



GUIDELINES FOR
WATER SAFETY IN

COMMERCIAL LEARN TO SWIM AND SCHOOL POOLS



Royal Life Saving
THE ROYAL LIFE SAVING SOCIETY AUSTRALIA

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usage and promotion of
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SECTION : 01

INTRODUCTION

DEFINITION

The following definitions are to be kept in mind when viewing the guidelines outlined in this document:

PUBLIC SWIMMING POOL

This document defines a public swimming pool and spa as a swimming pool to which the public is admitted on payment of a fee or otherwise:

- for recreational activities, either as a member of an organized group or a casual private visit.
- for fitness or training activities, either as a member of an organized group or a casual private visit.

COMMERCIAL LEARN TO SWIM & SCHOOL POOLS

Any swimming pool that is used primarily for the running of swimming lessons or other aquatic educational programs (specifically supervised activities), whether they be available to members of the public, for club members or previously enrolled children, or strictly for the children attending the school at which the pool may be located.

PRIVATE SWIMMING POOL

A swimming pool that is used in connection with a dwelling and is available only to the residents of the dwelling and their guests.

FOREWORD

It is imperative that the reader of these guidelines understands and recognizes the uniqueness of each Commercial Learn to Swim and School Pool setting. This must include an appreciation of the different size of the establishment, different user groups and their expectations of the facility and aquatic activities to be undertaken, and the application of the guidelines to these various settings.

In order to support this differentiation it must be stressed that the fundamental aspects behind the Guidelines for Water Safety - Commercial Learn to Swim & School Pools are the implementation of an Emergency Action Plan, Signage, Rescue Equipment and Risk Management Assessment, along with Supervision levels in relation to the Risk Management Assessment.

It can not be stressed enough that the management of the aquatic facility should perform a detailed Risk Management Analysis to determine the relevance and practicality of implementing any section of the guidelines detailed below.

INTRODUCTION

The development, usage and promotion of any body of water carries with it a residual level of risk to those partaking in aquatic based activity. The Australian/New Zealand Standard for Risk Management AS/NZS 4360-2004-Risk Management defines risk management as "the culture, processes and structures that are directed towards the effective management of potential opportunities and adverse effects".

The primary responsibility of Commercial Learn to Swim management in relation to their swimming pools and spas is to prevent incidents, to recognize incidents or their potential and to manage incidents or their potential.

Risk management involves the achievement of a suitable balance between the realization of opportunities for gain and minimization of inherent losses. This is a fundamental aspect of good management practice and an essential element of proactive body corporate governance (AS/NZS 4360-2004).

In order to address and respond to the level of risk associated with aquatic amenities in the Commercial Learn to Swim and School Pool industries, the Royal Life Saving Society Australia (RLSSA) has produced the Guidelines for Water Safety - Commercial Learn to Swim & School Pools. These guidelines offer direction and assistance in the areas of water safety, injury prevention and superior best practice management. The RLSSA, as the peak water safety body in Australia is now able to provide the above industries with a comprehensive manuscript in the form of the Guidelines for Water Safety - Commercial Learn to Swim & School Pools. To be most effective, these guidelines need to be embedded into the Commercial Learn to Swim and School Pool industries' practices, values and belief system, allowing everyone within this industry to become involved and aware of the management of aquatic risks.

This involves all staff, service and management personnel to be able to identify and remove all physical hazards towards clients, identify activities that place clients and staff at risk, and to prohibit these activities or safeguard the individual while he or she is engaged in those activities.

These guidelines form a part of the suite of water safety guidelines published by the RLSSA. This suite includes the Guidelines for Safe Pool Operation (GSPO), Australia's leading publication on safety practices in aquatics and leisure facility operations. In addition to this the RLSSA provides the Swimming Pool Safety Assessment (SPSA), which provides recommendations for best practice for employee and customer safety in aquatic facilities. These guidelines are compatible with the health and safety management programs of State occupational health and safety authorities.

Additionally the RLSSA provide the Guidelines for Water Safety in Urban Water Developments. These guidelines are relevant for purpose-built water environments, near or around areas which the general public may frequent, and are inclusive of residential developments in both urban and rural settings, commercial developments such as shopping precincts and hospitality venues, residential and commercial developments and public spaces, e.g. parkland and reserves.

The Aquatic and Recreational Signage Style Manual has been designed to assist local councils, government departments, committees of management, responsible bodies and landowners throughout Victoria, to have access to a full and easily accessible set of water safety signs and symbols for pools, beaches and inland waterways.

Along with these Guidelines the RLSSA also provides the Guidelines for Water Safety - Body Corporate Swimming Pools and Spas, and the Guidelines for Water Safety - Hotels, Motels, Camping and Caravan Grounds, designed to aid the expansion, management and advancement of the respective user and management groups within these aquatic environments.

BACKGROUND

In 1993, at a prominent Melbourne Aquatic Centre, a 10 year old boy drowned whilst attending swimming lessons as part of his Primary School curriculum. Many unfortunate circumstances were deemed to have led to this tragedy, despite the fact that three swimming teachers were supervising a relatively small number of children. The child, who had been swimming before, both with school and with parents, was known to be a relatively competent swimmer at the time, and so was with a group of four other children swimming in the deeper of the pools at the time of the incident. Many of the witness statements at the time contradicted each other, but it is clear that despite the small number of children in the group, insufficient attention had been given to the boy in question. The rescue, initial assessment of the victim and the attempt at CPR that followed could and should have been handled better, and highlights the importance of not only regular practice of teachers skills, but also the need for structured guidelines for the safe operation of swim schools. Although this type of incident is considered quite rare, one life lost that could have been prevented is definitely one life too many.

Further information on drowning statistics can be obtained from the Royal Life Saving Society Australia's website at www.royallifesaving.com.au.

Royal Life Saving believes that each of these drowning deaths were preventable, and the creation of the Guidelines for Water Safety - Commercial Learn to Swim & School Pools has been designed to create a community of Commercial Learn to Swim and School Pool users and staff that are educated in safe aquatic recreational behaviour, with a strong emphasis on alert, constant supervision of all users of these aquatic environments.

SCOPE OF THE GUIDELINES

The Guidelines for Water Safety - Commercial Learn to Swim & School Pools are relevant for any swimming pool and spa facility located within a Commercial Learn to Swim environment.

These guidelines are designed for Commercial Learn to Swim and School Pool:

- Swimming pool and facility operators
- Maintenance personnel
- Managerial personnel
- Industry bodies
- Staff

These guidelines have been created to hold relevant advice for designers, developers, government authorities, aquatic industry personnel, governing bodies, educators, fitness industry practitioners and Commercial Learn to Swim staff and cliental.

The Guidelines for Water Safety - Commercial Learn to Swim & School Pools should be integral to the design, operation and long-term success of swimming pools and spas within the Commercial Learn to Swim and School Pool environment. These guidelines offer pool operators significant and detailed information on the management of aquatic facilities, while providing a secure, user-friendly aquatic environment for all Commercial Learn to Swim and School Pool cliental and staff.

The safety considerations tabled within this document do not encompass residential swimming pools and spas that are covered by existing state regulations and safety programs. Please refer to the Building Commission and the Royal Life Saving Society for further information.

RETROSPECTIVITY

In regard to the implementation of these guidelines it must be recognised that some existing Commercial Learn to Swim and School Pool facilities may not meet the best practice recommendations (in relation to facility design) detailed in these guidelines. Where practicable, it is recommended that when these existing facilities are redeveloped, renovated, or undergo major maintenance works, the new design and works should adhere to these guidelines.

REFERENCE COMMITTEE

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SECTION : 02

GENERAL OPERATIONS

GUIDELINE CLS1.

1. **TITLE** AQUATIC RISK MANAGEMENT
2. **PURPOSE** To provide guidance for the successful application of risk management principles in the safe operation of aquatic facilities.
3. **DEFINITION** Risk Management is the process of identifying, assessing and controlling risks to people, to an organisation, or to an asset. Formalised Risk Management is an essential tool in the aquatics industry and is a requirement under various governmental legislation such as the Victorian Dangerous Goods (Storage and Handling) Regulations 2000 and the National Occupational Health and Safety Commission – National Standard – Storage and Handling of Workplace Dangerous Goods.
4. **DESCRIPTION**
 - 4.1 It is recommended that the Commercial Learn to Swim and School Pool management undergo a structured Risk Management analysis of their facility usage in relation to procedures and policies for all Supervision Requirements of patrons in the facility. (Refer to Appendix B Risk Management and Section 5: Supervision)
 - 4.2 It is recommended that all aquatic facilities undergo a structured Risk Management analysis of their storage, handling methods and procedures for all Dangerous Goods used or stored on the premises. (Refer to Appendix B Risk Management)
 - 4.3 It is recommended that all aquatic facilities undergo a structured Risk Management analysis of their storage, handling methods and procedures for all Hazardous Substances used or stored on the premises. (Refer to Appendix B Risk Management)
 - 4.4 It is recommended that all aquatic facilities undergo a structured Risk Management analysis of their Occupational Health and Safety policies and procedures, particularly regarding any manual handling and handling of chemicals. (Refer to Appendix B Risk Management)

Note: The above recommendations are superseded in States and Territories where relevant legislation requires Risk Management analysis.

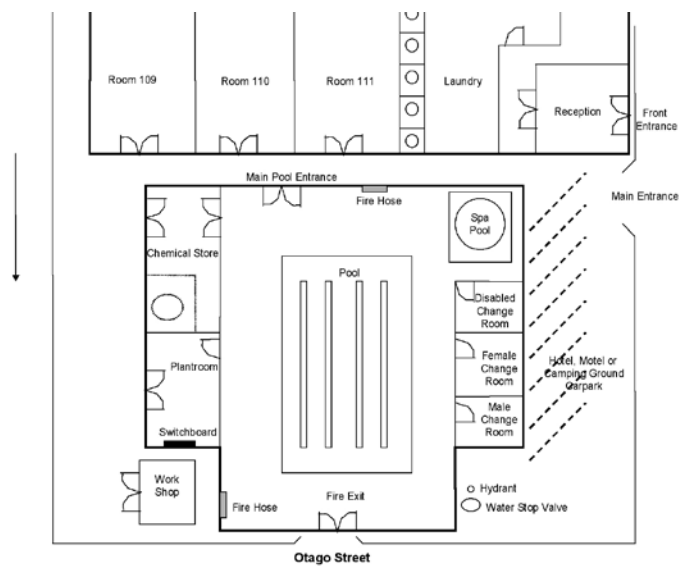
Note: Australian Standard AS/NZS 4360:2004 Risk Management and the Handbook HB 436:2004 Guidelines to AS/NZS 4360:2004 are excellent resources for undertaking a risk management analysis for aquatic facility operation.
5. **REFERENCES** Appendix B: Risk Management.

GUIDELINE CLS2.

1. **TITLE** **EMERGENCY ACTION PLAN**
2. **PURPOSE** To establish guidelines on the minimum safety content of an emergency action plan.
3. **DEFINITION** An emergency action plan (EAP) is a set of documented and well-rehearsed procedures that are initiated by a responsible employee on the occurrence of a significant safety incident. An EAP is designed to offer guidance, direction and procedures to allow a swift effective response to an emergency. While there are a variety of definitions behind what constitutes an emergency, for the purpose of this guideline an emergency is a sudden, unexpected event requiring immediate action due to potential threat to health and safety, the environment, or property.
4. **GUIDELINES**
 - 4.1 The minimum safety content of an emergency action plan should include details on the following:
 - 4.1.1 Routine aquatic emergency procedures:
 - i. Minor incident.
 - ii. Overcrowding.
 - iii. Disorderly Behaviour.
 - iv. Lack of water clarity.
 - v. Chemical irregularities.
 - 4.1.2 Major Incidents:
Incidents considered to be life threatening for any and all individuals including, but not limited to:
 - i. Suspected drowning.
 - ii. Suspected spinal injury.
 - iii. Cardiac incident.
 - iv. Chemical spill or leak.
 - 4.1.3 Response:
 - i. Minor incident.
 - ii. Major incident.
 - iii. Teamwork.
 - iv. Communication.
 - v. Equipment.
 - vi. First Aid.
 - vii. Reporting.
 - 4.1.4 Rescue and First Aid:
 - i. List of Equipment.
 - ii. Location of Equipment.
 - 4.1.5 Emergency Services: (Refer Section 4.2 Plan of the Premises below)
 - i. List of relevant emergency service phone numbers for the various authorities and responsible persons to be notified in the event of an emergency.
 - ii. Contact details for each service.
 - iii. The address of the premises.
 - iv. A plan of the premises.
 - v. Call out procedure.
 - 4.1.6 Evacuation:
 - i. Fire.
 - ii. Chemical spill or leak.
 - iii. Bomb threat.
 - iv. Power failure (Blackout).
 - v. Structural failure.
 - vi. Use of outdoor pools during electrical storms, e.g. Lightning.
(Refer CLS19 Supervision during Thunderstorms)

- 4.1.7 Critical Incident Stress (CIS) Debriefing/ Post Trauma Counselling:
 - i. Procedures for initiation of CIS debriefing.
 - ii. Contact name and telephone number for at least 2 people who may be contacted in the event of an incident.
- 4.1.8 Practising Emergency Procedures:
 - i. Frequency.
 - ii. Training.
 - iii. Simulation.
 - iv. Public alert.
- 4.2 Plan of the Premises
- 4.2.1 Due to the varied nature of body corporate swimming pool and spa locations the purpose of the plan of the premises is to identify the location of the swimming pool or spa to aid emergency services personnel in locating the area in question.
- 4.2.2 The following information may be relevant:
 - i. Main entrance and other entry points to the premises.
 - ii. The location of all buildings, amenities, structures and internal roadways on the premises and their designed uses.
 - iii. Areas of public access adjacent to the site and parking (if any).
 - iv. Public street names adjacent to the premises and evacuation routes.

4.2.3 Figure CLS1 Sample Plan of Premises



- 4.3 The Emergency Action Plan should be practiced at least annually so that the relevant pool user groups are fully conversant with the plan and the equipment. Results of the practice of the Emergency Action Plan should be analysed by the management with a view to continuous improvement. (Refer AS3745-2002: Emergency control organization and procedures for buildings, structures and workplaces)
- 4.4 The Emergency Action Plan should be made readily available to all staff, and any other persons who use the pool. This may be achieved by providing all students and clients with a copy upon enrollment.

5. REFERENCES

Guideline CLS19 Supervision during Thunderstorms.

AS 3745-2002: Emergency control organisation and procedures for buildings, structures and workplaces.

GUIDELINE CLS3.

1. TITLE **RESCUE EQUIPMENT**
2. PURPOSE To provide advice regarding the nature of rescue equipment to be available at a commercial learn to swim and school pools.
3. GUIDELINES
 - 3.1 All swimming pools and spas should provide rescue equipment for use in an emergency, based upon a risk management assessment relative to the size, and user group demands of the facility. (Refer Appendix B Risk Management)
 - 3.2 The minimum recommended equipment provided should be:
 - i. 2 x Reach poles.
 - ii. 2 x Throw ropes or throw bags.
 - iii. 2 x Floatation Devices (kickboards, rescue tubes, etc).
 - 3.2.1 Additional equipment needs should be determined following a thorough Risk Assessment process (see Appendix B: Risk Management), and may include some or all of the following:
 - i. Lifejackets.
 - ii. Spine board.
 - iii. Self contained breathing apparatus when using chlorine gas or ozone generators.
 - iv. Oxygen Resuscitation Equipment.(Refer CLS1 Aquatic Risk Management)
 - 3.4 Where there is a combination of indoor and outdoor pool and spa locations it is recommended that rescue equipment be made readily available in each location.
 - 3.5 Rescue equipment that is provided should be in line with the level of qualification of relevant staff.
 - 3.6 Where possible rescue equipment should be utilised by people trained in its use. (This should not preclude the supply of basic rescue equipment such as a reach pole that can be utilized by people with no formal training). (Refer Guideline CLS16 General Supervision)
4. REFERENCES Guideline CLS1 Aquatic Risk Management.

Guideline CLS16 General Supervision.

Appendix B Risk Management.

GUIDELINE CLS4.

- | | |
|----------------------|--|
| 1. TITLE | POOL COVERS |
| 2. PURPOSE | To provide advice and guidance on the use of pool and spa covers for both indoor and outdoor environments. |
| 3. GUIDELINES | |
| 3.1 | Pool and spa covers should be fitted with fastening devices allowing longitudinal fixing to reduce the chance of being dislodged in strong winds. |
| 3.2 | At all times recreational swimming is not permitted when pool covers have been partially removed. Appropriate signage displaying this message should be displayed around the pool concourse.
(refer Guideline CLS13 Advisory Signs). |
| 3.3 | Pool covers should never be used as a substitute for appropriate and adequate isolation fencing. |
| 3.4 | Installation and removal of pool and spa covers should be carried out in accordance with manufacturers operating instructions and relevant occupational health and safety guidelines. |
| 3.5 | <ul style="list-style-type: none">i. Pool and spa covers should be stored and maintained in accordance with the manufacturers recommendations.ii. Pool and spa covers and storage frames should not be permanently or temporarily located in a manner that inhibits supervisory sightlines or creates a hazard to pool or spa patrons and/or supervisory persons. |
| 4. REFERENCES | Guideline CLS13 Advisory Signs. |

SECTION : 03

FIRST AID

GUIDELINE CLS5.

1. TITLE CONTENT OF FIRST AID KIT AND/OR ROOM

2. PURPOSE To establish a list of contents for the first aid kit and first aid room (where provided) for commercial learn to swim and school pools.

3. DEFINITION The following Guidelines are recommended in reference to the relevant State and Territory WorkCover First Aid in the Workplace legislation.

ACT: ACT WorkCover Authority. (1994). ACT First Aid in the Workplace: Code of Practice. WorkCover, Australia Capital Territory.

NSW: New South Wales WorkCover Authority. (2001). WorkCover NSW Health and Safety Guide: Guide 2001. First Aid in the Workplace. WorkCover, New South Wales.

NT: NT WorkSafe (2003). A Guide to First Aid in the Workplace. WorkSafe, Northern Territory.

QLD: Queensland Government Department of Industrial Relations. (2004). First Aid Advisory Standard 2004.

SA: SAFEWORK SA. (1991). South Australian Government Code of Practice for Occupational Health and First Aid in the Workplace.

TAS: Workplace Standards Tasmania. (2004). A Guide to First Aid in the Workplace. WorkCover Tasmania.

VIC: Victorian WorkCover Authority. (1995). Code of Practice: First Aid in the Workplace. Melbourne: WorkCover, Victoria.

WA: WorkSafe Western Australia Commission. (2002). Codes of Practice: First Aid Facilities and Services, Workplace Amenities and Facilities, Personal Protective Clothing and Equipment.

The following guidelines should be implemented in conjunction with a Risk Management Assessment performed by the facility management to determine the relevance of installing or implementing a first aid room relevant to the user groups and their expectations of the facility and the aquatic environment provided.
(Refer Appendix B Risk Management)

4. GUIDELINES

4.1 First Aid Kit (Container)

4.1.1 Nature of the First Aid Kit

- i. The Kit should be in a solid, sturdy and dust-proof container.
- ii. The Kit should be large enough to adequately house the contents of the Kit.

4.1.2 The Kit should have a white cross on a green background prominently displayed on the outside.

4.1.3 The Kit should not be locked.

4.1.4 The Kit should be of a portable nature.

4.1.5 The Private Learn to Swim and School Swimming Pool and Spa management should consider the appropriate location of the first aid kit. The location should be clearly identifiable (see Section 3.2.2 above) and accessible to any Private Learn to Swim and School Swimming Pool and Spa employee and/or supervisory individual. Employees should be advised of the location of the first aid kit during any induction process.

4.2 First Aid Kit – Contents

4.2.1 First Aid Rooms should have a First Aid Kit with the following contents:

- i. Emergency services telephone numbers and addresses.
- ii. Name and telephone number of workplace first aiders.
- iii. Basic First Aid Notes.
- iv. Triangular Bandages.
- v. Sterile Eye Pads.
- vi. Safety Pins.
- vii. Adhesive Tape.
- viii. Sterile coverings for serious wounds.
- ix. Rubber thread or Crepe Bandage.
- x. Scissors.
- xi. Disposable latex gloves.
- xii. Small sterile un-medicated wound dressing.
- xiii. Medium sterile un-medicated wound dressing.
- xiv. Large sterile un-medicated wound dressing.
- xiv. Individually wrapped sterile adhesive dressing.

These items are considered the minimum requirements for a basic first aid kit.

4.2.2 It is recommended that commercial learn to swim and school pools staff ensure that the first aid kit(s) are maintained in proper condition and the expiry dates and stock levels of contents are replenished on a regular basis.

4.2.2 Recommended Optional Additional Items

The following items are recommended:

- i. Dressing forceps 125mm minimum (1 pair).
- ii. Kidney tray, stainless steel, 17cm (1).
- iii. Disposable drinking vessels, 200ml (20).
- iv. Clinical thermometer (1).
- v. Torch, pocket size (1).
- vi. Soap and nail brush (1).
- vii. Paper towel and dispenser (1).
- viii. Clean garments for use by first aiders.
- ix. Sunscreen cream.
- x. Towels.
- xi. Material Safety Data Sheets for those chemicals in use at the centre.

4.3 Fittings and Equipment

Any room used as a First Aid Room should provide as many of the following as practicable:

- i. Blankets and pillows.
- ii. Two chairs.
- iii. A removable screen or curtain that protects the privacy of the casualty.
- iv. Access to a container for the collection and subsequent disposal of soiled medical items used in first aid.
- v. Sharps container for collection of any dangerous sharps, e.g. syringes.
- vi. Medical examination couch with blankets and pillows.
- vii. Access to Oxygen Equipment. Portable oxygen equipment may be located in the First Aid Room or on the poolside.
- viii. Soap and nail brush.
- ix. Hand basin with hot and cold water.

4.4 Additional Modules

4.4.1 It is recommended that facility operators include in their Risk Management process (see Appendix B) the need to include an Eye Module and Burns Module in any first aid kit where chemical liquids or powders are handled in open containers.

4.4.2 This module should be kept in a container that clearly identifies its contents and purpose.

4.4.3 Contents

It is recommended that the following contents are included in the Eye Module:

- i. Guidance notes.
- ii. Eye wash (once only use container).
- iii. Sterile eye pads.
- iv. Adhesive tape.

It is recommended that the following contents are included in the Burns Module:

- i. Various sized burn dressings - non adhesive.
- ii. Guidance notes for burns.

5. REFERENCES

Guideline CLS10 Advisory Signs.

Appendix B Risk Management.

Victorian WorkCover Authority (1995). Code of Practice: First Aid in the Workplace. Melbourne: WorkCover, Victoria.

GUIDELINE CLS6

1. **TITLE** EMPLOYEE AWARENESS – FIRST AID
2. **PURPOSE** To establish a minimum standard of training in employee awareness of first aid at swimming pools.
3. **DESCRIPTION**
 - 3.1 Initial Instruction
Initial theoretical and practical instruction should be provided to all employees and responsible persons in the nature of first aid facilities in the workplace, the location of first aid kits, the availability of trained first aiders and procedures to be followed when first aid is required; when:
 - i. An employee first becomes employed.
 - ii. There is a change in the nature and type of duties performed, and
 - iii. Thereafter at regular intervals.
 - 3.2 Hazard Advice
 - i. All employees should be advised and kept aware of any hazards particular to the workplace, in addition to any general hazard awareness advice.
 - ii. Any hazard should be isolated and a hazard report subsequently prepared in accordance with established procedures.

GUIDELINE CLS7

1. **TITLE** **STANDARDS OF TRAINING FOR FIRST AIDERS**
2. **PURPOSE** To establish minimum standards of training for first aiders at swimming pools.
3. **DESCRIPTION**
 - 3.1 Basic Level

All staff expected to provide first aid should hold an appropriate and recognised First Aid Certificate as required by relevant State and Territory legislation.
 - 3.2 For all lifeguards the minimum standard is The RLSSA Pool Lifeguard Award and Resuscitation Award or equivalent qualification.
 - 3.3 It is recommended there be a minimum of one First Aid qualified staff member present at all times the facility is in operation. Where this is not possible, an Action Plan should be developed in order to enable First Aid Trained staff to be contacted immediately.
 - 3.4 Currency

All the awards should remain current according to the policy of the accrediting organisation and, where appropriate, the Australian Resuscitation Council (ARC).

SECTION : 04

FACILITY DESIGN

GUIDELINE CLS8.

1. TITLE DESIGN OF POOL TANK
2. PURPOSE To establish safety guidelines for the design of a pool tank.
3. GUIDELINES
 - 3.1 Pool Depth
Abrupt changes in water depth should be avoided particularly where swimmers can stand.
 - 3.1.1 Changes in gradient of the pool floor should be highlighted with a contrasting colour such as contrast tiles or painted lines.
 - 3.1.2 Gradient for the pool floor should not be steeper than 1:15, particularly in water less than 1.6 metres.
 - 3.1.3 Changes in gradient of the pool floor where the depth is 1.6 metres or greater should be highlighted by appropriate signage.
(Refer Guideline CLS14 Pool Depth Markings)
(Refer AS 2416 sign 215).
 - 3.2 Surfaces
 - 3.2.1 All areas where bathers enter or exit the pool or congregate during activities need to have a slip-resistant and non-abrasive surface. These include:
 - i. Steps and ramps.
 - ii. Beach entry.
 - iii. Pool floor at shallow end where bathers can stand.
 - iv. Learner and toddler pools.
 - 3.2.2 All walkable floor surfaces including ramps and steps should have a slip resistant surface conforming to the recommendations of Standards Australia Handbook "HB 197 - An Introductory Guide to the Slip Resistance of Pedestrian Surface Materials".
 - 3.4 Siting of Pools
 - 3.4.1
 - i. Toddlers and learners pools should be situated away from the deep end of a pool.
 - ii. Where this is not possible, effective transparent barriers, and appropriate signage should be provided.
 - iii. These barriers should not interfere with the line of sight for supervision.
 - 3.4.2 Water of 1.2 metre depth or greater should not be situated near main entry points to pool environment, major traffic flow areas or change room entry. Where this is not possible effective barriers, and appropriate signage should be provided.
 - 3.5 Fittings and Fixtures
 - 3.5.1 Any fixture or fitting in the pool wall (e.g. Lane rope anchors) and the pool floor should be fitted flush and have no sharp protruding edges.
 - 3.5.2 Where fittings and fixtures are located in a tiled surface, the tiles should be flush with the fitting and have no sharp and protruding edges.
 - 3.6 Gutters and Wet Deck

Where a wet deck gutter system is used, it should:
 - i. Not allow water to flow on to the pool concourse.
 - ii. The grate must be neat fitting with no gaps between adjoining grate sections and no raised or buckled slats.
 - iii. Curved grating systems should be flush fitting.

3.7 Diving Boards and Diving Blocks

- 3.7.1
- i. The dimensions for the design and construction of springboards are clearly shown in the FINA Handbook.
 - ii. Springboards should be provided with a satisfactory slip resistant and non-abrasive surface.
 - iii. Overhead clearance should be a minimum of 5.0m.
 - iv. Springboards should be fitted to the fulcrum to ensure maintenance of a central aspect within the structure.
 - v. Springboards should be provided at least 2.5 metres clear of the pool walls.
 - vi. The springboard should extend over the pool edge into the pool for at least 1.5m.
Refer Guideline CLS20 Precautions During Diving (Recreational Swimming) for information on depths for diving.

3.7.2 Table HMC9 Dimensions for Diving Facilities

FINA DIMENSIONS FOR DIVING		SPRINGBOARD		PLATFORM	
		1 metre	3 metres	1 metre	3 metres
DEPTH OF WATER	Minimum	3.4m	3.7m	3.2m	3.5m
	AT PLUMMET	Preferred	3.5m	3.8m	3.3m

Adapted from FINA Dimensions for Diving Facilities, Part IX Facilities Rules.
FINA Handbook 2005-2009 Federation Internationale De Natation Constitution and Rules.

4. REFERENCES

Guideline CLS14 Pool Depth Markings.

Guideline CLS20 Supervision of Diving (Recreational Swimming).

Australian Standard AS 2416-2002 Design and Application of Water Safety Signs.

FINA Handbook 2005-2009 Federation Internationale De Natation Constitution and Rules www.fina.org/rules.html.

Australian Standards Handbook HB 197 - 1999; An Introductory Guide to the Slip Resistance of Pedestrian Surface Materials.

GUIDELINE CLS9.

1. **TITLE** DESIGN OF SPA POOLS
2. **PURPOSE** To establish safety guidelines for the design of the spa pools.
3. **DEFINITION** Spa pools are heated pools of water, with equipment for creating turbulent water. Spa pools are normally used for passive recreation and relaxation rather than swimming.
4. **GUIDELINES**
 - 4.1 The design of spa pool tanks should be consistent with Guideline CLS8 Design of Pool Tank. Additionally, spa inlets, outlets and piping should comply with AS2610.1-1993: Spa Pool-Public Spas and/or AS2610.2 – 1993: Spa Pools-Private Spas.
 - 4.2
 - i. Spa pools should be located where supervision can be undertaken and maintained.
 - ii. Spa pools should be considered in conjunction with the same level of supervision as swimming pools.
 - 4.3
 - i. Indoor spa pools should be provided with adequate ventilation, taking into account high evaporation and condensation rates, in accordance with AS1668.2-2002: The use of ventilation and air-conditioning in buildings - Ventilation design for indoor air contaminant control.
 - ii. Ceilings, walls and pedestrian traffic flow surfaces should be of a moisture impervious finish.
 - 4.4
 - i. The maximum recommended water depth is 1.1m.
 - ii. The maximum recommended seat depth is 600mm from the waterline.
 - 4.5
 - i. Design of steps and ladders should be in accordance with AS2610.1-1993 Spa Pool-Public Spas.
 - ii. Steps and ladders should also comply with Guideline CLS11 Design of pool Access.
 - iii. The location of underwater obstacles such as steps and ladders may not be visible in turbulent water and should be clearly indicated through the use of handrails and signage.
 - 4.6
 - i. An adjustable thermostat may be used to control the temperature of the water. It should have a range not exceeding 40 degrees Celsius.
 - ii. A second thermostat should be provided, which has a manual reset, and which will prevent users from being exposed to temperatures in excess of 45 degrees Celsius.
 - 4.7
 - i. An emergency stop alarm device should be located adjacent to the spa which on activation will stop all circulation (blowers and filtration) in the spa pool.
 - ii. The device should rapidly alert patrons and supervisors to its activation by way of an audible and visual signals, and should be clearly labeled to indicate its purpose.
 - 4.8
 - i. At all times, the water filtration plant should be capable of turning over the volume of the spa pool at least once every 20-30 minutes, depending on local state and territory Health Regulations.
 - ii. Water quality should be maintained within local statutory requirements.
 - 4.9 Air blowers and jets used to create turbulence in the water should have a 'shut down' period every 15 minutes. This is to reduce excessive use of the spa, and to assist in supervising the full spa tank.
 - 4.10 Signage relating to patron usage should comply with AS2610.1-1993 Spa Pools-Public Spas and AS2610.2-1993: Spa Pools - Private Spas and be consistent with supervision guidelines.
 - 4.11 Drainage
 - i. The spa pool should be fitted with drain(s) to allow the tank to be completely emptied.
 - ii. The drains and filter returns should be fitted with lint traps.

4.12

Automatic Shutdown-Entrapment

- i. The filtration plant and equipment should have fitted a pressure-monitoring device that activates an automatic shutdown. The limit of the pressure-monitoring device should be set to avoid injury from entrapment of foreign objects (such as peoples hair and clothing and parts of their body such as limbs, etc.) in suction inlets, and should have a minimum of two circulation inlets.
- ii. There should also be no residual suction on automatic shutdown.
- iii. Entrapment prevention may be further improved by the use of specially designed inlet covers as detailed in AS. 2610.1 – Spa Pools – Public Spas and AS. 2610.2 - 1993: Spa Pools – Private Spas.

5. REFERENCES

Guideline CLS8 Design of Pool Tanks.

Guideline CLS11 Design of Pool Access.

Australian Standard AS1668.2-2002: The use of ventilation and air-conditioning in buildings - Ventilation design for indoor air contaminant control.

Australian Standard AS2610.1-1993: Spa Pools-Public Spas.

Australian Standard AS2610.2 – 1993: Spa Pools-Private Spas.

GUIDELINE CLS10.

1. TITLE DESIGN OF POOL CONCOURSE

2. PURPOSE To establish safety guidelines for the design of the pool concourse.

3. GUIDELINES

3.1 Concourse Width

The concourse is the area from the edge of the water to the wall or fixed seating or barriers.

3.1.1

The recommended concourse width is 3.0 metres or greater particularly in the following areas:

- i. Entrance to pool.
- ii. Adjacent to shallow water.
- iii. Beach entry areas.
- iv. High traffic and circulation areas.

3.1.2

The recommended minimum width for the concourse should be 2.0 metres.

Where the concourse width in an existing facility is less than 2m, interim measures should be taken to maximize the available concourse space such as:

- i. Preventing equipment and/or patrons belongings being left in these areas.
- ii. Removal of any planter boxes, rubbish bins, and any other further restriction to concourse width wherever possible.

3.2 Concourse Surface

3.2.1

Height Variations

- i. Abrupt changes in floor level in the wet concourse areas should be avoided.
- ii. If steps to changing areas are required, handrails and slip resistant surfaces should be provided.
- iii. Where there is to be a split-level concourse, and ramps are provided instead of steps, the ramp gradient should not be greater than 1:14. The desirable gradient is 1:15.
- iv. Slip-resistant surfaces and handrails are recommended.

3.2.2

All wet or potentially wet circulation areas should have a slip resistant and non-abrasive surface conforming to the recommendations of Standards Australia Handbook "HB 197 - An Introductory Guide to the Slip Resistance of Pedestrian Surface Materials".

3.2.3

The concourse should be constructed to facilitate drainage or flow of water to the wet deck gutter and prevent pooling of water.

3.2.4

All concourses should be free from lips or raised edges, particularly where surface changes (e.g. tiles to wet deck) unless otherwise clearly identified by contrasting colour or hazard identification markings.

3.3 Supervision Points

3.3.1

- i. The layout of the water space should allow for supervision with a minimum of staff. Ideally there should be one or two specific vantage points from which all water spaces can be seen.
- ii. These vantage points should be in direct visual and audible contact with either a reception or administration area of the complex.

3.3.2

Placement of barriers on the pool concourse should not obstruct lines of sight from the main supervision points.

3.3.3

The layout of the pool concourse should enable supervising persons to move around freely without losing visual contact with water areas.

3.3.4

- i. Planter boxes and other features on the concourse should have no sharp edges or rough surface textures, nor should they interfere with sight lines for supervision.
- ii. Such items should not reduce the concourse width, restrict circulation flow or restrict emergency access and egress, or obstruct lines of sight from the main supervision points.

3.4 Seating

3.4.1 Where seating is provided on the concourse, the minimum concourse width remaining after allowance for leg room should be 2.0 metres.
(Refer also Section 3.1 above)

4. REFERENCES

Australian Standards Handbook HB 197 - 1999; An Introductory Guide to the Slip Resistance of Pedestrian Surface Materials

GUIDELINE CLS11.

1. **TITLE** DESIGN OF POOL ACCESS
2. **PURPOSE** To establish guidelines for the safe design of swimming pool entry and exit.
3. **GUIDELINES**
 - 3.1 Access
Pool entry/exit steps and handrails above, at or below the surface of the water should not protrude into or over lap swimming lanes where they may present a hazard to swimmers.
 - 3.2 Railing
 - 3.2.1 Handrails should be provided at all entry/exit steps.
 - 3.2.2 The handrails should be designed to prevent entrapment of limbs and should be placed so that they do not present a hazard during aquatic activities such as tumble turns and play.
 - 3.2.3 Barrier rails should be provided to prevent swimmers from jumping from the concourse on to steps or ramps.
 - 3.2.4 Handrails should be provided on both sides of a ramp.
 - 3.2.5 Steps that may be frequented by aged and/or frail persons should be provided with handrails on both sides in accordance with AS 1428.1:2001-General Requirements for Access- New Building Work.
 - 3.3 Steps
 - 3.3.1
 - i. Entry/exit climb outs and steps should be provided on both sides of each end of the pool.
 - ii. For longer (50m) pools these should be provided at the midpoint of each side.
 - iii. Where possible the steps and railings should be recessed / flush with the pool wall.
 - 3.3.2 Vertical (rise) and horizontal (tread) edges of steps should be a contrasting colour to aid entry and exit from the pool.
 - 3.3.3 Steps should have rise and tread conforming to local building regulations where relevant and have slip-resistant and non-abrasive surface finishes. Step treads should have a slip resistance conforming to the recommendations of Australian Standards Handbook "HB 197 - An Introductory Guide to the Slip Resistance of Pedestrian Surface Materials".
 - 3.3.4 For access to learner or toddler pools wider steps with shallow risers (approx. 150mm) are recommended.
 - 3.3.5 Where access is provided into and out of the pool via steps, these should be designed so as to enter the pool from the shallowest end, preferably into a water depth of less than 1.6m.
 - 3.4 Leisure Pool Access
 - 3.4.1 For irregular shaped leisure pools adequate entry and exit areas should be provided.
 - 3.4.2 Beach entries should be flush with pool concourse or wet deck, and where not flush a contrasting colour band and appropriate signage should be used to warn the public about the change in level.
 - 3.4.3 Beach entry areas should be visually distinguishable from the pool.
 - 3.5 Ramps
 - 3.5.1 Where disabled access is provided via a ramp, the ramp should be constructed at the shallowest end of the pool.
 - 3.5.2 Gradients should be no steeper than 1:15.
4. **REFERENCES** Australian Standard AS1428.1-2001 - General Requirements for Access- New Building Work. Australian Standards Handbook "HB 197 - An Introductory Guide to the Slip Resistance of Pedestrian Surface Materials".

GUIDELINE CLS12

1. TITLE DESIGN FOR SPECIAL NEEDS POPULATIONS

2. PURPOSE To provide guidelines on safety aspects relating to specific facility design considerations for groups and individuals with special needs.

3. DESCRIPTION

Previous guidelines detailed in this document take into consideration many of the special needs of specific populations including:

- Guideline CLS8 Design of Pool Tank.
- Guideline CLS10 Design of Pool Concourse.
- Guideline LS11 Design of Pool Access.

4. GUIDELINES

4.1

Change Rooms

- Movable seats and benches should be corrosion resistant and regularly maintained.
- A change table able to accommodate an adult and carry an adult's weight should be provided.
- An audible and visual alarm button should be provided.
- Toilets and change rooms should be identified using clear and large internationally recognised symbols.

(Refer AS 1428.1:2001- Design for access and mobility – General requirements for access – New Building Work).

4.2

Hoists and Lifters

4.2.1

Hoists operated by water pressure should not rapidly lose height when water pressure is lost.

4.2.2

Hoist controls should be located so as not to cause injury to fingers or hands between the operating switch or lever and the chair.

4.2.3

Hoists should be positioned to allow for a clear swing including the person riding thereon without any interference from a pool structure or landscaping.

4.3

Visually Impaired Patrons

4.3.1

Doors should be painted to provide at least a 30% contrast between adjacent walls.

4.3.2

Vertical and horizontal surfaces should have at least a 30% contrast difference.

4.3.3

- Floors and stairs should be slip - resistant.
- Floors and stairs should have tactile pathways.

(Refer Guideline CLS8 Design of Pool Tank and Guideline CLS10 Design of Pool Concourse)

4.3.4

There should be no sharp or protruding edges or protruding fittings and equipment in corridors.

4.3.5

Tactile surfaces should be provided:

- On the approach to the top and bottom of any steps.
- At any change of direction in corridors.

(Refer AS/NZS 1428.4:2002- Design for access and mobility - Tactile indicators).

5. REFERENCES

Guideline CLS8 Design of Pool Tank.

Guideline CLS10 Design of Pool Concourse.

Guideline CLS11 Design of Pool Access.

Australian Standard AS1428.1:2001- Design for access and mobility – General requirements for access – New Building Work.

Australian Standard/New Zealand Standard AS/NZS 1428.4:2002- Design for access and mobility - Tactile indicators.

GUIDELINE CLS13.

1. TITLE ADVISORY SIGNS

2. PURPOSE To provide advice regarding the type and nature of advisory signs for use in swimming pools.

3. GUIDELINES

3.1 Standards Australia has developed guidelines for the design and application of water signs. (Refer AS2416-2002: Design and Application of Water Safety Signs and AS 2899.1 - 1986: Public Information Symbol Signs). These signs have been well researched and evaluated and show very high results in terms of recognition and recall and as a result such signs, where applicable, may be used when appropriate.

For further information please refer to Life Saving Victoria, (2004). Aquatic and Recreational Signage Style Manual. Third Edition, July 2006.

3.2 The Standards Australia signs that may be applicable are:

- i. Beware of deep water (refer AS. 2416 sign 216).
- ii. Beware sudden drop off (refer AS. 2416 sign 215).
- iii. Beware shallow water-do not dive (refer AS2416 sign 213).

For further information on diving please refer to Guideline CLS20 Supervision of Diving (Recreational Swimming).

3.3 Other signs, which may be applicable to private learn to swim and school pools, include:

- i. Slippery when wet.
- ii. Cleaning in progress.
- iii. Pool closed.
- iv. Advisory signage indicating what is allowed and who is allowed access to what area e.g. 'Staff Only' signage on entrance to store/plant rooms.
- v. No lifeguard on duty.
- vi. No Diving sign displayed in depths of water up to 1.8m deep, (Refer Guideline CLS20 Supervision of Diving (Recreational Swimming)).
- vii. Diving not permitted unless under instruction.
- viii. No Running.
- ix. Children under the age of 10 must be actively supervised by an adult at all times.

3.4 Any signs that are not provided for in AS2416-2002: Design and Application of Water Safety Signs (or any revision thereof), should conform to the design, location and legibility advice given in that Standard.

3.5 The colour and manufacture of signs should conform to the co-ordinates specified in AS2342: Development, testing and implementation of information and safety symbols and symbolic signs (part 5 and 7).

3.6

- i. All markings must be of a strong contrast against the surrounding areas.
- ii. It is desirable that markings be installed to minimise fading or damage from bather traffic or from cleaning.

3.7 A Resuscitation chart should be prominently displayed in the pool area. (Refer to Australian Resuscitation Council Basis Life Support Flow Chart) (Refer to RLSSA State Branches Catalogue for CPR Poster)

3.8 Where applicable it is recommended that any signage located in areas of sunlight be of a UV resistant design to prevent breakdown and fading of signage.

4. REFERENCES

Guideline CLS20 Supervision of Diving (Recreational Swimming).

Australian Standard AS2416-2002: Design and Application of Water Safety Signs.

Australian Standard AS2899.1-1986: Public Information Symbol Signs.

Australian Standard AS2342-1992: Development, testing and implementation of information and safety symbols and symbolic signs.

Life Saving Victoria, (2004). Aquatic and Recreational Signage Style Guide. Second Edition, January 2004.

Australian Resuscitation Council Basis Life Support Flow Chart www.resus.org.au.

Royal Life Saving Society State Branches Catalogue for CPR Poster.
www.royallifesaving.com.au.

GUIDELINE CLS14.

1. **TITLE** POOL DEPTH MARKINGS
2. **PURPOSE** To advise pool designers, builders and operators on the minimum standard of markings for pool water depths.
3. **GUIDELINES**
 - 3.1
 - i. All depth markings should be provided in metric measurements.
 - ii. Markings should be in metres, e.g. 0.9m, 1.2m, 1.5m, 1.8m, 2.0m.
 - 3.2 The markings should be in numerals and letters at least 100mm in height.
 - 3.3 Markings should be placed in a position where they can be seen from the water and from the poolside.
 - 3.4 The number and location of depth markings will vary dependent upon the size and configuration of the pool. However there should always be depth markings at the shallow end and deep end, and additional markings along the length of the pool, as necessary to be visible from all areas inside the pool and surrounding the pool.
 - 3.5 Any sharp change in gradient should be clearly marked and sign posted.
(Refer also Guidelines CLS8 Design of Pool Tank)
 - 3.6
 - i. In shallow water generally 1.2m deep or less the words CAUTION SHALLOW WATER should be visible from the water and the pool concourse.
 - ii. In deep water generally 1.5m deep or more the words DANGER DEEP WATER or similar should be visible from the water and the pool concourse.
 - iii. In water depths of 1.8m or less an international standard no diving sign should be provided.
(Refer CLS13 Advisory Signs)
 - 3.7
 - i. All pool depth markings should be of a strong contrast against the surrounding areas.
 - ii. Pool depth markings should be installed to minimize fading or damage from bather traffic or from cleaning.
 - 3.8 For further information please refer to the Life Saving Victoria Aquatic and Recreational Signage Style Guide (Edition 2, January 2004).
4. **REFERENCES**

Guideline CLS8 Design of Pool Tank.

Guideline CLS13 Advisory Signs.

Life Saving Victoria, (2004). Aquatic and Recreational Signage Style Manual. Third Edition, July 2006.

GUIDELINE CLS15.

1. TITLE SHADE PROTECTION

2. PURPOSE To establish guidelines for the provision of shade for both employees and users.

3. GUIDELINES

3.1 Landscaping
In open-air environments the landscaping and choice of trees should provide many areas of shade. There should be enough provision of shade over wet and dry areas to cater for all those who wish to avoid long exposure to the sun, particularly between 11.00am and 3.00pm.

3.2 Awnings/Covered Areas

3.2.1 The provision of awnings and covered areas with appropriate seating is recommended.

3.2.2 Umbrellas can be used to increase the availability of shade. They can be fixed or moveable, however when in use they must be anchored securely.

3.3 Clothing

3.3.1 Staff

It is recommended that the following clothing be worn by staff employed in outdoor pools:


- i. Long sleeved Shirt.
- ii. Broad-brimmed hat.
- iii. Sunglasses.
- iv. Sunscreen.

3.3.2 Patrons

Where practicable it is recommended that patrons partaking in outdoor instruction wear appropriate clothing in the water such as sunscreen and/or rash vests.

4. REFERENCES www.sunsmart.com.au

The Cancer Council Australia www.cancer.org.au



To establish minimum
guidelines for the
supervision of bathers
at Commercial Learn to
Swim and School Pools.

SECTION : 05

SUPERVISION

GUIDELINE CLS16.

1. TITLE GENERAL SUPERVISION
2. PURPOSE To establish minimum guidelines for the supervision of bathers at Commercial Learn to Swim and School Pools.
3. GUIDELINES
 - 3.1 Risk Management
To determine if a pool requires supervision a risk management analysis of the facility should be undertaken by the pool management. This assessment should include the following areas:
 - i. Size of pool.
 - ii. Shape of pool.
 - iii. Lines of sight in and around the pool.
 - iv. Number of patrons using pool.
 - v. Swimming ability of patrons using pools.
 - vi. Behaviour of patrons using pools.(Refer to Appendix B: Risk Management)
 - 3.2 Supervision
 - 3.2.1 Where supervision is provided the responsible supervisory person should be of the minimum age of 16 years old, and must maintain concentrated observation of the pool and pool users in order to anticipate problems e.g. rowdy behaviour and to identify and respond quickly to any emergency.
 - 3.2.2 Pools and immediate surrounds must be supervised to ensure that:
 - i. There is no running.
 - ii. There is no pushing.
 - iii. There is no diving or jumping into shallow water.
 - iv. There is no abusive or offensive behaviour.
 - 3.2.3 Qualifications of Supervisory Personnel
 - i. It is recommended that any person operating in a supervisory role should be trained and qualified to a minimum level of a RLSSA Bronze Medallion or equivalent. Such a qualification should allow the personnel to develop the knowledge, judgement, techniques and physical ability required to carry out safe water rescues.
 - ii. It is recommended that all persons operating in a supervisory role should hold a current cardio pulmonary resuscitation (CPR) qualification from a recognised provider such as RLSSA.
 - 3.3 Teacher to Pupil Ratios
Refer Guideline CLS25 Teacher to Pupil Ratio.
 - 3.4 Emergency Action Plan (EAP)
 - 3.4.1 An emergency support system should be in place with an effective means of communication, which may include:
 - i. An emergency panic button that can be used to set off an alarm.
 - ii. A direct telephone link to an appropriate emergency service e.g. Ambulance or Police.
 - 3.4.2 It is essential that the following factors are provided.
 - i. An emergency plan or procedures that relate to the specific pool.
 - ii. An emergency support system should be on display and known to users.
 - iii. Information on First Aid, Cardio Pulmonary Resuscitation (CPR), and Expired Air Resuscitation should be clearly displayed at the pool.
 - iv. Advisory signs relating to appropriate behaviour should be clearly visible to users.(Refer Section 3.5 Below)
(Refer Guideline CLS2 Emergency Action Plan)

- 3.4.3 Users should be made familiar with emergency procedures via signage at reception and /or change rooms, in information material (i.e. membership flyers, emails, notice boards).
(Refer Guideline CLS2 Emergency Action Plan)
- 3.4.4 Safety equipment should be available on site, e.g. rope, reach pole, resuscitation pocket mask.
(Refer Guideline CLS3 Rescue Equipment and Guideline CLS5 Content of First Aid Kit and Room)
- 3.5 Signage
- Signage on appropriate behaviour and other relevant information should be in simple, positive, easily understood language and using symbols where possible.
(Refer Life Saving Victoria, Aquatic and Recreational Signage Style Guide. Second Edition, January 2004)
- 3.6 Line of Sight
- Supervisors should be in a position to maintain supervision of the water at all times. It is recognised that supervisors need to be mobile and a clear line of sight is a significant requirement.
- 3.7 Play equipment
- Play equipment, e.g. small inflatables, floating mats and rafts may require an increased level of supervision.
(Refer to Guidelines CLS18 Supervision of Floating Play Equipment)

4. REFERENCES

Guideline CLS2 Emergency Action Plan.

Guideline CLS3 Rescue Equipment.

Guideline CLS4 Pool Covers.

Guideline CLS18 Supervision of Floating Play Equipment.

Guideline CLS25 Teacher to Pupil Ratios.

Appendix B Risk Management.

Life Saving Victoria, (2004). Aquatic and Recreational Signage Style Manual. Third Edition, July 2006.

GUIDELINE CLS17.

1. **TITLE** PARENTAL SUPERVISION
2. **PURPOSE** To outline the guidelines for entry for children to swimming pools and the expected parental behaviour.
3. **DESCRIPTION**

It is emphasised that supervision by a competent person is essential whenever young children are near a pool. Parents should be aware that young children cannot understand concepts such as safety, danger, drowning and death. Also, they forget quickly, thus constant training and practice are necessary to maintain awareness and competence.

Drownings of young children typically have two features: silence and speed. There is seldom a splash or a call for help when the child falls into a swimming pool and the child's involuntary actions turn him or her face-down once in the water. Within as little as 30 seconds the child can become unconscious.

The need for constant parental supervision cannot be over-emphasized.
4. **GUIDELINES**
 - 4.1 Children under 10 years should not be allowed entry unless under the active supervision of a person 16 years or older. (Active is defined by the Concise Oxford Dictionary as: given to action, working, effective, practical, and diligent).
 - 4.2 Parents or guardians (including those persons described in Section 4.1 above) should actively supervise their charges at all times and as such should be dressed ready for action including unexpected entry to a pool.
 - 4.3 Signage
 - 4.3.1 Signage or literature indicating the parental supervision policy of the pool is recommended, and should be in simple, positive, easily understood language and using symbols consistent with applicable Australian Standards (AS 2899.1-1986: Public Information Symbol Signs and AS 2899.2-1986: Public Information Signs- Water Safety Signs).

(Refer Guideline CLS16 General Supervision)
 - 4.3.2 Signage or literature indicating the parental supervision policy of the facility should be displayed at the following points:
 - i. Entry to the facility.
 - ii. Entry or exit of change areas.
 - iii. Suitable locations e.g. toddlers pool, play areas.
5. **REFERENCES**

Guideline CLS16 General Supervision.

Australian Standard AS 2899.1-1986: Public Information Symbol Signs.

Australian Standard AS 2899.2 1986: Public Information Signs- Water Safety Signs.

Life Saving Victoria (2006). Aquatic and Recreation Signage Style Manual. Third Edition, July 2006.

GUIDELINE CLS18.

1. TITLE SUPERVISION OF RECREATIONAL FLOATING PLAY EQUIPMENT
2. PURPOSE To establish guidelines for the supervision of floating mats and rafts, and small inflatable play equipment during recreational activity.
3. GUIDELINES
 - 3.1 Floating Mats and Rafts
 - 3.1.1 Non inflatable mats and rafts constructed of high density and often hard buoyant material are increasingly used for casual water play.
 - 3.1.2 Potential hazards with this type of equipment include:
 - i. Use in deep water where non-swimmers may fall from equipment.
 - ii. Falling from equipment onto pool wall or concourse.
 - iii. Entrapments underneath the equipment.
 - iv. Large equipment or too many items may restrict supervisor visibility.
 - v. User injury from hard equipment falling or being pushed into or onto the user.
 - vi. Allowing jumping from poolside onto the floating items.
 - vii. Use in shallow water where people may fall from equipment.
 - viii. Those not familiar with the environment.
 - ix. Unused equipment left unattended on concourse.
 - 3.1.3 Maximum unbroken surface area of covered water should be no bigger than 1m² to ensure supervision below the surface of the water and the pool bottom.
 - 3.1.4 Consideration should be given to the maximum number of floating mats and rafts allowed in the pool at any one time.
 - 3.2 Small Inflatable Play Equipment
 - 3.2.1 Potential hazards with this type of equipment include:
 - i. Use in deep water where non-swimmers may fall from equipment.
 - ii. Falling from equipment onto pool wall or concourse.
 - iii. Entrapments underneath the equipment.
 - iv. Large equipment or too many items may restrict supervisor visibility.
 - v. Allowing jumping from poolside onto the floating items.
 - vi. Use in shallow water where people may fall from equipment.
 - vii. Those not familiar with the environment.
 - viii. Unused equipment left unattended on concourse.
 - ix. A non-swimmer following a floating toy into deep water.
 - x. Wearing a flotation aid and moving into deep water.
 - xi. Young children choking on small toys placed in their mouths.
 - xii. Cleanliness (equipment not drying out between uses).
 - 3.2.2 Equipment should, but is not limited to, be:
 - i. In safe, working order.
 - ii. Suitable for the age of users.
 - iii. Large enough (greater than 7mm) in diameter to prevent becoming a choking hazard.
 - 3.2.3 The Commercial Learn to Swim and School Pool management should have a policy on whether they provide inflatable equipment or allow users to provide their own.
 - 3.2.4 Persons who use exhaled air to inflate equipment should be afforded extra supervision.

- 3.2.5 Inflatable equipment, in particular inner tubes, should be inspected by users and/or supervisors prior to use to ensure there is no risk presented by an exposed or protruding inlet valve.
- 3.2.6 Bathers should not be permitted to jump or dive through inflatable rings.
- 3.2.7 Extra precaution and supervision may be required in outdoor pools, in particular on windy days.
- 3.2.8 Children requiring the use of personal floatation devices should not use this equipment.
- 3.2.9 Advice to be given to users:
- i. Use in accordance with manufacturers instructions.
 - ii. Users should not inadvertently or deliberately push or throw each other either onto or off the equipment.
 - iii. Users should not attempt to stand upright on the structures.
 - iv. Users should not dive off the equipment into the pool.
 - v. Users should remove all jewellery, watches and other sharp objects before using the equipment.
 - vi. Users should not deliberately swim under the inflatable.
 - v. Users must not lift the inflatable in an attempt to dislodge others.
 - vi. Small inflatables should only be used in depths of at least 1m.

GUIDELINE CLS19.

1. TITLE SUPERVISION DURING THUNDERSTORMS (LIGHTNING)
2. PURPOSE To provide guidance on safe practice for the supervision of outdoor swimming pools during thunderstorms and lightning conditions.
3. GUIDELINES
 - 3.1 Outdoor Swimming Pools
 - 3.1.1 The presence of lightning around an outdoor swimming pool is a safety risk. There are a number of factors that need to be considered, such as the surrounding environment and structure.
 - 3.1.2 The outdoor swimming pool with spacious open grounds may be at a greater risk than other pools of a lightning strike.
 - 3.2 Supervision

Note: A flash-to-bang measurement of approximately 30 seconds indicates that the lightning is 10 km away. A measurement of 30 seconds or less requires that immediate action be taken.

 - 3.2.1 Evacuation
 - i. The closure of the swimming pool is required when lightning is within 10km of the aquatic venue.
 - ii. Use the “flash-to-bang” method, by measuring the time between a lightning flash and the thunderclap, to make a rough measure of the distance.
 - iii. When lightning is less than 10km away, people occupying the pool and pool surrounds should be evacuated to a covered area, which provides sufficient electrical earth for a lightning strike. Gazebos, marquees and trees are not sufficient.
 - 3.2.2
 - i. Electrical equipment should not be used during electrical storms
 - ii. Cordless and mobile phones should not be used outside during electrical storms, while landline phones should not be used at all during thunderstorms. (Refer Bureau of Meteorology’s NSW Severe Weather Section)
 - 3.2.3 Resuming Pool Activities
 - i. According to the National Lightning Safety Institute more lightning originates from the back end of a thundercloud than from the front side, making recreation activity resumption decisions difficult. Managing the risk of lightning strikes, therefore, requires a cautious and conservative approach.
 - ii. Once lightning has moved greater than 10km away or has subsided, people may return to normal activity. As a general rule, pool activities should remain suspended until thirty minutes after the last thunderclap is heard.
 - iii. Supervisors should continue to monitor the weather for changes as storm activity could return.
 - 3.3 First Aid
 - 3.3.1
 - i. Anyone struck by lightning should be rescued as soon as it is safe to do so.
 - ii. The safety of the rescuers should be considered.
 - iii. The casualty should be moved to a covered area, assessed and treated.

3.4 Monitoring

3.4.1 If there are area weather warnings issued, they should be monitored by radio or telephone, if and when safe to do so.

3.4.2 Detailed monitoring is available through the Bureau of Meteorology in each State and Territory.

4. REFERENCES

Bureau of Meteorology's NSW Severe Weather Section. NSW Lightning Bolt Cited 25.02.2005 at <http://www.bom.gov.au/weather/nsw/sevwx/bolt/vol11no1.pdf>

<http://www.bom.gov.au/info/thunder/#protection>

Kithil, Richard and Johnston, Kevin. Lightning and Aquatic Safety: A Cautionary Perspective for Indoor Pools. National Lightning Safety Institute. Cited 10/12/2004 at http://www.lightningsafety.com/nlsi_pls/indoor_pools.html

GUIDELINE CLS20.

1. TITLE SUPERVISION OF DIVING (RECREATIONAL SWIMMING)
2. PURPOSE To provide safety guidance for diving (water entry) and methods of supervision during recreational swimming.
3. DEFINITION
 - 3.1 A dive entry is defined as a forward entry from a standing position with arms out-stretched and hands held together.
 - 3.2 Forward clearance is defined as the distance from the platform from which the diver departs, for which the water should be unobstructed. Obstructions may be permanent, such as pool walls, or temporary, such as pool equipment or other swimmers.
4. GUIDELINES

Note: *Diving into water can be a dangerous activity and the following guidelines describe the minimum conditions required.*

 - 4.1 Depths for Recreational Dives
 - 4.1.1
 - i. A dive entry is not recommended into a water depth of less than 1800mm.
 - ii. A dive entry from pool sides exceeding 380mm above water level should not be permitted into water depth less than 2000mm.
 - iii. Dive entry should only be allowed in pools where there is a forward clearance of 6000mm or greater, the first 5000mm of which should be at the recommended water depth.
 - 4.2 Signage

Note: *Refer to Guideline CLS13 Advisory Signs, Guideline CLS14 Pool Depth Markings, Life Saving Victoria, (2004). Aquatic and Recreational Signage Style Guide. Second Edition, January 2004. and the Australian Standard AS2416 2002: Design and application of water safety signs.*

 - 4.2.1 All signage relating to diving rules should meet the Australian Standard AS2416-2002: Design and application of water safety signs for classification, layouts, size, legend, legibility, colours, and siting.
 - 4.2.2 All signage relating to diving rules should accurately convey those rules.
 - 4.2.3 All signage should be maintained to be clear and easily identified.
 - 4.2.4 All markings should be of a strong contrast against the surrounding areas, as per AS2416 2002: Design and application of water safety signs.
 - 4.2.5 Wording and symbols on signage relating to dividing rules should be consistent for all instances throughout the venue.
 - 4.2.6 In water depths of 1.8m or less an international standard no diving sign should be provided.
 - 4.2.7 All practicable measures should be taken to prevent diving from elevated positions arising from design features or equipment used in the pool.
 - 4.2.8 For information on Diving Boards refer Guideline CLS8 Design of Pool Tank.
 5. REFERENCES

Guideline CLS13 Advisory Signs.

Guideline CLS14 Pool Depth Markings.

Australian Standard AS2416-2002: Design and application of water safety signs.

Life Saving Victoria, Aquatic and Recreational Signage Style Guide. Second Edition, January 2004.

GUIDELINE CLS21.

1. TITLE ALCOHOL RISK MANAGEMENT

2. PURPOSE To provide guidance on the use of alcohol in aquatic facilities and the management of the associated risks.

3. GUIDELINES

3.1 Alcohol has long been recognised as a contributing factor in many accidental drownings. Alcohol impairs balance and coordination, judgment and cognition, is likely to increase risk-taking behaviour and diminishes an individual's physical ability to carry out tasks.

3.2 Commercial learn to swim and school pools should conduct a thorough risk management assessment prior to the serving of alcohol near or in areas associated with the aquatic amenities of the premises. (Refer to Appendix B Risk Management for a detailed Risk Management treatment process, along with AS/NZS 4360-2004: Risk Management).

3.3 The facility should implement appropriate educational strategies in relation to its aquatic amenities, to discourage patrons who may be consuming alcohol from doing so near the water areas at that facility. Such strategies should also look to include information on the hazards of alcohol consumption in relation to aquatic activity (Refer Alcohol and Water Safety: National Alcohol Strategy 2001 to 2003-04). This may include appropriate signage, educational messages via newsletters or induction manuals.

For information on the Responsible Serving of Alcohol refer Consumer Affairs Victoria, Liquor Licensing, <http://210.9.62.136/llv/llvninter.nsf/cd/frameset.htm>.

4. REFERENCES Appendix B: Risk Management.

ASNZS 4360-2004: Risk Management.

Driscoll, T., Steenkamp, M., and Harrison, J.E. (2003). Alcohol and Water Safety: National Alcohol Strategy 2001 to 2003-04. Commonwealth Department of Health and Ageing.

Consumer Affairs Victoria, Liquor Licensing, <http://210.9.62.136/llv/llvninter.nsf/cd/frameset.htm>. Viewed 7th February 2005.

SECTION : 06

PROGRAMS

GUIDELINE CLS22.

1. TITLE STANDARD OF SWIMMING: TEACHER EDUCATION

2. PURPOSE To outline, for employers, the minimum standard of accreditation for those employed as teachers of swimming.

(Note: The responsibility of the swimming teacher is for the class being taught, not the users of the rest of the facility).

3. GUIDELINES

3.1 Appropriateness of the Qualification

The qualifications used as the required standards of teaching should be appropriate to the requirements of the teaching situations, e.g. the environment, skill level of the student group, age and ability of the student group, depth and condition of the water in relation to the skills of the students.

(Refer Department of Education, Employment and Training, (2001), Safety Guidelines: Swimming Based Activities, Victoria

3.2 Minimum Qualification

A current AUSTSWIM Teacher of Swimming and Water Safety Certificate is the recommended minimum qualification for the swimming teacher.

3.3 Extension Programs

For those teaching specialist groups, e.g. pre-school aquatics, adults or individuals with disabilities, personnel should preferably hold the AUSTSWIM or equivalent Extension Certificate appropriate to that group, such as the AUSTSWIM Teacher of Infant Aquatics, AUSTSWIM Teacher of Aquatics for People with a Disability, AUSTSWIM Teacher of Competitive Strokes, AUSTSWIM Teacher of Adults.

(Refer AUSTSWIM website www.austswim.com.au)

3.4 Re-registration

- i. AUSTSWIM Certificate holders remain registered for a defined period of time. Certificate holders are required to undergo a periodic formal re-registration for the validity to be extended for a further period. AUSTSWIM teachers must re-register every three years. This registration process ensures AUSTSWIM teachers remain current with industry standards.
- ii. This certificate is considered valid only if accompanied by a current cardio pulmonary resuscitation (CPR) qualification from a recognised provider.

3.5 Minimum Age

Candidates may enroll in an AUSTSWIM course at 16 years of age but are not eligible to receive the award until they are 17 years of age.

3.6 Check on Accreditation

It is the employer's responsibility to check:

- i. The status of an individual's qualifications.
- ii. The currency of the qualifications.
- iii. The ability of the person to perform the activities related to their position.

4. REFERENCES Department of Education, Employment and Training, (2001), Safety Guidelines: Swimming Based Activities, Victoria.

www.austswim.com.au

GUIDELINE CLS23

1. TITLE SWIM TEACHER QUALIFICATIONS FOR SAFE AQUATIC PROGRAMMING
2. PURPOSE To establish the minimum standard of accreditation for those employed or contracted to act as instructors of aquatic programs.
3. DEFINITION
 - 3.1 The term 'instructor' describes:
 - i. An appropriately qualified person specifically employed or contracted to instruct a person in a skill or set of skills; or
 - ii. An appropriately qualified person specifically employed to supervise or lead an aquatic activity, even when supervision or leadership does not involve instruction of specific skills.
 - 3.2 The term 'instruction' describes supervision or leadership of an activity, regardless of whether the supervision or leadership involves instruction of specific skills.
4. GUIDELINES
 - 4.1 Priorities for the Aquatic Program Instructor
 - 4.1.1 The primary role of the aquatic program instructor is to teach participants the skills required to successfully perform the activity, or lead the activity that is the focus of the program.
 - 4.1.2 Consideration towards the safety of the participants should be an integral part of the teacher's role when planning and managing the class.
 - 4.1.3 While these matters are included as part of the AUSTSWIM training, it must be recognised that an AUSTSWIM Teacher of Swimming and Water Safety Certificate is teaching and instructional based, not a rescue based qualification. In addition, general water safety principles and rescue procedures for those activities normally run in natural water environments may not be entirely suitable for venues such as swimming pools. Accordingly, it is recommended that instructors hold the following qualifications:
 - i. A current cardio pulmonary resuscitation (CPR) certificate issued by an AUSTSWIM recognised organisation such as the RLSSA.
 - ii. A recognised minimum qualification for instruction of the programmed activity, provided that the qualification includes a water safety and rescue component; and
 - iii. Additional recognised water safety and rescue qualifications appropriate to the program venue, such as those offered by the RLSSA or other registered training providers.
 - 4.2 Suitability and Appropriateness of Qualifications
 - 4.2.1 The qualifications required for the instruction of an aquatic activity should be appropriate for:
 - i. The activity program being carried out.
 - ii. The skills required of, or to be learned by, participants; and
 - iii. The environment in which the program is conducted.
 - 4.2.2 Instructors should also be informed and trained in the emergency procedures for the venue in which they are employed.
 - 4.3 Validity of Qualifications
 - 4.3.1 The Australian Resuscitation Council (ARC) recommends a CPR qualification as requiring an annual accreditation.
 - 4.3.2 Organisations issuing water safety, rescue, and instructional qualifications require that such qualifications should be renewed regularly, or that holders of those qualifications regularly renew pre-requisites to maintain the validity of the qualification.
 - 4.3.3 Employers, employees, and contractors should ensure that all qualifications are current.

4.4 In-Service Training

4.4.1 Attainment of CPR and water safety and rescue qualifications, and water safety and rescue components of instructional qualifications, is indicative of the holder's competence when relevant skills are tested for the purpose of accreditation. Regular training is required to ensure that holders of such qualifications can perform such skills between formal tests.

4.4.2 It is the employer's responsibility to ensure those employees and contractors involved in aquatic programs are:

- i. Capable of performing CPR and rescues.
- ii. Familiar with, and capable of participating as required in, emergency procedures for the venue or the program.

Note: These should be assessed prior to commencement of duties.

4.5 Minimum Qualifications

The following minimum qualifications for aquatic activities are recommended:

4.5.1 Swimming Classes

AUSTSWIM Teacher of Swimming and Water Safety Certificate or Equivalent Qualification (EQ). The following qualifications or extensions are recommended for the following areas of specialisation:

- | | | |
|--------------------------------------|--|---|
| i. Infants | AUSTSWIM | Teacher of Infant Aquatics or EQ. |
| ii. Toddlers | AUSTSWIM | Teacher of Infant Aquatics or EQ. |
| iii. Pre-school | AUSTSWIM | Teacher of Infant Aquatics or EQ. |
| iv. School age | AUSTSWIM | Teacher of Swimming and Water Safety |
| v. Adults | AUSTSWIM | Teacher of Swimming and Water Safety Certificate or EQ. |
| vi. Competitive Strokes - Australian | Swimming Coaching Qualification or EQ. | |
| vii. Special needs | AUSTSWIM | Teacher of Aquatics for People with Disabilities or EQ. |

4.5.2 Lifesaving Classes

The following RLSSA awards require the following qualifications:

- i. Rescue Awards 1-4 AUSTSWIM - Teacher of Swimming and Water Safety, RLSSA Junior Instructor, RLSSA Instructor, or Teacher Of Life Saving Award or EQ.
- ii. Bronze Star RLSSA Instructor / examiner or Teacher Of Life Saving Award or EQ.
- iii. Bronze Medallion -RLSSA Instructor / examiner or Teacher Of Life Saving Award or EQ.
- iv. Bronze Cross and higher - RLSSA Teacher of Life Saving Award or EQ.

4.5.3 Swimming Coaching - Australian Coaching Council / National Coaching Accreditation Scheme. Level 1 or EQ.

4.5.4 Diving Coaching Australian Coaching Council / National Coaching Accreditation Scheme. Level 1 or EQ.

4.5.5 Pool Parties RLSSA Swim Teachers' Rescue Award or EQ.

4.5.6 Aqua-Aerobics Aquatic Exercise Leaders Certification or EQ.

4.6 Extension Programs

Many accrediting organisations provide extensions or additional qualifications. Some are listed above. Others relate to training qualified staff or trainers. Instructors should seek, and employers should encourage, additional qualifications appropriate to the group being taught or supervised.

4.7 Re-registration

Many accrediting organisations require that instructors qualify for registration at regular intervals. Minimum qualifications are maintained either through a re-examination of required skills or presentation of proof of the currency of pre-requisites for the qualification.

5. REFERENCE

Australian Council for the Teaching of Swimming and Water Safety. (2000). Teaching Swimming and Water Safety. Human Kinetics Europe Ltd.

Bathgate, K. (1995). Swimming and Lifesaving. Artamon: Times Mirror International/ Royal Life Saving Society - Australia.

GUIDELINE CLS24.

1. **TITLE** SWIM TEACHER EMERGENCY PROCEDURES
2. **PURPOSE** To provide guidance regarding appropriate emergency procedures.
3. **GUIDELINES**
 - 3.1 The responsibility of the swimming teacher is for the class being taught, not the users of the rest of the facility. However, under the direction of the responsible person, e.g. pool manager, the swimming teacher may be required to participate in any emergency situations as and when they arise and after first securing the safety of their class.
 - 3.2 **AUSTSWIM Certificate**
The AUSTSWIM Teacher of Swimming and Water Safety Course provides initial guidance and training for teachers in regard to emergency procedures for learn to swim programs.
 - 3.3 **Liaison with Pool Management**
 - i. Pools should have an emergency procedure document that is readily available to the swimming teacher.
 - ii. Teachers whether teaching, swimming or supervising should be aware of and understand relevant emergency procedures to the facility.
 - iii. Swimming teachers and pool managers should liaise on this matter to ensure that the procedures including key emergency services contacts are on display and easily accessible.
(Refer Guideline CLS2 Emergency Action Plan)
 - 3.4 **Practice**
Emergency procedures should be practiced regularly by all personnel staffing a center, including swimming teachers, to ensure such procedures are functional and appropriate.
 - 3.5 **Employing Agency Responsibility**
It is the responsibility of employing agencies to ensure that emergency procedures are in place, practiced and that all staff understand their role in an emergency.
4. **REFERENCES** Guideline CLS2 Emergency Action Plan.

GUIDELINES CLS25.

1. TITLE TEACHER TO PUPIL RATIOS

2. PURPOSE To provide guidance regarding the appropriate levels of teacher : pupil ratios in relation to the teaching of swimming.

3. DEFINITION

3.1 The information in this guideline relates to issues of safety, not ratios considered ideal for teaching effectiveness.

3.2 The responsibility of the swimming teacher is for the class being taught, not the users of the rest of the facility.

4. GUIDELINES

4.1 Nature of the Environment and Group
Appropriate teacher : pupil ratios will depend upon issues such as:

- i. The environment.
- ii. Level of ability of the class.
- iii. Nature of the person/people being taught.
- iv. The type of activity.
- v. The venue.
- vi. The weather.
- vii. The teacher's experience.

When these factors create difficulties in supervision or control, it is recommended that the teacher : pupil ratio be increased with additional qualified teachers.

4.2 Number of Qualified Personnel

- i. In addition to the qualified swimming teacher undertaking the swimming instruction and who is responsible for the pupils, a second person, who is capable of providing assistance in the case of an emergency, should be available.
- ii. This person need not be a lifeguard or a qualified swimming teacher but should have qualifications in First Aid or CPR, and be able to undertake emergency actions.

4.3 Ratios

For the safety of the pupils, the following maximum ratios are recommended:

- i. For the teaching of beginners, with little or no experience, in shallow water the maximum teacher : pupil ratio for a swimming pool is one teacher to ten pupils (1:10) in the water and for an open water venue is one teacher to six pupils (1:6) in the water.
- ii. For the teaching of intermediate pupils who are able to achieve basic skills and can swim 25 metres with a recognisable stroke, the maximum teacher : pupil ratio for swimming pool is one teacher to twelve pupils (1:12) and for an open water venue is one teacher to ten pupils (1:10).
- iii. For the teaching of advanced learn to swim pupils who are able to swim 50 metres using two recognisable strokes and demonstrate one survival stroke in deep water, the maximum teacher : pupil ratio for a swimming pool is one teacher to fifteen pupils (1:15) and for an open water venue is one teacher to twelve pupils (1:12).

4.4 Groups with Special Needs

Special groups may require specific attention and may need one on one (1:1) attention e.g. people with some disabilities.

GUIDELINE CLS26.

1. **TITLE** PRESCHOOL AQUATICS PROGRAMS – UNDER 12 MONTHS
2. **PURPOSE** To outline the guidelines for the conduct of aquatic activity for children under twelve months.

Note: This guideline is based on both AUSTSWIM and Royal Life Saving Society Australia national guidelines.
3. **GUIDELINES**
 - 3.1 It is not recommended that children under 12 months participate in formal aquatic programs.
 - 3.2 Children under 12 months should participate in informal casual water play activities under in-water supervision of parents, guardians or carers. Activities that encourage movement exploration and development are appropriate.
 - 3.3 During such activities a strict ratio of parent/guardian/carer : child of one to one (1:1) should be upheld.
 - 3.4 When in an outdoor venue, care should be taken to prevent exposure to harmful ultra violet (UV) sunlight through the use of hats, sunscreen cream, sun clothes and sunglasses.
 - 3.5 Water temperature should be at least thirty (30) degrees Celsius and ideally the time spent in the water should not exceed thirty (30) minutes (Guidelines for Teaching Infant and Preschool Aquatic Programs, 2002).
 - 3.6 Clothing worn by the child should be tight fitting around the legs to prevent any bowel motions from entering into the pool. Nappies are not suitable attire for aquatic activities (Guidelines for Teaching Infant and Preschool Aquatic Programs, 2002).
 - 3.7 The parent, guardian or carer is the primary educator of the young child, and as such must assume complete responsibility for the supervision of this child at all times.
 - 3.8 At no stage does a child under the age of 12 months' increased confidence and ability in the water eliminate the requirement for constant supervision by a suitably competent person.
 - 3.9 Parents should always ensure that their child is in an appropriately healthy condition to attend lessons or programs prior to commencing.
4. **REFERENCES** Guidelines for Teaching Infant and Preschool Aquatic Programs, (2002). Doc.1.2.02 Version No. 3, December 2002. AUSTSWIM, viewed in www.austswim.com.au/public_policies/1_2_02.htm on 14th January 2005.

GUIDELINE CLS27

1. TITLE PRESCHOOL AQUATICS PROGRAMS – 12 MONTHS TO 3 YEARS

2. PURPOSE To outline the guidelines for the conduct of aquatic activity for children between twelve months and three years.

Note: This Guideline is based on both AUSTSWIM and The Royal Life Saving Society Australia national guidelines.

3. GUIDELINES

- 3.1
- i. Aquatic programs for children under the age of three years should be promoted as water familiarisation (getting used to being in water). Other terms such as “drown-proofing”, “waterproofing” or “water safe” should not be used as they suggest some sort of guarantee.
 - ii. Parents should supervise their children carefully at all times when they are in or near water.
 - iii. Emphasis should be placed on the fact that children learn best through play and all activity should be in the form of games with ample opportunity for exploration in a happy, non-threatening atmosphere, which will aid the child’s social, intellectual, physical and emotional development.
- 3.2 The parent or guardian of the child must be responsible for making sure that the child is in good health while attending aquatic programs. If there is a known problem, the child should have a doctor’s certificate stating that he or she is fit to participate in the program.
- 3.3
- i. Teachers conducting programs for children one to three years should have completed the appropriate AUSTSWIM or equivalent extension program.
 - ii. The teacher should provide in-water instruction.
 - iii. At least one other person present should have a current certificate in cardio pulmonary resuscitation (CPR) of young children and babies.
- 3.4 Class ratios
- 3.4.1 For the safety of pre-schoolers it is recommended that any child participating in water familiarisation activities should be taught using a parent/guardian/carer : child ratio of one to one (1:1). Class participation numbers should not exceed eight pupils.
- 3.4.2 Activities that encourage movement exploration and development, coupled with parent/guardian/carer interaction are appropriate.
- 3.5 Certain water familiarisation techniques, such as throwing a child into the water from a height, or total submersion, are not recommended. Procedures must be age appropriate, not traumatic and respectful of the right of the child.
- 3.6 Water temperature should be at least thirty (30) degrees Celsius and ideally the time spent in the water should not exceed thirty (30) minutes to ensure the pupils are comfortable and do not become unduly cold. (Guidelines for Teaching Infant and Preschool Aquatic Programs, 2002).
- 3.7
- i. Clothing worn by the child should be tight fitting around the legs to prevent any bowel motions from entering into the pool. Any child having a bowel movement should be removed from the pool immediately, washed and changed into clean clothing before re-entering the pool. Soiled clothing should be placed into suitable containers and cleaned quickly and carefully. Nappies are not suitable attire for aquatic activities.
 - ii. It may be necessary for other pool users to exit the pool in which a person has excreted. The pool supervisor should be notified immediately.
- 3.8
- i. The pool and associated facilities should be maintained according to standards specified by State and local authorities regarding safety, water purity and sanitary conditions.
 - ii. Floors and passageways should be safe and slip-resistant.
(Refer Guideline CLS10 Design of Pool Concourse)
 - iii. Dressing rooms should be well maintained.

- 3.9 When in an outdoor venue, care should be taken to prevent exposure to harmful ultra violet (UV) sunlight through the use of hats, sunscreen cream, sun clothes and sunglasses.
- 3.10 At no stage does a child between the age of 12 months and three years' increased confidence and ability in the water eliminate the requirement for constant supervision by a suitably competent person.

4. REFERENCES

Guideline CLS10 Design of Pool Concourse.

Guidelines for Teaching Infant and Preschool Aquatic Programs, (2002). Doc.1.2.02 Version No. 3, December 2002. AUSTSWIM, viewed in www.austswim.com.au/public_policies/1_2_02.htm on 14th January 2005.

GUIDELINE CLS28.

1. TITLE PRESCHOOL AQUATICS PROGRAMS – 3 YEARS TO 5 YEARS

2. PURPOSE To outline the guidelines for the conduct of aquatic programs for children aged between three years of age and under five years of age.

Note: This Guideline is based on AUSTSWIM and The Royal Life Saving Society Australia national guidelines.

3. GUIDELINES

- 3.1 The parent or guardian of the child must be responsible for making sure that the child is in good health while attending aquatic programs. If there is a known problem, the child should have a doctor's certificate stating that he or she is fit to participate in the program.
- 3.2
- i. Teachers conducting programs for children three to five years should have completed the appropriate AUSTSWIM extension program.
 - ii. The teacher should hold a current certificate in cardio pulmonary resuscitation (CPR), which includes techniques for children.
- 3.3
- i. For the safety of the pre-schoolers, it is recommended that any child participating in water familiarisation and awareness programs be under the supervision of an in-water qualified teacher with a maximum teacher : pupil ratio for a swimming pool of one teacher to five pupils (1:5).
 - ii. These water awareness programs may or may not involve the in-water participation of a parent or carer.
 - iii. The above ratio and possible in-water participation of a parent or carer will depend upon the overall needs and abilities of the children.
- 3.4 Water temperature should be at least thirty (30) degrees Celsius and ideally the time spent in the water should not exceed thirty (30) minutes to ensure the pupils are comfortable and do not become unduly cold. (Guidelines for Teaching Infant and Preschool Aquatic Programs, 2002).
- 3.5
- i. The pool and associated facilities should be maintained according to standards specified by State and local authorities regarding safety, water purity and sanitary conditions.
 - ii. Floors and passageways should be safe and slip-resistant.
(Refer Guideline CLS10 Design of Pool Concourse).
- 3.6 Acceptable flotation aids may assist with the gaining of confidence but floatation aids are not life saving devices and must only be used with competent adult supervision.
- 3.7 When in an outdoor venue, care should be taken to prevent exposure to harmful ultra violet (UV) sunlight through the use of hats, sunscreen cream, sun clothes and sunglasses.
- 3.8 At no stage does a child between the age of three years and five years' increased confidence and ability in the water eliminate the requirement for constant supervision by a suitably competent person.

4. REFERENCES Guideline CLS10 Design of Pool Concourse.

Guidelines for Teaching Infant and Preschool Aquatic Programs, (2002). Doc.1.2.02 Version No. 3, December 2002. AUSTSWIM, viewed in www.austswim.com.au/public_policies/1_2_02.htm on 14th January 2005.

GUIDELINE CLS29.

1. **TITLE** **DISABILITY AQUATIC PROGRAMS**
2. **PURPOSE** To outline the guidelines for the conduct of aquatic activity for those who have a disability requiring special needs.
3. **DESCRIPTION** There is a large range of human disabilities that may inhibit full involvement in aquatic activity compared with more able-bodied people, including physical, intellectual, audible and visual impairment. Promotion of aquatic programs for people with a disability should be appropriate and accurate. Participation in aquatic activities should offer participants involvement at a pace and level consistent with individual ability and skill. The degree of involvement should never be forced, (Aquatics to People with a Disability Programs, 2002).
4. **GUIDELINES**
 - 4.1 Staff should be aware of the presence of patrons with impaired mobility.
 - 4.2 Staff Training
 - i. Staff should be trained in safe lifting techniques for the provision of assistance to disabled patrons and for the emergency removal of patrons.
 - ii. Staff should also be trained in communicating with people with a disability to reduce the chance for confusion and possible embarrassment from both parties.
 - iii. Staff could be trained in three or four basic 'sign language' movements for use with the audibly impaired in emergency situations.
 - 4.3 A current AUSTSWIM Teacher of Aquatics to People with a Disability Certificate is recognised as the minimum qualification required by the principle educator in conducting programs for people with disabilities.
 - 4.4 Participant medical details
It is recommended that notification be provided to the aquatic facility management in relation to any potentially serious health and/or behavioral issues of the participants.
 - 4.5 Pool and associated facilities
 - i. Venues should be selected according to the student's condition and skill level.
 - ii. Venues should have access that is appropriate to student requirements.
 - iii. Parking facilities, change room and pool access should cater for the needs of all disabled students.
 - iv. Warmer water temperatures are necessary for those students with a physical disability who are less mobile.
 - v. Where applicable the ambient air temperature should be equal to or higher than the water temperature.
 - vi. The water depth should be appropriate to the size and ability of the students (Aquatics to People with a Disability Programs, 2002).
 - 4.6 Clothing and flotation equipment
 - i. It is recommended that participants wear clothing that has been specifically designed for aquatic activity. Where practicable, this should be tight fitting around the top of the legs to contain loss of bowel control.
 - ii. Flotation aids are recommended for the latter stages of the individual's aquatic skill development.
 - iii. Caution should be taken to prevent individuals from becoming dependant upon floatation devices.
 - iv. Flotation aids and equipment are not a suitable substitute for constant supervision, (Aquatics to People with a Disability Programs, 2002).

4.7

Participation ratios

- i. For the safety of disabled persons, it is recommended that each person be given an individual assessment of his or her needs by the caregiver and/or the teacher.
- ii. There are many disabled persons who may not require a caregiver and as such direct liaison with the teacher will be appropriate.
- iii. The maximum teacher pupil ratio for swimming pool instruction is one teacher to six pupils (1:6).
- iv. The teacher pupil ratio may vary according to the disability type and skill level of the class. Disabled persons with specific medical conditions and/or severe physical or intellectual impairment may require constant supervision of the in-water teacher with a teacher : pupil ratio of one teacher to one or two pupils, (1:1 or 1:2).
- v. Care-givers may be required to provide in-water care and should be prepared accordingly.
- vi. At all times, an independent observer is required on the poolside (Aquatics to People with a Disability Programs, 2002).

5. REFERENCES

Guideline CLS12 Design for Special Needs Populations.

Aquatics to People with a Disability Programs, (2002). Doc.1.2.03 Version No. 2, December 2002. AUSTSWIM, viewed in www.austswim.com.au/public_policies/1_2_03.htm on 10th January 2005.

GUIDELINE CLS30.

1. TITLE TEACHING OF WATER ENTRY AND DIVING

2. PURPOSE To outline the safety considerations for the teaching of safe water entry and diving for beginners.

Note: These guidelines are designed to pertain only to learn to swim instruction of water entry.

3. DEFINITION Dive entry is defined as entry into water where the upper body (the hands, arms and head followed by the torso and lower limbs) enters first during activities, which are conducted under aquatic programming such as:

- i. Swimming and related squad training (triathlon, distance swimming) and competition.
- ii. Lifesaving classes.

4. GUIDELINES

4.1 Introductory Information

- i. Prior to the commencement of the teaching of water entry and diving it is important that the Instructor understand and give consideration to specific safety factors, including the depth of water into which the learner will enter.
- ii. The learner should be educated in the dangers of diving into both known and unknown pools, lakes, dams, rivers and creeks.
- iii. The learner on their first visit to the water environment in which the instruction is to take place should receive a facility familiarisation induction on the safety considerations prior to entering the water.

4.2 Basic Safety Rules

- i. The depth of water should be checked by both the Instructor and the beginner before entry into any body of water.
- ii. It is good practice to slide in to check the water depth before diving, particularly in unfamiliar areas.
- iii. At a pool, check for water depth signs.
- iv. Ensure that the water area into which entry is anticipated is free of obstruction, e.g. bathers, toys, lane ropes, other swimmers.
- v. Jump or dive away from the pool edge.

4.3 Minimum Water Depths

- i. The minimum water depth of 1500mm is suitable for learn to swim water entry and diving instruction.
- ii. The water depth should ideally be at least 1500mm. However this must only be considered as exemplary, as some pools may not be able to provide appropriate water depths. It is suggested the above be used as guidance only and be followed where possible. If the preferred minimum water depth is not available the deepest water available should be used with the exercise of additional caution.

4.4 Progressive Instruction

The teaching of safe water entry and diving should be taught progressively in the following sequence:

- i. In water forward glide from standing position.
- ii. Pool side, seated.
- iii. Pool side, standing crouched.
- iv. Pool side, standing.
- v. Starting block.

Progression to the next level should only be permitted following successful demonstration of the current skill.

- 4.5 Diving from Starting Blocks
Once a person has been deemed competent in diving entries in deep water.
(refer 4.3 - Minimum Water Depths)
- i. Flat racing type dives should be taught from the concourse in water depth of 1200mm (for a distance of 5000mm from the pool wall) before allowing entry from a starting block.
 - ii. Flat racing type dives should be able to be consistently performed from poolside before allowing a flat racing type dive from a starting block installed in accordance with AS/NZS 3661.1:1993 - Slip resistance of pedestrian surfaces - Requirements.
 - iii. In water depth less than 900mm dive starts should not be permitted.
- 4.6 Instructors
Only qualified swim coaches, lifesaving instructors (excepting beach lifesaving), and swim Instructors (e.g. AUSTSWIM) should instruct safe water entry and diving skills.
- 4.7 Other Diving Considerations
- i. Running dives should not be permitted.
 - ii. Diving should only be allowed in pools where there is sufficient forward clearance (ideally greater than 5000mm) for a constant depth.
 - iii. Diving should not be permitted in a wave pool when waves are in motion.
 - iv. Diving classes should be segregated from swimming areas, and one Instructor should not attempt to carry out simultaneous diving and swimming instruction in the same class at the same time.
- 4.8 Signage
Where diving is being taught in less than 1.8m depth, signage should be displayed stating 'Diving only under supervised conditions'.

5. REFERENCES

AS/NZS 3661.1:1993 - Slip resistance of pedestrian surfaces- Requirements.

Austswim Teaching Swimming and Water Safety, The Australian Way.

Austswim Teaching Swimming and Water Safety, Course Essentials.

Safe Depths for Teaching Children to Dive (Blanksby B.A, Wearne F.K, Elliott B.C 1996), The Australian Journal of Science and Medicine in Sport.

GUIDELINE CLS31.

1. TITLE AQUA EXERCISE
2. PURPOSE To provide guidance on the standard of supervision of aqua exercise classes.
3. DEFINITION
 - 3.1 Aquatic based exercise classes (aqua aerobics) are low impact classes undertaken in varying water depths.
 - 3.2 The responsibility of the instructor is for the class participants being instructed, not the users of the rest of the facility. However, under the direction of the responsible person, e.g. pool manager, the instructor/s may be required to participate in any emergency situations as and when they arise only after first securing the safety of their class participants.
4. GUIDELINES
 - 4.1 The minimum qualifications for conducting aqua exercise classes are:
 - Current CPR certificate.
 - Current Australian Fitness Association Council or Equivalent Qualification.
 - Completion of Aqua-Exercise leaders Certification or Equivalent Qualification.
 - Aquatic Rescue Award or Equivalent Qualification. e.g. Swim Teachers Rescue Award.
 - 4.2 Pool Supervision
 - 4.2.1 It is acceptable for the leader to be considered the pool Supervisor, where the aqua exercise class participants are the only participants in the pool.
 - 4.2.2 Where the aqua exercise instructor is the pool supervisor, the instructor should have access to and be trained in the following equipment:
 - i. First aid equipment.
 - ii. Oxygen equipment.
 - iii. Emergency communication system (E.g. phone).
 - iv. Have another suitably qualified person on duty.
 - 4.3 Emergency Procedures
 - 4.3.1 All personnel staffing a centre, including aqua exercise class leaders, should practice emergency procedures regularly.
 - 4.3.2 These procedures should be documented and staff knowledge of emergency routines tested regularly. (Refer Guideline CLS2 Emergency Action Plan)
 - 4.4 Employing Agency Responsibility

It is the responsibility of employing agencies to ensure that emergency procedures are in place, practiced and that all staff understand their role in an emergency.
(Refer Guideline CLS2 Emergency Action Plan)
 - 4.5 Instructor : Participant Ratio for Safety
 - 4.5.1 Appropriate Instructor - participant ratios will depend upon issues such as:
 - i. Environment.
 - ii. Level of ability of the class.
 - iii. Nature of the participants.
 - iv. Type of class.
 - v. Venue.
 - vi. Pool space available.
 - vii. Weather.
 - viii. Depth of Water.

- 4.5.2 Recommended participant / instructor ratios:
 - i. Aqua instructor sole supervision 1:30 (maximum).
 - ii. Aqua instructor plus lifeguard 1:40 (maximum).
- 4.6 Pool Conditions/Environment
 - 4.6.1 Classes should be conducted in clearly designated areas.
 - 4.6.2 The class should be under visual control of the instructor/s at all times.
 - 4.6.3 Ideally the pool water temperature should be between 24°C and 33°C.
 - 4.6.4 If the water temperature exceeds 29°C exercises should be completed at a slower pace with longer recovery times.
 - 4.6.5 If the water temperature is below 24°C the activity should be continual.
 - 4.6.6 Classes should not be conducted in water temperature below 17°C.
 - 4.6.7 For standing exercises, classes should be conducted in water no greater than shoulder height.
 - 4.6.8 All participants should be encouraged to have water bottles and replace fluids regularly during the class.
- 4.7 Class Introduction
 - 4.7.1 Prior to beginning each class an introductory preamble by the instructor should assess:
 - i. The experience of the participants.
 - ii. Known medical problems and injuries.
 - iii. The approximate fitness level of the participants.
 - 4.7.2 Participants should be encouraged to:
 - i. Work at their own pace.
 - ii. Hydrate regularly.
 - iii. Take breaks if they are required.
- 4.8 Aqua Exercise Equipment
 - 4.8.1 Aqua exercise equipment should not be placed so that it impedes on traffic flow areas e.g. pool concourse.
 - 4.8.2 Exercise mats should be constructed of a non-slip material and be placed to avoid being a trip hazard to the instructor and others.
 - 4.8.3 It is recommended that all equipment be checked prior to class commencement.
 - 4.8.4 It is recommend that all mains power sound equipment should have earth-leakage protection fitted and be positioned so as to reduce the risk of electrocution.

5. REFERENCES Guideline CLS2 Emergency Action Plan.

GUIDELINE CLS32.

1. TITLE SWIM SCHOOL CLASS EXCURSIONS

2. PURPOSE To provide guidance on the standard of duty of care required by swim school educators and management when conducting swim school class excursions.

3. DEFINITION

3.1 Along with the professional obligation the teacher has towards his or her students during any lesson, there is a legal duty of care to take practicable measures within the circumstances to protect the students in their care from risks of injury that the educator should have reasonably foreseen.

3.2 In excursions, this duty of care has two main characteristics. The first is to provide adequate supervision and protection from known hazards and risks that could arise, and against which preventative measures could be taken. The second is to provide safe and suitable buildings or shelter, grounds and equipment.

4. GUIDELINES

4.1 To minimise the risk of injury, it is recommended that the educator along with the facility management undertake a risk management analysis to aid in the identifying and controlling hazards and risks.
(Refer Appendix B Risk Management)

4.2 Emergency Management Planning

4.2.1 It is recommended that the educator and the facility management develop and maintain an emergency management plan that describes the actions to be performed during and following an emergency during an excursion.

4.2.2 The responsibility of the management and educators to plan for the safety of staff and students involved in an excursion extends beyond planning for events occurring under normal circumstances. All excursions must be planned in such a manner to ensure that the safety of students and staff is maintained, and that all students are adequately supervised, even during an emergency.

All emergency management planning should include:

- i. The range of emergencies covered.
- ii. A site plan where appropriate.
- iii. A description of the area and environment.
- iv. An assessment of risks and hazards.
- v. Roles and responsibilities of staff and others.
- vi. Procedures for reporting emergencies.
- vii. Procedures to be followed by staff and students during emergency procedures.
- viii. Alternative evacuation routes and assembly areas.
- ix. Emergency services contact numbers.
- x. Arrangements for establishing recovery programs following emergencies, (Department of Education, 1996).

(Refer Guideline CLS2 Emergency Action Plan)

(Refer Department of Education, 1997)

4.3 Excursion Approval

Prior to an excursion in which students leave the aquatic facility for the purpose of engaging in educational activities, the approval of the facility management and/or the education provider management must be obtained.

4.3.1

Approval Considerations

Before approving an excursion, the facility management and/or the education provider management need to consider the following:

- i. The contribution of the activity to the students learning.
- ii. The adequacy of the planning, preparation and organisation of the excursion.
- iii. The provisions for the safety and welfare of students (including those with a disability or impairment) and staff.
- iv. The experience and competence of staff relevant to the activities being undertaken.
- v. The adequacy of the student supervision.
(Refer Section 4.5 Medical Information below).

4.4

Consent for Student Participation

- i. Any student under the age of 18 must provide written consent from a parent or guardian to participate in any excursion.
- ii. Students 18 years of age and over may sign consent forms on their own behalf.
- iii. Parents and/or guardians asked to sign consent forms must be given sufficient information about the nature of the proposed activity, the risks involved, and the degree of supervision, to enable them to make an informed decision.
(Refer Form 1 Proforma: Parent/Guardian Excursion Consent)
- iv. Consent forms are to remain at the facility where instruction normally occurs or to be taken on the excursion by the educator-in-charge. A list of participants and contacts should be held by both the facility and the educator-in-charge in case of an emergency.
(Refer Section 4.7 Emergency Documentation below)

4.5

Medical Information

- i. Excursion staff must have adequate and up-to-date medical information about students who are participating in each excursion.
- ii. Prior to each excursion being approved by the facility or education provider management a confidential medical information form must be completed for each student. (Refer Form 2 Proforma: Confidential Medical Information).
- iii. The student confidential medical information forms must be taken on the excursion by the educator-in-charge, and must be accessible to other staff in emergency situations. A copy of these forms should be left at the aquatic or education management facility.

4.6

Supervision

4.6.1

The minimum ratio between teacher : student is one to ten (1:10) for any open water learning experience (surf beach, lake, river etc).
(Refer Guideline CLS25 Teacher to Pupil Ratios)

4.6.2

Sufficient excursion staff to ensure appropriate and effective supervision must be provided, and should include the following factors:

- i. Qualification and experience of excursion staff.
- ii. Knowledge of area to be visited by excursion staff.
- iii. Age, maturity, ability, experience of students.
- iv. Nature and location of excursion.
- v. Activities to be undertaken.

(Department of Education, 1996)

4.6.3

Each staff member must be appropriately positioned to effectively account for all students in their respective swimming groups at all times.

4.6.4

Aids such as ropes, poles and approved buoyancy devices that can be used for emergency rescues should be readily available.
(Refer Guideline CLS3 Rescue Equipment)

4.7 Emergency Documentation

Relevant details of each excursion must be held by aquatic and/or education facility management, and should include:

- i. Location of excursion participants at all times, including during travel.
- ii. Contact number of all excursion staff.
- iii. Names and family contacts for all students and staff.
- iv. Copies of parent/guardian approval and medical advice forms.

4.8 Staff Qualifications for Excursions

It is recommended that for each excursion the supervisory staff present hold a current relevant rescue qualification, such as a RLSSA Bronze Medallion, RLSSA Swim Teachers Rescue Award or AUSTSWIM Teacher of Swimming and Water Safety.

5. REFERENCES

Guideline CLS2 Emergency Action Plan.

Guideline CLS3 Rescue Equipment.

Guideline CLS25 Teacher to Pupil Ratios.

Appendix B: Risk Management.

Form1 Proforma: Parent/Guardian Excursion Consent.

Form 2 Proforma: Confidential Medical Information.

Department of Education, (1992). Safety in Outdoor Adventure Activities.

Department of Education, (1996). Schools of Future Reference Guide, Melbourne.

Department of Education, (1997). Managing School Emergencies, Melbourne.

SECTION : 07

FURTHER
INFORMATION

APPENDIX A

1. TITLE DEFINITIONS

2. DEFINITIONS

Breathing Apparatus

Self contained equipment with compressed air tank and face mask allowing access into a contaminated environment without risk to the wearer.

CPR

Cardio Pulmonary Resuscitation.

Critical Incident Stress (CIS)

Often referred to as Post Trauma Stress. An emotional, physical or mental reaction to a traumatic incident.

Dangerous Goods

Dangerous Goods are those substances that may be corrosive, flammable, explosive, toxic, oxidising or water reactive. Dangerous Goods are classified as those which will have an immediate physical or chemical affect on property, people or the environment by fire, explosion, corrosion, or poisoning.

Deep

Water of 1.5m deep is considered the generic deep-water depth measurement.

Emergency Action Plan (EAP)

A pre determined, documented and rehearsed plan of action implemented on the witnessing or advice of the occurrence of an emergency (e.g. fire, bomb threat, chemical spill).

EQ

Equivalent Qualification.

Guideline

A guideline is a voluntary standard.

Gutter

A channel around the edge of a swimming pool into which water flows for return to the filtration heating and treating equipment.

Hazard

A source of potential harm.

Hazardous Substance

Hazardous Substances are those substances that may have a health effect on those who deal with them. A Hazardous Substance may also be classified as a Dangerous Good.

Lap Swimming

Generally a formal swimming activity undertaken for exercise, rehabilitation and competition training within a defined lane of a swimming pool.

Likelihood (as defined by AS/NZS 4360: 2004 Risk Management).

Used as a general description of probability or frequency. (Note: Can be expressed qualitatively or quantitatively)

Major Incident

An incident resulting in injury or damage which is deemed to be life threatening.

Minor Incident

An incident resulting in injury or damage which is not deemed to be life threatening.

NOHSC

National Occupational Health and Safety Commission.

Personal Protective Equipment

Personal Protective Equipment (PPE) such as gloves, goggles and face mask are designed to protect an individual when they are working in a hazardous environment.

Public Place (as defined by AS/NZS 2927:2001 The storage and handling of liquefied chlorine gas)

Any place other than private property, open to the public, which the public has a right to use and which includes a public road. Private car parking areas are not considered to be public places.

Regular

A normal occurrence.

Risk (as defined by AS/NZS 4360: 2004 Risk Management)

The chance of something happening that will have an impact on objectives.

(Note 1: A risk is often specified in terms of an event or circumstance and the consequences that may flow from it).

(Note 2: Risk is measured in terms of a combination of the consequences of an event and their likelihood).

(Note 3: Risk may have a positive or negative impact).

Risk Management

The identification and management of potential and existing hazards.

RLSSA

The Royal Life Saving Society Australia.

Wet Deck

The pool concourse is essentially flush with the surface of the pool water. The water flows into the wet deck gutter(s) to return to the plant room.

APPENDIX B

TITLE: RISK MANAGEMENT

ABSTRACT

Risk management is the process of identifying, assessing and controlling risks to people, to an organisation, or to an asset. Formalized risk management is becoming an essential tool in the aquatics industry. It is relevant to many facets of the aquatics industry such as supervision, programming, occupational health and safety and plant room operation. A risk management plan is a requirement under various governmental legislations such as the Victorian Dangerous Goods (Storage and Handling) Regulations 2000 and the National Occupational Health and Safety Commission – National Standard – Storage and Handling of Workplace Dangerous Goods.

(Refer to AS/NZS 4360-2004 Risk Management and HB 436-2004 Risk Management Guidelines Companion to AS/NZS 4360-2004).

DESCRIPTION

The most important steps to take in risk management are risk identification and analysis. Risk management can cover many facets of the operation of an aquatic venue, but in particular must be done in relation to Dangerous Goods and Hazardous Substances, as it is required by law in some cases.

Risk management, as described in Australian Standard AS/NZS 4360:2004 Risk management, involves establishing an appropriate infrastructure and culture and applying a logical and systematic method of establishing the context, identifying, analysing, evaluating, treating, monitoring and communication risks associated with any activity, function or process in a way that will enable organisations to minimize losses and maximize gains.

Establishing the context involves defining the risk analysis project and its goals and objectives, defining the time and location the project will run for and defining the extent and comprehensiveness of the analysis.

The criteria against which the risks are to be evaluated needs to be determined. The criteria may be an organisational set of criteria, designed so that you can find the extent of compliance against what your own organisation expects. The criteria used could also range from international or national best practice, applicable laws, regulations, and industry guidelines such as the Guidelines for Water Safety in Hotels, Motels, Camping and Caravan Grounds, Australian Standards or even to the criteria other Hotels, Motels or Camping and Caravan Ground Swimming Pool and Spa operators are setting themselves by.

Once you have established the context of the analysis, the next step is to identify the risk(s). Obviously the methods used to identify the risks will vary according to what risks are being looked for. They may involve physical testing of plant, water quality, air handling etc or they may involve auditing documents, procedures and financials. Of utmost importance is that the identification be systematic and thorough. Anything that is not picked up at this stage can't be dealt with in the latter stages of the analysis.

In the identification process, look at what can happen by getting a list together of factors that may affect the item being assessed. Once this list of what can happen has been established, look at what, how and why these things may happen and what tools or techniques will be necessary to identify these risks. Tools may include checklists, brainstorming, scenario analysis and systems analysis.

Risk analysis is deciding what level of risk is associated with the risks highlighted in the identification process (the previous step). Is it a major risk or is it a minor risk? A common approach to analysing risk is to use a risk analysis matrix. The matrix is either a qualitative analysis which uses descriptive scales to describe the likelihood of an event occurring (ranging from almost certain to rare) and to describe the potential consequences if the event does happen. Or it can be a quantitative analysis where numerical values are assigned such as frequencies for an event happening and outcomes measured in dollar costs. An example of a qualitative risk analysis matrix is shown in Tables 1 - 3. Once the risks have been identified and analysed, they need to be treated. Risk treatment can involve many strategies but they should fall into one of four categories, which are:

- a) Reduce the likelihood.
- b) Reduce the consequences.
- c) Transfer the risk.
- d) Avoid / eliminate the risk.

Each strategy will have its own pros and cons. Some will be impractical such as eliminating the risk of drowning in a pool by removing the water. Other issues will involve cost, time and the willingness of others to take on a risk. Throughout the whole process, monitoring of the risks and the effectiveness of the risk treatment and systems is vital, as is communication. The relevant stakeholders need to be informed of the process. This is so as to minimise any conflict or misunderstanding with people such as staff, the facility's clientele, local residents, contractors, other organisations such as councils as to why the outcomes of the analysis have been what they are.

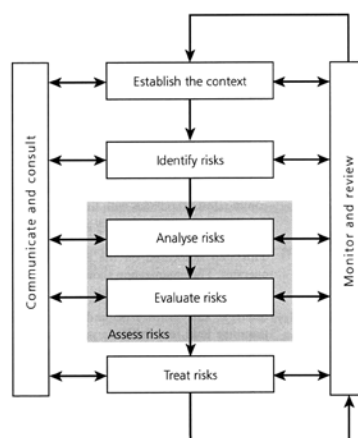


Fig 1. Risk Management Process Flow Chart from AS/NZS 4360

Risk management is a vital process for both the aquatic and the body corporate industry and its clientele. The Australian Standard AS/NZS 4360:2004 Risk Management and the Handbook HB 436:2004 Guidelines to AS/NZS 4360:2004 is a very valuable tool in this regard.

RISK ASSESSMENT PROCEDURE

IDENTIFICATION

Identify hazards that could cause harm. This is the responsibility of everyone. Hazards can be identified by various means. Reviewing incident and accident data, conducting audits utilising checklists and regular inspections using personnel’s experience are just a few means of identifying hazards. All potentially harmful hazards must be reported to management.

EVALUATION

You will have to decide whose responsibility it is to evaluate the identified hazards. Whether they are internal or external to your organisation, they must do this stage in consultation with your staff. Persons involved should be familiar with the subject being assessed and will evaluate the risk level associated with the hazard determine the consequence, the exposure and the probability of each identified hazard.

For each identified hazard ask “what if” questions:

- What if that fell, burst or leaked?
- What if someone tripped over that?
- What if someone un-authorized enters the area?
- What if someone does that job when they are tired, or rushed?
- What if someone touched/sniffed that?

This will enable you to determine the potential severity (consequence) that could result.

Likelihood:

Estimate how likely the consequence is to happen as a result of exposure to the hazard using the following table:

Table 1. Qualitative Likelihood

CATEGORY	PROBABILITY	DESCRIPTION
A.	Almost certain, common;	Is expected to occur in most circumstances;
B.	Likely, has happened;	Will probably occur in most circumstances;
C.	Possible, could happen;	Might occur at some time;
D.	Unlikely, not likely;	Could occur at some time;
E.	Rare, practically impossible.	May occur only in exceptional circumstances.

Consequence:

What sort of harm could be caused? Classify the category of the consequence using the following table:

Table 2. Qualitative Consequence

CATEGORY	CONSEQUENCE (HARM)	DESCRIPTION
1.	Catastrophic;	Fatalities;
2.	Major;	Serious injury, such as permanent disability;
3.	Moderate;	Medical treatment or lost time injury;
4.	Minor;	Minor injury, such as first aid;
5.	Insignificant.	No injury.

Once you have decided on the appropriate category for the likelihood of the event occurring and a category for the consequences (if it does occur), a risk score can be determined. This is done by cross-referencing the likelihood of the consequence being realised (A, B, C, D, or E) with the potential consequence (1,2, 3, 4, or 5) using the matrix in Table 3.

For example, an event that has been rated as “likely to occur” will be Category B for Likelihood (refer Table 1), if the consequences have been rated as “minor”, it will be rated as Category 4 for Consequence (refer table 2). By cross referencing Column B and Row 4 in Table 3 below, you will get a risk assessment of 14, which falls into the medium risk level.

Table 3. Qualitative Risk Assessment Matrix.

A	B	C	D	E	
1	2	4	7	11	1
3	5	8	12	16	2
6	9	13	17	20	3
10	14	18	21	23	4
15	19	22	24	25	5

CONSEQUENCE
(HARM)

The risk scores that are arrived at after assessing each risk with the matrix can provide a ranking that will give an indication of the priority and the qualitative level of risk, and the subsequent need to take remedial action. Table 4 shows the levels of risk associated with the outcomes from using the Risk Assessment Matrix shown in Table 3.

Table 4. Levels of Risk

A SCORE OF 1 – 6 = HIGH RISK: IMMEDIATE CORRECTION REQUIRED. CONSIDER DISCONTINUING.
A SCORE OF 7 – 15 = MEDIUM RISK: ATTENTION NEEDED, CORRECTION REQUIRED.
A SCORE OF 16 – 25 = LOW RISK: PERHAPS ACCEPTABLE AS IS.

The level of acceptable risk varies with all hazards. It varies with the ways and available means of reducing that risk and the skills and competencies of persons managing the risks. What is an acceptable risk in one situation may not be an acceptable risk in another situation. Each risk must be assessed and dealt with on an individual basis.

CONTROL

Risk control can be defined as modifications to a task or process in order to reduce the level of risk to a level that is as low as reasonably achievable. This will involve identifying a range of options for treating the risk.

The following table provides information on the preferred sequence of risk control in the workplace as has been defined by the National Occupational Health and Safety Commission (NOHSC). This sequence is known as the “hierarchy of controls”.

For further information please refer to <http://www.nohsc.gov.au/OHSinformation/Databases/OHSSolutions/hierarchy.htm> or http://www.workcover.vic.gov.au/vwa/home.nsf/pages/so_glossary - H

METHOD	HOW TO DO IT	EXAMPLES
Elimination	Eliminate the hazard from the workplace altogether. NOTE - <i>this is the most effective way the workplace can be made safer. You should always try to do this before attempting any other method of control.</i>	<ul style="list-style-type: none"> • Dispose of unwanted chemicals. • Eliminate hazardous plant or processes. • Repair damaged equipment promptly.
Substitution	If it is not possible to eliminate the hazard, substitute it with something - preferably of a lesser risk - which will still perform the same task in a satisfactory manner.	<ul style="list-style-type: none"> • Reduce box size wherever possible, to reduce weight. • Replace a hazardous chemical with a less dangerous one.
Isolation	Isolate the problem from staff – this is often done by the use of separate purpose-built rooms, barricades, or sound barriers, etc.	<ul style="list-style-type: none"> • Isolate and store chemicals properly. • Put noisy machinery in soundproofed rooms. • Use lock-out tags.
Engineering controls	Re-designing equipment, work processes or tools to reduce or eliminate the risk.	<ul style="list-style-type: none"> • Ensure proper machine guarding is in place. • Use anti-glare screens on computer VDU's. • Change bench heights to reduce bending.
Administrative controls	Provide appropriate training, written work procedures, adequate supervision, signage, maintenance of plant and equipment, or limitation of exposure time.	<ul style="list-style-type: none"> • Give appropriate training to all staff. • Provide adequate warning signs. • Maintain plant and equipment properly.
Personal protective equipment (PPE)	Provide adequate personal protective equipment. NOTE - <i>this is the least preferable method of dealing with a hazard – it should only be adopted when all other methods have proven unsuitable.</i>	<ul style="list-style-type: none"> • Provide earplugs for staff in noisy areas. • Make sure eye protection is worn when staff are working with hazardous chemicals.

The hierarchy of control should be considered as far as practicable in determining the most appropriate type of risk control.

Practicable means feasible having regard to:

- a) The severity of the hazard or risk in question.
- b) What we know about the hazard or risk and ways to remove or lessen it.
- c) Available ways to remove or lessen.
- d) The cost.

In practice a less preferred method of control might be used initially to reduce a hazard until a preferred method is completed.

The Australian Standard for risk management, AS/NZS 4360:2004 Risk management takes a different approach to risk treatment. They have identified five options for the treating risks and they are:

- a) Risk aversion (avoidance).
- b) Reduce the likelihood of the occurrence.
- c) Reduce the consequences.
- d) Transfer the risk (contracts, insurance, partnerships, joint ventures).
- e) Retain the risk (either as it is or use (b) & (c) first).

Even though it is a different approach, you can see how the risk treatment strategies advocated by the NOHSC fall under the five broad categories advocated in the Australian Standard.

An important point to remember when looking for suitable risk treatment solutions is that they have to be weighed up against the expected outcomes of the event happening. For example, one way to control the risk of a sodium hypochlorite spill is to not store it on site and to not use it. This risk control by elimination has successfully eliminated the risk of a spill but it also introduces new risks such as those associated with the new source of disinfection that would have to be utilized in the absence of sodium hypochlorite.

RECORD KEEPING

The outcome of any risk assessment should always be recorded and include:

- The name of the assessor.
- The date of the assessment.
- The locality for which the assessment was done.
- The risks / hazards that were assessed.
- The risks that were identified.
- Details on how the identified risks were controlled and why.

MONITOR AND REVIEW

Whatever risk management program is utilized, it is very important to continue to monitor and review the whole process from the very start at establishing the context through to risk control. The situations requiring risk management are fluid in nature and require a continual process of monitoring and review. If any new or different chemical is introduced, then the risk assessment should be repeated for this chemical.

Further Information

AS/NZS 4360 –2004: Risk management (available from Standards Australia – www.standards.com.au)
HB 436 – 2004: Guidelines to AS/NZS 4360:2004.

APPENDIX C

1. TITLE REFERENCES

AUSTRALIAN STANDARDS

AS 1319-1994

Safety signs for the occupational environment.

AS 1345-1995

Identification of the contents of pipes, conduits and ducts.

AS 1428.1 – 2001

Design for Access and Mobility - General Requirements for Access - New Building Work.

AS 1668.2-2002

The Use of Ventilation and Air-conditioning in Buildings - Ventilation Design for Indoor Air Contaminant Control.

AS 1894-1997

The storage and handling of non-flammable cryogenic and refrigerated liquids.

AS 2342 – 1992

Development, Testing and Implementation of Information and Safety Symbols and Symbolic Signs.

AS 2416 – 2002

Design and Application of Water Safety Signs.

AS 2610.1–1993

Spa Pools - Public Spas.

AS 2610.2 -1993

Spa Pools - Private Spas.

AS 2899.1 – 1986

Public Information Symbol Signs – General Information Signs.

AS 2899.2 – 1986

Public Information Symbols Signs - Water Safety Signs.

AS/NZS 2927-2001

The storage and handling of liquefied chlorine gas.

AS 3633-1989

Private Swimming Pool – Water Quality.

AS/NZS 3661.2- 1994

Slip Resistance of Pedestrian Surfaces - Guide to the Reduction of Slip Hazards.

AS 3745 – 2002

Emergency control organisation and procedures for buildings, structures and workplaces.

AS 3780-1994

The storage and handling of corrosive substances.

AS 4326-1995

The storage and handling of oxidizing agents.

AS 4332-2004

Storage and handling of gases in cylinders.

AS/NZS 4360 – 2004

Risk Management.

AS/NZS 4586 - 2004

Slip resistance classifications of new pedestrian surface materials

AS/NZS 4663 - 2004

Slip resistance measurement of existing pedestrian surfaces.

HB 197 - 1999

An Introductory Guide to the Slip Resistance of Pedestrian Surface Materials

OTHER

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http://www.lightningsafety.com/nlsi_pls/indoor_pools.html.

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The Royal Life Saving Society Australia Victoria Branch, (2004). Guidelines for Water Safety in Urban Water Developments. Issue 1, January 2004.

The Royal Life Saving Society Australia, (2004). Guidelines for Safe Pool Operation.

The Royal Life Saving Society Australia, (2004). The National Drowning Report 2004.

Victorian WorkCover Authority (1995). Code of Practice: First Aid in the Workplace. Melbourne: WorkCover, Victoria.

www.sunsmart.com.au

APPENDIX D

FURTHER INFORMATION

REFERENCES SPECIFIC TO THE AQUATIC ENVIRONMENT.

References may be sourced from a number of areas. These may include

- Your Local Government Health Departments
- State and Territory Department of Human Services
- Aquatics & Recreation Victoria (ARV)
- Royal Life Saving Society Australia:
Guidelines for Safe Pool Operations
Guidelines for Water Safety in Urban Water Developments
Guidelines for Water Safety - Commercial Swim Schools & School Pools
Guidelines for Water Safety - Hotel, Motel, Camping & Caravan Grounds
Guidelines for Water Safety - Inland Water Bodies
- Life Saving Victoria (2006). Aquatic and Recreational Signage Style Manual. Third Edition, July 2006).
- Chemical Suppliers:
 - Orica
 - Spectrum Chemicals
 - BOC Gases
 - Air Liquide
 - Local Retail Outlets
- Various State and Territory Workcover Authorities
- Environmental Protection Authority (EPA)
- Equipment Manufacturer's Guidelines

GOVERNMENT

Federal

- Australian Dangerous Goods Code 1998
- National Occupational Health & Safety Commission: National Standard - Storage and Handling of Workplace Dangerous Goods
- National Occupational Health & Safety Commission: National Code of Practice - Storage and Handling of Workplace Dangerous Goods

Australian Capital Territory

- Dangerous Goods Act 1975
- Dangerous Goods Regulations 1978
- Occupational Health and Safety Act 1989
- First Aid in the Workplace: Code of Practice 1994

New South Wales

- Dangerous Goods (General) Regulations 1999
- Occupational Health & Safety Regulation 2001
- Health and Safety Guide: First Aid in the Workplace 2001

Northern Territory

- Dangerous Goods Regulations 2003
- Work Health (Occupational Health and Safety) Regulations 2002
- A Guide to First Aid in the Workplace 2003

Queensland

- Dangerous Goods Safety Management Regulation 2001
- Workplace Health and Safety Act 1995
- Workplace Health and Safety (Miscellaneous) Regulation 1995
- Workplace Health and Safety Regulation 1997
- Workplace Health & Safety Queensland Advisory Standard 2003 for Hazardous Substances
- First Aid Advisory Standard 2004

South Australia

- Dangerous Substances Act 1979
- Occupational Health, Safety and Welfare Act 1986
- Code of practice for the Control of Workplace Hazardous Substances
- South Australian Government Code of Practice for Occupational Health and First Aid in the Workplace.

Tasmania

- Dangerous Goods Act 1998
- Dangerous Goods (General) Regulations 1998
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulations 1998
- Hazardous Materials Emergency Manual
- A Guide to First Aid in the Workplace

Victoria

- Occupational Health and Safety Act 2004
- Occupational Health and Safety Hazardous Substances regulations 1999
- Code of Practice for Hazardous Substances No 24, June 2000
- Code of Practice for First Aid in the Workplace No 18, June 1995
- Dangerous Goods Act 2000
- Dangerous Goods (Storage and Handling) Regulations 2000
- Code of Practice for the Storage and Handling of Dangerous Goods No 27, December 2000
- Health (Infectious Diseases) Regulations 2001
- Department of Human Services (Victoria) - Pool Operators Handbook

Western Australia

- Explosives and Dangerous Goods (Dangerous Goods Handling and Storage) Regulations 1992
- Guidelines for the Preparation of an Emergency Plan and Manifests
- Occupational Safety and Health Regulations 1996
- Guidance Note – General Duty of Care in Western Australian Workplaces (Worksafe Western Australia Commission)
- Guidance Note – Storage of Dangerous Goods Placarding of Stores and Premises (Department of Industry and Resources)
- Guidance Note – Storage of Dangerous Goods – General Requirements for Licensed (Department of Industry and Resources)
- Guidance Note – Storage of Dangerous Goods – General Requirements for Premises Exempt from Licensing (Department of Industry and Resources)

CLS Guideline Information

For Australian Standards information:

Standards Australia

t 1300 654 646

w www.saiglobal.com.au

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