

Safe to Practice

Creating a Safe Environment Related Resources

Safe to Practice

Creating a Safe Environment Related Resources

Introduction

Welcome to the Safe to Practice: Creating a Safe Environment 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!

How to Write a Normal Operating Procedure

NOPs 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 NOP may have variable factors.

What should be in a NOP?

NOP Header Page

The first part of a NOP should identify the key information to enable you to review and refine your NOPs:

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

NOP Content

This part will outline the following:

- Purpose of the NOP
- 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, e.g. risk assessments
- Any evaluation criteria to check effectiveness.

How to write a NOP

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

STEP 1 - Establish your end goal

This step is to define what you are trying to achieve by creating a NOP.

Example - 'This NOP is to lock the building up securely once the session has finished'.

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 - Securely locking up the building is a simple set of steps that need to be followed in order, so the simple step format is perfect.

STEP 3 - Do the process and write the steps for the NOP

This is the actual doing. It is often easier and more effective to grab a pen and paper and do the process from end to end, recording each step as you go, rather than sitting scratching your head, trying to remember how you complete the task normally.

Example -

Task 1	Check all fire doors are closed and secured
Task 2	Check the door to the equipment cupboard is closed and locked
Task 3	Check the changing area for emptiness and cleanliness
Task 4	Check the toilets have been flushed
Task 5	Empty the bins and replace with clean bin bags
Task 6	Switch off the lights
Task 7	Close and lock the main door
Task 8	Set the intruder alarm
Task 9	Close and lock the outside door

STEP 4 - Get the NOP reviewed and agreed

This step is to make sure you haven't missed anything. A great way to check and challenge the NOP is to ask someone to follow it exactly and make sure it does what you want it to do.

You should record who reviewed it and when.

Example - NOP reviewed by Dany Davison on 15th February.

STEP 5 - Set a review date

In the same way you would for a risk assessment, you should always have clear review dates. There are many processes that won't change but they should still be reviewed regularly (at least annually) to ensure any changes or additions are recorded.

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 i.e., 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.

Risk Assessment

Risk assessment number:	Date of risk assessment:
Task/area/activity assessed:	Assessment completed by:

LIKELIHOOD					CONSEQUENCE (Worst Case)				
5	4	3	2	1	5	4	3	2	1
Extremely Likely	Very Likely	Likely	Unlikely	Very Unlikely	Fatality	Severe Injury	Lost Time Injury	Minor Injury	No Injury

RISK RATING (Likelihood x Consequence)		
HIGH	MEDIUM	LOW
 13-25	 5-12	 1-4

RISK ASSESSMENT REVIEW PLAN		RESPONSIBILITY	
Review date	Review notes	Reviewed by	Next review date

Risk Assessment Record

Location/Site					
Activity					
Risk assessor				Date	
Hazard description	Cause and consequence (What causes the hazard and why is it harmful)	Control measures in place (Preventive action)	Recovery measures in place (Corrective action)	Severity/level of risk (low/medium/high based on evaluation of likelihood and impact)	Action completion details (Date and nominated staff)
Signed Name (in CAPITALS)			Time risk assessment completed		

Sporting Injury Reporting Form

Name		D.O.B	
Team/Group		Coach Name	
Location		Date of Injury Time of Injury	
Carer/Parent Name		Carer/Parent Mobile	
Injured Area		Cause of Injury (Mechanism)	
First Aider			
Evaluation			
Treatment			
Practice/ Competition Action (Select	Full Participation	Limited Participation with restrictions (provide)	No Participation until medical review

Safe to Practice

Creating a Safe Environment: Reflective Template

Question	Response
Managing Risk	
1. When were your/your organisation's risk assessments reviewed?	
2. What type of risk assessment do you/your organisation have in place?	
3. How do you communicate risks and control measures with other members of the coaching team and your participants?	
4. How can you involve participants in the risk management process to enhance their awareness and responsibility?	
Personal Protective Equipment (PPE)	
1. What PPE do your participants require?	
2. How often do you check your participant's PPE?	
3. When is the best time to introduce participants to the importance of specific PPE, and how can you make this educational process engaging?	
4. Where do you encounter challenges in enforcing PPE usage, and how can you address these issues proactively?	

Safe to Practice

Creating a Safe Environment: Reflective Template

Question	Response
Education of Participants	
1. When is the most effective time to introduce foundational safety concepts to your participants?	
2. How can you build upon this knowledge over time?	
3. What do you educate your participants about?	
4. How do you reinforce safe practice with your participants?	
5. How can you use technology to engage your participants about safe practice?	
Participant Information	
1. How do you/your organisation communicate the importance of providing accurate and comprehensive information to participants (and their parents or carers)?	
2. When do you collect important participant information?	
3. How do you/your organisation ensure it remains up to date?	
4. Where is your participant information stored, and what security measures are in place to protect this data?	

Safe to Practice

Creating a Safe Environment: Reflective Template

Question	Response
First Aid and Injury Management	
1. What first aid provision do you/your organisation provide?	
2. Who on the coaching team is designated as a first-aid responder, and how is this role communicated to participants?	
3. When was the last time you attended first aid training?	
4. How confident are you in managing a participant's return from an injury?	
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?	

Safe to Practice

Notes



Safe to Practice

Notes

