diabetes
- Asthma
- Arthritis
- Injuries
- Post-operative conditions

(Bring any medication required)

Attendance Records

A record of pupils attending swimming lessons will be kept by the class teacher on a weekly basis. The class teacher will mark an attendance sheet before the pupils leave the school and will be responsible for making sure that the pupils in his/her class are all present before returning to the school. An accident report form will accompany the attendance sheet, for accidents that may occur while going to, coming from or at the pool.

Pool Rules

1. Children must use the lockers to store their belongings.
2. Children must line up at the footbath until told to walk onto the pool bank.
3. Children must walk through the footbath and shower before entering the pool.
4. No running is allowed in any area of the pool.
5. Children must not enter the water until told to do so by a swimming teacher.
6. No jumping or diving into the pool.
7. No pushing, pulling or bullying in the pool.
8. No ducking or fighting in the water.
9. Children must wear swim hats in the pool.
10. Once children are in the water, they are not allowed to leave without permission.

11. Only children placed in the deep-end classes are permitted in the deep-end of the pool
During playtime.

12. Children must stop, pay attention and await instructions at the whistle signal.

13. Children must exit the pool immediately when asked.
14. Children must listen to and follow instructions given by teachers at all times.
15. No showers or shampooing hair after swimming.
16. No deodorant sprays or body creams allowed.
17. Children must not delay in the changing area.
18. No food or drinks are permitted going to, coming from or at the pool.

Accident Procedures

Minor Accidents:

- Small cuts/grazes, bruises, nose bleeds, aches, upset stomach,
- Light headaches (where no bang on the head has occurred)

In the case of minor accidents one teacher is responsible for first aid administered at the pool.

The injured party will be taken from the pool bank and treated in the staff area of the pool.

They will not be permitted to re-enter the pool during that particular session. The details of all accidents/injuries will be entered in the Accident Report Book as soon as possible after the event.

Major Accidents:

- Major head-injuries, possible broken/fractured limbs, near-drowning incidents, blocked airway/no breathing, unconsciousness, possible spinal injury

In this event the injured party will be removed from the water but will not be moved elsewhere. The Emergency Action Plan will be implemented immediately and all pupils will be evacuated from the pool. An ambulance will be called immediately and the school

principal will be contacted. Qualified staff on the pool bank will administer the necessary first aid to the injured party until medical help arrives.

The details of all accidents/injuries will be entered in the Accident Report Book as soon as possible after the event.

Emergency Action Plan

Children will be aware of the Emergency Action Plan.

One member of staff will be responsible for giving the whistle signal.

On this signal the children and staff give full attention to the whistle holder and await further instructions.

If the instruction to evacuate the pool is given the children get out of the pool immediately

and are led by their swimming teacher to the assembly point.

At this stage the teacher responsible for first aid carries out a roll call.

The incident is recorded in the Accident Report Book.

Child Protection Procedure

Good practices will be observed at all times. Personnel and parents involved in the swimming lessons will be screened carefully. Children will be supervised at all times.

There will be at least two adults present at all times during changing room supervision.

Procedures outlined in the Code of Ethics will be followed if an allegation is reported.