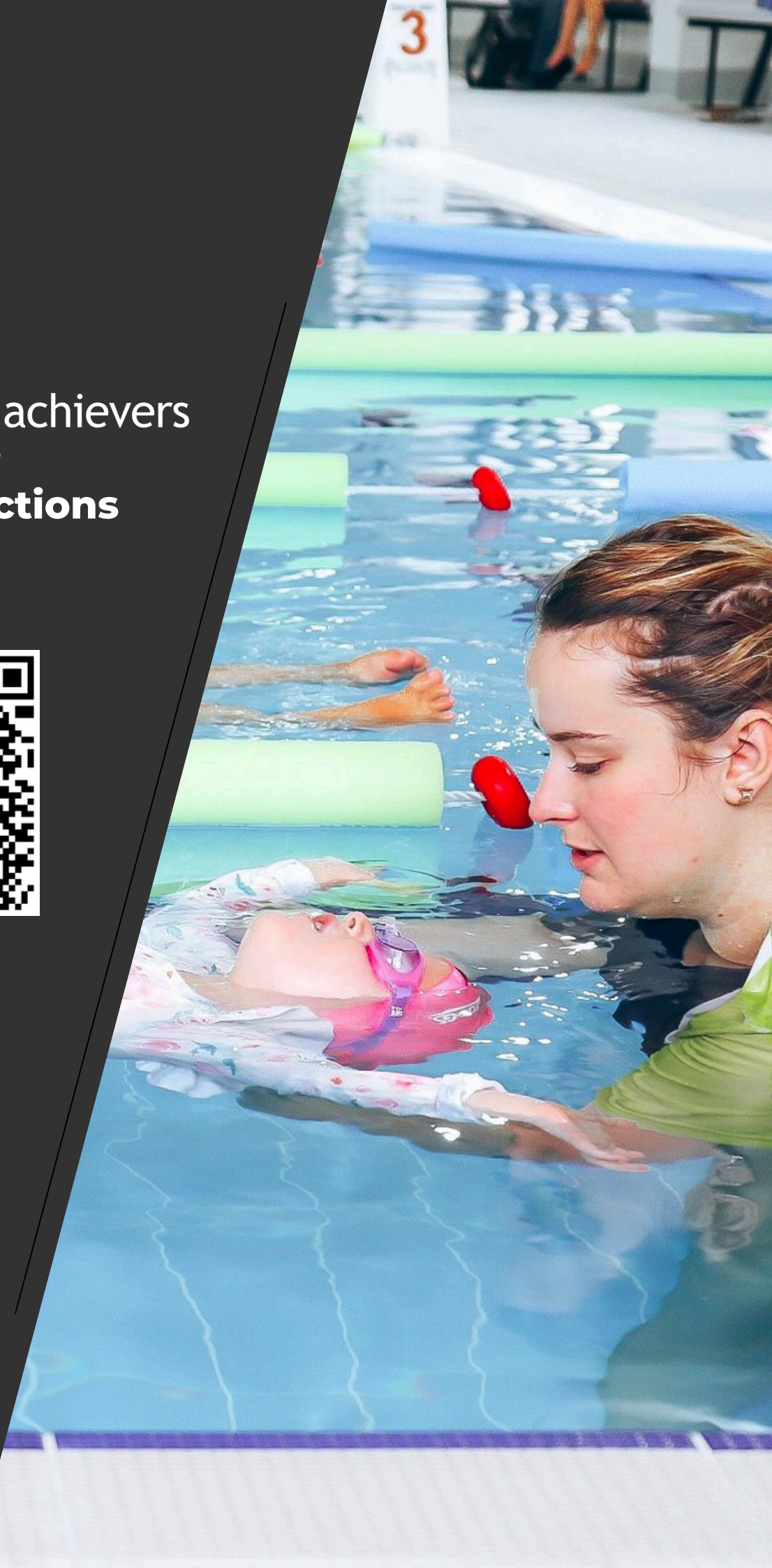


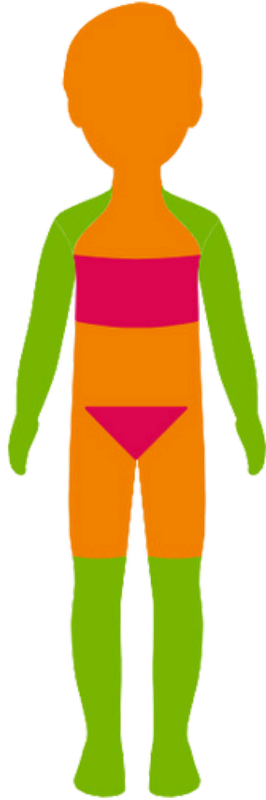


aquatic achievers
swim schools

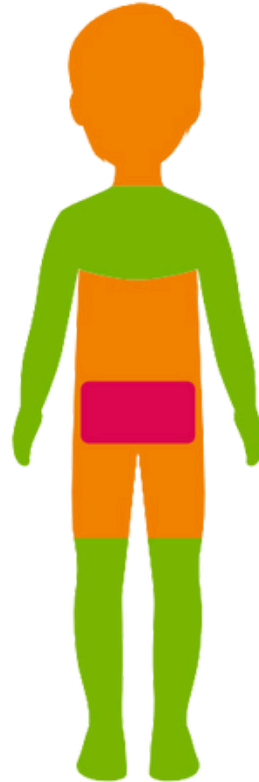
Safe Corrections Guide



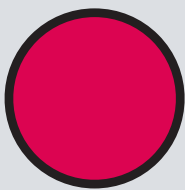
Safe Corrections Zones



Front view

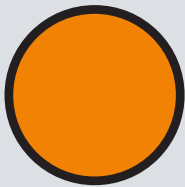


Back view



Red Zone

Do not touch these areas. The private areas of a child or young person **NEVER** require correction. It is **NEVER** appropriate to kiss a child or young person on any part of their body or for them to kiss you.



Orange Zone

Physical contact in these areas are to remain minimal and should never be with a firm grip. Where possible create visibility from the surface for how you are using your hands to correct.



Green Zone

These areas require the most correction. Only apply enough force to assist the correct movement. Never apply force that could cause injury or harm to any child or young person.

Safe learning

About safe corrections

In a teaching role, it is crucial to assist students in performing swim activities accurately, which often involves physically adjusting their movements. Any physical contact with a child or young person (or adult, for example, in a babies class) should be done mindfully, prioritizing the safety and well-being of those involved. This includes, following all policies, practices, and guidelines established by Aquatic Achievers.

Communicating swim expectations

Clearly defined swim expectations for children or young people help to create trust with their teacher and help them understand their role in each activity, drill, or swim. It also provides an opportunity for them to express consent or discomfort before receiving corrections. Here are some ways to effectively communicate swim expectations:



1. **Demonstrate** the drill or an aspect of the swim to focus on.
2. **Explain** what they should see, feel, or hear.
3. **Ask questions** to gauge their understanding, such as "should you kick hard or soft?" or "what should you see when you breathe?".
4. **Practice** the movement before, or guide it during their swim alongside verbal and non-verbal cues.

Promoting wellbeing

Some activities may be more likely to cause discomfort for children or young people, for example, swimming without goggles, safety falls, corrections that take place behind students, or in close proximity to red zones on their body.

In these situations it is important to communicate the intended corrections, their role in skill development and offer an opportunity for students to express their preferences in approaching the activity. Teachers should be particularly mindful in their approach with students they are unfamiliar with, or those that have spent minimal time in the level.

For issues related to swimwear, private parts or toileting refer the child or young person to their caregiver and follow the Amenities Policy.

Safe learning

Establish healthy boundaries

A key way to establish healthy boundaries is to start each lesson with a quick refresher of class rules and safety expectations. If any inappropriate behaviour occurs, students should be redirected in a positive way, with expectations reinforced as necessary. Any overly physical actions like hugging, jumping, or roughhousing, should be discouraged for the safety of all involved.

Appropriate behaviour, and achieving milestones can be encouraged through appropriate forms of praise, such as a high-five or thumbs up, positive tone and language.



All team should always act in a professional manner, and report any behaviour or incident that they feel could risk the safety or wellbeing of a child or young person. For further details, please refer to SCYP policies.

Key tips to build trust

1. **Introduce yourself** to (the parent or caregiver in baby classes and) the child or young person if they are unfamiliar with you.
2. **Use their name** and not general monikers like “guys” or “mate”.
3. **Seek permission** to make physical contact where possible. For example: applying first aid, assisting safety falls, demonstrating homework, in infant classes with parents or caregivers, children and young people.
4. **Respect and respond to signs of discomfort** such as with touch or specific corrections, problem solve with them and take on their feedback.
5. **Always act in the best interests** of the child, behaving in a way that instils trust.
6. **Avoid practices of exclusion;** explain your expectations and potential consequences. For example, if a child needs to sit out of the water for their safety.
7. **Be responsive and positive** when communicating.

Toolbox Tips

Toolbox tips are suggested swim corrections that promote safe and effective skill development without excessive physical contact or forceful manoeuvres.

Breath control

Issues with breath control can be a common cause of anxiety particularly for inexperienced swimmers. Here are some tips on how to troubleshoot issues and support the development of holding breath.



Demonstrate & practice above the water.



Count or give cues underwater.



Use a mirror to observe and compare facial movements.



Feel for escaping air with a finger under the nose.

Body rotation

Skills like Survival Swimming and Freestyle involve body rotation, which can be difficult for children and young people to understand based on their sense of body position in water (proprioception).

When guiding rotation, it is important to consider the child or young person's age and gender, ensuring that corrections and instructions are appropriate. Respect their comfort level and avoid corrections that invade their personal space or make them feel uncomfortable. See over the page, examples of minimal grips and holds that achieve a rotation through the core:

Toolbox Tips



Survival swim: 'shoulder roll'



Freestyle drill: 'shoulder hold'

Streamline

Correcting body position supports the engagement of the correct muscles and long-term skill development. It is important to be mindful of visibility from the surface, and hand placement as many grips and holds to correct streamline positioning take place in the orange zone.



Paddle & kick

'Hot Potato' Technique: lift at hip and let go as needed.



Freestyle kick

Extend arm past the legs with palm facing down for greater visibility.



Streamline position: Support at the elbows, guide the student's head down by lengthening the arms and locking behind their ears. This technique is effective before and during a swim.

Toolbox Tips

Head & neck adjustment

Any adjustments to the head or neck should always be gentle and **NEVER** forceful. Avoid using the whole hand, tapping, or pushing to achieve streamline. Instead, encourage self-correction or provide minimal support through light holds and grips. The techniques demonstrated below can be used in conjunction with other streamline corrections.



Visual cues



'Roll to breathe'



Backfloat hold



Roll to breathe: Use a 'Pistol hold' to rotate, support student's head position thumb in side position.

Resurfacing, starts & turns

For nervous or inexperienced students, certain activities like diving down or tumble turns can be challenging to correct. A helpful approach is to have confident students demonstrate the skill while others observe. If a student is uncomfortable trying the skill, offer a gradual progression, like practicing a handstand before attempting a somersault or looking in the water without goggles before diving for them.

To support confidence building, ensure that students understand their role in performing the skill and that they are aware of what part of the movement may require assistance or correction. See below some examples of hand placement for these activities:



Assisted Somersault

Student to stand on teacher's knee (dependant on height/ depth), support turn with hand on back and feet. Be aware of hazards such as the wall or lane ropes.

Toolbox Tips



Diving down



Tumbleturn



Tumbleturn: Support at shoulders, let student put feet on wall and guide twist.

Upper level correction

As children advance in the program, it is crucial to take into account the appropriateness of physical corrections. Various factors, including body composition, gender, age, physical ability, cultural factors, and individual preferences of students, may necessitate different approaches to corrections or teaching styles. Controlled environments, such as standing or seated practice, or targeted skill drills, are generally safer for both students and teachers.

It is equally important for the teacher to be aware of their own positioning. Ideally teachers should be standing tall and create space between the student and themselves. The subsequent examples demonstrate the ideal positioning, grips, and holds for upper-level corrections.



Backstroke arm

Support at the elbow or forearm, repositioning with each arm to avoid stopping the effectiveness or the stroke or encircling student.

Toolbox Tips

Breaststroke



Seated practice



'w' shape hold



Standing practice



Avoid being at water level, create distance between student and teacher where possible. Avoid encircling student when correcting arm movement.

Butterfly

Supporting undulation

Encourage students to create a wave through their body starting from the shoulders, through to their toes. Avoid supporting through hips or chest.



Shoulder hold



Ankle hold



Single arm correction

Standing practice

Either in or out of the water, support correct movement from the side or front of the student. Avoid encircling student.

Safe Practices

Keep Kids Safe

1. Know and follow Aquatic Achievers policies, practices and guidelines.
2. Report any disclosure, observation or breach of Code of Conduct to Centre Management.
3. Avoid being with a child or young person in a one-to-one, out of sight situations.
4. Seek support from PA's or Leadership Team if you see continued signs that a child or young person is distressed or their safety is at risk.
5. Ensure children or young people are not left in states of high distress for extended periods. Ensure the parent or caregiver is informed and advised of possible solutions.

What if someone is in or becomes a danger?

Physical restraint may be used to ensure the safety of all. It should only be used as a last resort, and the level of force applied should be suitable for the situation. If a situation such as this occurs be prompt to inform Centre Management and file a SCYP Incident report.

What if a child or young person is touched on the 'red zone' by accident?

Acknowledge it was an accident, reinforce that that is a private area of their body and apologise to the child or young person. Be prompt to inform Centre Management and file a SCYP Incident report.

