

Safe to Practice

Creating Safe Sessions Related Resources

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Introduction

Welcome to the Safe to Practice: Creating Safe Sessions Related Resources!

Curated to enhance your learning experience, these resources complement the lessons covered in the course, providing practical tools and templates that you can edit, download, and or print out to complete.

From worksheets to templates and guides, you'll find a diverse range of resources to support you every step of the way.



We've also included a section where you can take notes on action points, next steps or even a to-do list as you learn.

We believe that active engagement and practical application are key ingredients for effective learning, and we're excited to provide you with the tools you need to succeed on your learning journey.

Happy learning!

Areas to be checked:	YES	NO	N/A
ACCIDENTS AND FIRST AID			
EQUIPMENT			

Areas to be checked:	YES	NO	N/A
CLEANING AND WASTE			
SAFE ACTIVITY			

Pre-session Health and Safety Checklist

Learner's name:		Date:	
Venue:		Group:	
Location:			
Location of nearest telephone:			
Location of first-aid kit:			
Name of appointed first-aider:			
Evacuation procedures:			
Facility Checks - Please cross (x) to confirm that the following items have been checked:		Participants - Please cross (x) to confirm that the following items have been checked:	
Temperature - appropriate to the activities being coached		Appropriate clothing	
Fixtures and fittings - all secured appropriately		Footwear	
Emergency exits - clear from obstructions		Jewellery	
Procedures - Please cross (x) to confirm that the following have been explained to participants:		Hair	
Health and safety procedures		Mobile phones - switched off/onto silent	
The rules of the facility/venue/session		Eating/chewing - all chewing gum is removed	
Any potential hazards		Participant : Coach ratio - maintains participant safety	
The emergency procedures			

How to Write an Emergency Action Plan

EAPs can take whatever format you choose that creates the easiest to follow process. There are three common formats:

1. **Simple Steps** – Numbered or bulleted, with short and simple sentences for explanation.
2. **Hierarchical Steps** – Numbered steps in order, with a set of steps under each numbered step.
3. **Flowchart** – Most commonly used where the EAP may have variable factors.

What should be in an EAP?

EAP Header Page

The first part of an EAP should identify the key information to enable you to review and refine your EAPs:

- What the EAP is for
- What version the document is i.e., v1.0 or v2.0
- Who wrote the EAP and when
- When it is effective from
- When the standard review dates are
- What revisions have been made, by who and when.

EAP Content

This part will outline the following:

- Purpose of the EAP
- Who is responsible for it
- Who it applies to
- The actual step by step procedure
- References to other policies or regulations that it relates to, for example Risk Assessments
- Any evaluation criteria to check effectiveness.

How to write a EAP

The following steps should help you to simply create usable EAPs that are easy to understand, simple to follow, and effective in what they achieve.

STEP 1 - Establish what the EAP is for

This step is to specifically define the type of emergency you are planning for.

Example - This EAP is in the event of a significant injury occurring to a participant that involves medical intervention, emergency services or hospital admission.

STEP 2 - Choose the best format

Depending on how complex the process is, you will need to decide whether to use a simple step format or a **hierarchical step** with sub-steps.

Example - Dealing with an injury should be as simple as possible and follow a clear procedure, but there may be a number of steps in each action, so a hierarchical step format may work for you.

STEP 3 - Clarify roles and responsibilities

An EAP is likely to involve everyone that is in authority. Depending on the type of EAP, roles and responsibilities should be defined and assigned to each of the steps. This may not be specific to the person, but more of a role that someone needs to carry out. This may be as simple as allocating a role number to responsible people when the emergency occurs, but it important that everyone understands what those numbers mean they are responsible for if they are allocated it:

- **Role 1 - Coach attending to the injury and liaison with Emergency Services.**
- **Role 2 - Managing other participants safety.**
- **Role 3 - First Aider.**

STEP 4 - Consider what needs to happen in order and write the steps for the EAP

Because this is a situation that hopefully doesn't occur very often, you would need to involve anybody else that may be involved in it to make sure everyone agrees on the steps. Think about the logical order that needs to be followed to make sure the injured party is at the centre of the process and that their well-being drives the actions.

TASK	STEP	ACTIONS	PERSON
1	1a	Make sure the injured party is breathing and conscious.	Role 1
	1b	Make sure the injured party is stable and can remain still and calm.	Role 1
	1c	Alert other adults that an injury has occurred so they can assist.	Role 1
	1d	If the injured party is on equipment, ensure equipment is stable and the participant can remain in place.	Role 1
2	2a	Remove the other participants from the area and ensure they are suitably supervised elsewhere and, if and when necessary, dispersed back to parents/carers.	Role 2
	2b	Check the injury and assess whether emergency services need to be contacted. If they do ask Role 2 to contact them immediately via 999.	Role 1 and Role 2
	2c	Alert the First Aider that an injury has occurred, and that assistance is required.	Role 1
	2d	Assess what Emergency First Aid is required and commence appropriate treatment. If there is bleeding, ensure the appropriate PPE is used.	Role 3

	2e	Close off the area and ensure access routes are free from obstacles and activity.	Role 2
3	3a	Reassure the injured party and ensure they remain calm and still.	Role 1
	3b	Provide details directly to the emergency services and follow the prescribed emergency action plan.	Role 1
	3c	Contact the parents/carers of the injured party that an injury has occurred. If they are off-site, request their immediate attendance.	Role 2
	3d	If you are in a shared or public venue, alert the venue that emergency services will be attending and where they should be directed to.	Role 2
	3e	Continue with reassurance and first aid until the injured party can be responsibly handed over to medical services.	Role 3
4	4a	Complete an Accident Report confirming details of who, when, what and where, as well as contact details for all parties.	Role 1
	4b	If you are in a shared or public venue, share a copy of the Accident Report with the venue.	Role 1
	4c	Review the risk assessments specifically for the equipment and activity to ensure any new risks are recorded or any additional controls are recorded and deployed.	All Roles

STEP 5 - Get the EAP reviewed and shared with all relevant people

This review step is to make sure you haven't missed anything. It's important to share to ensure everyone who may be involved in the deployment of an EAP knows exactly what the steps are and what their role and responsibility are. This may include coaches, helpers, volunteers or venue management if you are in a shared space.

For some types of EAPs, for example Fire Evacuation EAPs, the information should also be shared with any visitors or parents that may be in attendance. Details should include what their roles and responsibilities are and be clear about who is responsible for the safe evacuation of participants.

STEP 6 - Carry out EAP drills or practices regularly

EAPs are only used on rare occasions, so it is critical that people involved in the EAP don't forget what to do. Carrying out regular EAP drills or practices will ensure, when needed, everyone involved will be able to carry out their responsibilities quickly and effectively.

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Creating a Safe Environment: Reflective Template

Question	Response
Session Safety Checks	
1. Who is responsible for leading and coordinating pre-session safety checks within the coaching team?	
2. How can you involve participants in safety checks, promoting their awareness and responsibility for their well-being?	
3. What protocols are in place to address and rectify any safety concerns identified during pre-session checks?	
Coach-to-Participant Ratios	
1. What is your sport or physical activity coach-to-participant ratio for the group or session that you coach?	
2. Are the appropriate coach-to-participation ratios for your sport or physical activity included in your organisation's risk assessment?	
3. Where do potential challenges arise in maintaining consistent coach-to-participant ratios, and how can you proactively address these issues?	
4. What strategies do you have in place to address situations where participant numbers fluctuate unexpectedly, impacting the established ratios?	

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Creating a Safe Environment: Reflective Template

Question	Response
Recognised Practice	
1. Do you have session plans that define the progressions for your participants?	
2. Where are they kept and how would a coach covering your session access them?	
3. How do you record progress and any adaptations for specific participants?	
4. How do you communicate to participants (and their parents or carers), so they understand the benefits and safety aspects of coaches providing physical support?	
5. Where or when might potential deviations from recognised practice occur, and how can you address these situations to maintain a consistent coaching approach?	
Safe Dispersal	
1. What do you do to ensure the safe dispersal of your participants?	
2. How do you communicate the importance of safe dispersal to participants (and parents or carers)?	

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Creating a Safe Environment: Reflective Template

Question	Response
3. Where is your participant information stored, and what security measures are in place to protect this data?	
4. What specific dispersal plans and protocols do you have in place to address different scenarios, such as emergency evacuations?	
5. How do you educate participants about the importance of following safe dispersal procedures for their well-being?	
Contingency and Emergency Action Plans (EAP)	
1. What emergencies may reasonably occur in your setting that need to be planned for?	
2. Does your organisation have EAPs? Where are they located? How often are they reviewed?	
3. How do you incorporate regular drills into your coaching programme to practice emergency response procedures?	
4. Where in your training venue or facility are designated meeting points or assembly areas for participants during emergencies, and how are these locations communicated?	

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Creating a Safe Environment: Reflective Template

Question	Response
General	
1. What are you/your organisation doing really well?	
2. What do you need to improve on?	
3. Which areas are important, and which are urgent?	
4. What have you learnt today that you'll communicate to others?	
5. How can you create more opportunities to reflect on safe practice?	
6. Where/who can you go to for support if you need it?	

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Notes



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