SWIM SUPERB

BUILDING CONFIDENT SWIMMERS

Behaviour, Safety & Additional Support Policy

Building confident swimmers, together.

01257 443476 | hello@swimsuperb.co.uk | www.swimsuperb.co.uk

At Swim Superb, we believe every child deserves to feel safe, understood and successful in the water. Children learn in different ways, and some need extra reassurance, time, communication support or changes to their environment. We will work with families to understand these needs and make reasonable adjustments.

We also have a responsibility to other swimmers and to our teachers. Every child deserves the opportunity to learn, and every teacher deserves a safe working environment.

Our shared expectations

We treat children, families and staff with kindness and respect.

Children are supported to follow essential water safety instructions in a way appropriate to their age and needs.

Physical harm, unsafe behaviour and persistent serious disruption require a response, even where the behaviour is not intentional.

Families share useful information about communication, sensory needs, triggers and strategies that help their child, where they feel comfortable doing so. A diagnosis is not required to request support.

Our commitment to inclusion

We are proud to be an inclusive swim school. Every child deserves an opportunity to learn to swim, whatever their abilities, additional needs or challenges. We recognise that some children benefit from reassurance, extra processing time, different communication approaches or a more suitable environment. We will listen to families and consider reasonable adjustments tailored to each child.

That is why we do not automatically place children into our traffic light system because of a diagnosis, disability or additional need. Our traffic light system is not a label for a child. We look at each swimmer individually, the support they need, how they are managing in their current class and whether the learning environment is suitable for them and everyone around them. Our aim is always to find the environment in which each child can learn safely, feel supported and make progress.

But inclusion is about everyone. We must also consider the safety, wellbeing and learning experience of every other swimmer in the group, and the teachers delivering their lessons.

When one swimmer needs sustained individual attention, experiences repeated difficulties participating safely, or regularly interrupts teaching, this may affect the opportunities available to other children. It may also mean the current environment is not helping that swimmer succeed.

We will work with parents to understand what is happening and explore suitable adjustments. Sometimes a different class, quieter session or alternative teaching arrangement is the most supportive option for everyone.

Parents will be consulted and their views considered. Following an individual assessment and consideration of reasonable adjustments, Swim Superb management has final responsibility for lesson placement and for deciding whether a current arrangement can continue safely and effectively.

Every child deserves to feel included. Every child deserves to learn. Every teacher deserves to feel safe and supported.

What happens if we have concerns?

1. We respond and support. Our teachers first consider what might be making the lesson difficult and use suitable adjustments where safe.
2. We identify and share concerns. If concerns recur, our team will contact you privately to listen, share specific examples and discuss what helps your child. We may use the traffic light system to identify the level of intervention needed.
3. We agree a plan. We may trial adjustments such as clearer instructions, a different position in the group, a quieter time or additional support, with a review date.
4. We review the lesson fit. We assess whether the adjustments are working and whether the current class remains suitable for your child, other swimmers and our teachers.
5. We make a placement decision. If the class remains unsafe or unsuitable, management may propose or, where reasonably necessary, require a different lesson arrangement after an individual assessment. We explain the reasons, consider your views and keep decisions under review.
6. Where there is an immediate safety concern, we may intervene without waiting for every stage above.

How our traffic light system works

The traffic light system assesses the level of intervention required in a particular lesson environment. It does not label a child or categorise them because of a diagnosis.

Green

Learning Safely

Everyday learning differences, occasional distraction or needing reassurance. We adapt teaching as normal.

Outcome

Remain in current class.

Amber

Additional support

Repeated difficulty with essential safety instructions, disruption or needing significant additional attention. We review concerns and agree support.

Outcome

Remain in current class temporarily where safe, with a support plan. A change of class may be required.

Red

Safety review

Physical injury, dangerous behaviour or a serious risk to supervision. Consistent 1:1 support required. We may stop the lesson and review arrangements before the next session.

Outcome

Your child cannot continue in their current class. An alternative lesson arrangement will be explored.

Who decides which lesson my child attends?

Swim Superb management has final responsibility for allocating swimmers to classes and deciding whether an existing placement can continue. We will consult parents and carers, listen to their views and consider each child's individual needs and reasonable adjustments before making a decision. However, parental agreement is not required for a justified change to a lesson placement where the current arrangement cannot be delivered safely or appropriately. We cannot guarantee a particular teacher, time, group or lesson type.

Our staff and swimmers come first when safety is at risk

We will not ask teachers to tolerate hitting, kicking, biting or other physical harm, or to continue a class where safe supervision is compromised. If a serious safety concern arises, we may stop participation immediately and pause the existing placement while management completes a prompt individual review. We will explain the decision, the options available and how parents can request a further review. Decisions will be proportionate and consistent with our duties to disabled children.

When might a lesson need to change?

Examples include repeated behaviour that puts someone at risk, hitting or kicking, unsafe pushing or submerging, repeated serious disruption affecting other children's learning, or a level of individual supervision that means the teacher cannot safely supervise the group. A child may also be better supported in a quieter or smaller class because the current environment is overwhelming.

Possible changes include a different time, group, teacher, smaller class, additional support or individual provision where suitable and available. We will consider reasonable adjustments and the individual circumstances before making decisions.

What if there is a serious incident?

Safety comes first. A teacher may stop an activity or end participation in that session if necessary to keep everyone safe. In serious cases, management may temporarily pause attendance while completing an urgent individual safety review. We will contact you promptly and explain the next steps. A single incident does not automatically mean permanent exclusion.

If we cannot safely continue a placement

If, after an individual review and consideration of reasonable adjustments, the current arrangement cannot be delivered safely or effectively, we may need to change, pause or, as a last resort, end provision. We will explain our reasons in writing, discuss available options and apply the relevant booking and payment terms fairly and consistently with our legal obligations.

Working together

At Swim Superb, we know that every child is different, and that's exactly what makes teaching them so special.

We don't expect every child to learn in the same way, at the same pace or with the same level of support. What matters to us is that every swimmer feels happy, safe, understood and proud of what they're achieving.

Our traffic light system isn't about focusing on what they can't do or finding reasons why they shouldn't be in a class. It's about recognising when something isn't working and finding a way to make it better.

Sometimes that means a little extra reassurance. Sometimes it means a different approach. And sometimes it means finding a lesson environment where a child can truly thrive.

A change of class isn't a failure. It's an opportunity to find a better fit.

We want every child who swims with us to love being in the water, build confidence and experience those wonderful little moments of success that make learning to swim so special.

And by working together, we can give every swimmer the best possible opportunity to do just that.

Because every child deserves their chance to be SUPERB! 💙

Have a Superb day!

Tom & Jess – Swim Superb