



Australian Government
Australian Sports Commission

COACH'S WORKBOOK

Module 3

Active After-school
Communities program
Safe environments

**Active After-school
Communities**

Helping kids and communities get active

Community Coach Training Program Module 3

Module time: 75 minutes

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Safe environments

On completing this module, participants will be able to identify and implement strategies necessary to minimise the risk of injury occurring and to manage injuries or emergency situations if they arise.

SPECIFIC LEARNING OUTCOMES

On completing this module, training program participants will be able to:

- outline the legal responsibilities of an AASC community coach
- identify potential risks, and identify and implement procedures for minimising risks associated with delivery of the program
- provide basic injury management and be able to outline basic emergency/reporting procedures.

The purpose of this module is to identify the type of legal responsibilities that may apply to an AASC community coach and an AASC school/OSHCS, identify potential risks and strategies to minimise risks associated with the delivery of an AASC program, and to consider procedures to be followed in the management of injuries or emergencies (should they occur).

3.1 Legal responsibilities of Active After-school Communities community coaches and schools/out of school hours care services

It is important for coaches and schools/OSHCSs to understand that although a key role is to provide structured physical activity programs for primary school-aged children that are motivating and engaging, coaches and schools/OSHCSs also have legal responsibilities to the children.

3.1.1 What is duty of care?

Every coach and school/OSHCS involved in the AASC program has a legal duty of care to ensure that anyone who takes part in the school's/OSHCS's programs or activities is protected from all reasonably foreseeable risks of harm. This is a common law responsibility that covers both action taken (things a coach or school/OSHCS does) **and** inaction (things a coach or school/OSHCS does not do). As such, every coach and school/OSHCS has a role in providing children with a safe environment in which to participate. Coaches and schools/OSHCSs should familiarise themselves with their duty of care (legal) responsibilities. In addition to contacting your relevant state or industry peak body, it is also a good idea to seek your own legal advice (*Providing Safe Environments for Children and Young People in Sport, Recreation and Adventure Organisations*, Queensland Government Department of Families, Brisbane, 2004).

To meet their duty of care to children in their programs and activities a coach needs to:

- be aware of their duty of care (legal) responsibilities relevant to the provision of physical activity programs
- put safeguards in place (identify potential risks or hazards, and identify and implement strategies to eliminate or reduce these hazards).

This protects both the coach and their participants. It is also in line with having a best practice program or organisation (*Junior Sport Framework*, Australian Sports Commission, Canberra, 2005).

It should be noted that whenever children are involved, the duty of care will generally increase. This is because unlike adults, children are not mature enough to fully assess all of the risks and potential consequences of participating in an activity or to form their own view on whether or not they wish to accept all of the risks of being involved in an activity. Coaches of children need to be mindful of the extra care necessary.

3.1.2 Duty of care (legal) responsibilities of the coach

The duty of care (legal) responsibilities of the coach in the AASC program environment are outlined in the table below. By meeting these responsibilities (which essentially means abiding by the AASC Community Coach's Code of Ethics — see Appendix 1.1), coaches can maximise safety, enhance the quality of the experience and substantially reduce the chances of a successful claim of negligence against them.

The legal responsibilities of the coach

1	Provide a safe environment	Facilities and equipment must be safe for both the children and others involved in the activity sessions. Adverse weather conditions must also be taken into account during all activity sessions.
2	Activities must be adequately planned	Unplanned or poorly planned activity sessions can impair learning, limit progress and cause injury. Using appropriate progressions in the teaching of new skills, especially potentially dangerous skills, and providing activities that cater for the range of ability levels in your group is imperative. This requires careful planning.
3	Children must be evaluated for injury and incapacity	Children with an injury or incapacity should not be expected to perform any potentially harmful activity. No children should ever be forced to take part in any activity that they do not wish to. Individual difference must be accounted for.
4	Young children should not be mismatched in activities (unless you adapt and modify the activity to safely include all children)	Young children should be matched not only according to age, but also to height, weight and maturity. Skill levels and experience should also be considered. If your group includes children with a wide range of age, height, weight, maturity and ability levels, modify your activities using the CHANGE IT principles (see Module 5), so that you can safely and effectively include all children.
5	Safe and proper equipment should be provided	Existing codes and standards for equipment should be met and all equipment should be kept in good order. It should always be adequately repaired so that it is safe to use at all times.
6	Children must be warned of the inherent risks of the activities	The inherent risks of any activity can only be legally accepted by the participants if they know, understand and appreciate those risks. In some situations, even such a warning may not be enough, for example, where children are involved in a supervised after-school activity such as an AASC program.
7	Activities must be closely supervised	Adequate supervision is necessary to ensure the playing area is as safe as possible. Each activity will have its own specific requirements in this regard.
8	Coaches should know first aid	Coaches should have a good knowledge of the basic emergency procedures and keep up to date on them. Coaches should know STOP (stop, talk, observe, prevent further injury) and RICER (rest, ice, compression, elevation, refer and record) procedures for managing injuries. All schools/OSHCSs should have a written emergency plan and ensure that appropriate medical assistance is available. At the very least, coaches should ensure nothing is done that could aggravate the injury.

9	Develop clear rules for activity sessions and general conduct	Many injuries are the result of fooling around in change rooms and playing areas. Clear rules should be developed for general conduct and behaviour in such situations.
10	Coaches should keep accurate records	Adequate records are useful aids for planning and are essential in all cases of injury or other significant incidents. Injury or incident reports (as appropriate) should be made as soon as possible after an injury or significant incident occurs (see your school/OSHCS for a copy of the required report forms/procedures). If, for some reason, your school/OSHCS does not have them, use the forms provided here as a record.

Source: Adapted from Australian Sports Commission 2004, *Beginning Coaching: general principles*, 3rd edn, ASC, Canberra.

This list is designed to get participants thinking about standards of care and related issues. It is not intended to provide a comprehensive guide to complying with the standard of care applicable when delivering an activity. The standard of care applicable will depend on the specific circumstances of the activity.

3.1.3 Duty of care responsibilities: contractor (paid) versus volunteer coaches

The duty of care responsibilities and standard of care expected of an AASC community coach is not determined by whether or not they get paid for providing their activity sessions and programs, it is determined by the specific circumstances in which they provide their activity sessions and programs, and their roles and responsibilities as an AASC community coach.

In other words, all coaches owe a duty of care to the children they are coaching, regardless of whether they are contractor (paid) or volunteer coaches. The standard of care required will also generally be the same for all community coaches (paid or volunteer), unless a coach claims to have special skills or qualifications.

If a coach claims to have special skills or qualifications, then the duty of care may be higher based on these purported skills and qualifications.

ACTIVITY 3.1: CONTRACTOR VERSUS VOLUNTEER DUTY OF CARE RESPONSIBILITIES

a Do you think the legal responsibilities of contractor (paid) versus volunteer coaches are the same or different?

b How might they differ?

- c What other factors might influence the duty of care responsibilities of an AASC community coach?

3.1.4 Duty of care requirements of the school/out of school hours care service

- The common law imposes a duty of care on organisations, such as a school or OSHCS, as well as individuals, such as coaches.
- In addition to assisting AASC regional coordinators to develop a suitable structured physical activity program that will meet the needs of their school/OSHCS, the school/OSHCS also assumes a duty of care for the children participating in the program.
- All school/OSHCS AASC programs are required to have a nominated supervisor available at each activity session. Responsibilities include:
 - taking a roll call of all participating children
 - providing appropriate supervision until 5.30pm
 - providing feedback to the school/OSHCS program coordinator (AASC regional coordinator) on the quality of program delivery
 - ensuring the children are provided with afternoon tea
 - reporting any accidents to the school/OSHCS program coordinator (AASC regional coordinator)
 - ensuring adherence to risk-management policies
 - ensuring adherence to child-protection policies.

The school/OSHCS is also responsible for:

- arranging suitable, registered replacements for absent coaches
- supervising children who have been removed from a session for misbehaviour (or any other reason, including illness or injury) or whose parents have not arrived at the nominated time
- ensuring that someone qualified in first aid is present at all sessions.

Depending on the arrangements between the school/OSHCS and the coach:

- the school/OSHCS may be liable for any negligent actions or inaction of the coach
- the coach may be personally liable for their negligent actions or inaction

and/or

- the coach may be required to compensate the school/OSHCS (or their insurers) for any claims against the school/OSHCS caused by the coach.

The coach should carefully consider any written arrangements between the school/OSHCS and themselves. If a coach is in any doubt about the nature and extent of their legal obligations, they should seek independent advice.

3.1.5 What happens if duty of care is breached?

Breach of duty of care

In the AASC environment, if a coach (or other person) or the school/OSHCS owes a duty of care and fails to comply with the standard of care thought 'reasonable' in that particular circumstance, then they may be found to have been negligent.

Negligence and determining liability

A coach (person) or school/OSHCS (organisation) will only be liable for negligence if the injured person can prove that:

- the coach or school/OSHCS owed them a duty of care (had a duty of care to the person)
- the coach or school/OSHCS was in breach of that duty of care (the coach or school/OSHCS did not provide the relevant standard of care)
- the coach's or school's/OSHCS's failure to meet duty of care requirements was the cause of the injury or loss experienced by the person
- the injury or damage suffered by the person was directly connected to the coach's negligent action or inaction.

If they complied with (or exceeded) the duty of care, they will not be liable for negligence.

ACTIVITY 3.2: BREACH OF DUTY OF CARE

Are you aware of any cases where there was a breach of the duty of care and the person or organisation involved was liable/not liable for negligence? What was the situation and the reasons?

Alternatively, if you are not aware of any cases where there was a breach of duty of care, describe a hypothetical (fictional) situation in order to answer this question.

3.1.6 Summary

- Every coach and school/OSHCS involved in the AASC program has a legal duty of care to ensure that anyone who takes part in the school's/OSHCS's programs or activities is protected from all reasonably foreseeable risk of harm. This is a common law responsibility that covers both action taken (things a coach or school/OSHCS does) and inaction (things a coach or school/OSHCS does not do).
- Coaches and schools/OSHCSs should familiarise themselves with their duty of care (legal) responsibilities and should seek independent advice on this issue if they are in any doubt.

- The standard of care required is that expected by a 'reasonable' person or organisation (for example, similar qualifications/role) in those specific circumstances.
- If a coach or school/OSHCS breaches the duty of care and, as a result, someone to whom they owed a duty of care is injured, they will probably be liable for negligence. If they complied with (or exceeded) the duty of care, they will not be liable for negligence.
- It should be noted that whenever children are involved, the standard of care will generally increase. This is because unlike adults, children are not mature enough to fully assess all of the risks and potential consequences of participating in an activity or to form their own view on whether or not they wish to accept all of the risks of being involved in an activity. Coaches of children need to be mindful of the extra care necessary.
- If community coaches are to meet their duty of care requirements, they need to abide by the AASC Community Coach's Code of Ethics (at Appendix 1.1).
- All coaches owe a duty of care to the children they are coaching, regardless of whether they are contractor (paid) or volunteer coaches. The standard of care required will also generally be the same for all community coaches (paid or volunteer), unless a coach claims to have special skills or qualifications.

3.2 Insurance requirements of Active After-school Communities community coaches

There are two categories of Australian Sports Commission registration for coaches who provide their services through the AASC program — volunteer or contractor (paid).

The Australian Sports Commission does not engage AASC program coaches. When insurance requirements are discussed here, we are talking about the Australian Sports Commission's insurance requirements for registration only. The Australian Sports Commission cannot speak on behalf of the schools/OSHCSs who are the people that actually engage the coaches. They may have their own requirements. In view of this, community coaches must ask the school/OSHCS what their insurance requirements are.

3.2.1 Volunteer coaches

For a coach to be registered as a volunteer, they are not required to have professional indemnity and public liability insurance. In these circumstances, they should ensure that they will be covered by the school's/OSHCS's insurance policies before commencing any activities. Generally, the insurance arrangements of schools/OSHCSs provide that, to be covered by their insurance policies, an external service provider must be a volunteer and therefore the school/OSHCS will not be able to pay for their services, other than to provide an honorarium to cover their expenses.

3.2.2 Contractor (paid) coaches

For a coach to be registered as a paid coach, they must take out and maintain the insurances required by the terms and conditions of registration.

3.3 Child protection: what coaches should know

In addition to the duty of care that coaches and schools/OSHCSs have to ensure that everyone who takes part in their activities and programs are protected from all reasonably foreseeable risks of harm, there are responsibilities and requirements under child-protection legislation for individuals and organisations that work or have contact with children. Child abuse is illegal in all states and territories of Australia, with each having their own laws that cover reporting and investigation of cases of child abuse (www.ausport.gov.au/ethics/legischild.asp).

3.3.1 What is child abuse?

- Child abuse includes physical (non-accidental injury and/or harm to a child), emotional (behaviours that can psychologically harm a child, for example, severe verbal abuse) and sexual abuse/misconduct (any sexual act or threat imposed on a child), as well as neglect (*Junior Sport Framework*, Australian Sports Commission, Canberra, 2005).
- Evidence shows that what happens to a child who has been abused depends to a large degree on the quality and timing of help given to the child and their family.
- Abuse affects everyone: children, parents and the community. It has no cultural, economic or occupational boundaries.
- We need to be aware of child-protection issues to ensure that children feel safe and that adults are confident they are interacting with children in an appropriate manner.

The terminology used in this area varies among different states and territories — some states and territories use the term 'child abuse', others (for example, New South Wales) now use the term 'reportable conduct' as they feel that it is a more accurate term. Be aware of the terminology used in your state or territory.

3.3.2 What is child protection?

- Child protection is a complex subject with no one solution. It includes policies and practices put in place to keep children safe from harm — physical, sexual or emotional abuse or neglect. There is legislation in place in states and territories that impose obligations on people dealing with children. This includes a requirement in most states and territories that people working with children undergo a police check (be screened) to determine their suitability for working with children.
- In terms of the AASC community coach, in order to gain full registration with the Australian Sports Commission to deliver programs in schools/OSHCSs, all coaches must first pass a police check (*Junior Sport Framework*, Australian Sports Commission, Canberra, 2005).
- In most states and territories, individuals working with children, including teachers and coaches, are required by law to report any suspicions of child abuse or maltreatment, including neglect.
- AASC community coaches should be aware of the signs of abuse or neglect and know what to do (the reporting procedures) if they suspect abuse or neglect.
- The reporting requirements and procedures vary among different states and territories.
- AASC community coaches should be aware of what is acceptable and unacceptable behaviour. The AASC Community Coach's Code of Ethics (Appendix 1.1) outlines the behaviour and practices expected of an AASC community coach.
- A summary of child-protection information relevant to the sport industry is available on the Australian Sports Commission's web site at www.ausport.gov.au/ethics/legischild.asp.

As a community coach, you should ensure that you are completely familiar with the child-protection requirements for your state or territory. Are you? What are they?

3.3.3 Good coaching practices

From a child-protection point of view, good coaching practices include the following:

- Use positive reinforcement and acceptable language when talking about or to a child.
- Develop a calm and non-confrontational behaviour-management style.
- Physical contact with children must be appropriate and make them feel comfortable, for example, shaking hands, a congratulatory pat on the back. If a coach must contact children in an activity, they should explain the activity and what they will do. Develop an awareness of culturally specific taboos, such as a gentle pat on the head **not** being acceptable.
- Avoid situations where an adult may be alone with a child, for example, change rooms or first aid rooms.
- If transporting children is necessary, ensure that there is more than one child (and where possible, more than one adult) in the vehicle.
- Manage allegations (disclosures) of child abuse through established processes and reporting lines to ensure that there is due process and natural justice.
- Report and document all incidents involving physical restraint of children or violence involving children.
- Diarise all incidents that you consider to be unusual or 'out of the ordinary'.

3.4 Teaching children how to be a 'good sport'

Take a look at the Play by the Rules pamphlet provided by the training program coordinator. (It can also be downloaded from the Play by the Rules web site at www.playbytherules.net.au.)

As a coach, it is important to teach the children in your session:

- how to be a 'good sport'
- to recognise that they have a right to feel safe
- what they can do if they do not feel safe (if they are abused, harassed or discriminated against).

Part of the role of a coach is to create an environment in which the children feel, and are, safe.

3.5 Minimising risk: safety and injury-prevention practices

The process of identifying risks and acting to reduce, eliminate or avoid these risks is known as 'risk management'. Providing safe environments for children will not only improve the activities and programs you and your school/OSHCS provides, but will also minimise exposure to liability (*Providing Safe Environments for Children and Young People in Sport, Recreation and Adventure Organisations*, Queensland Government Department of Families, Brisbane, 2004).

The following activity gets you to undertake a risk-management process, that is, consider some of the potential hazards in the AASC environment. Identify what might go wrong (risks); some strategies to minimise, avoid or eliminate those risks (the risk of harm); and when these things should be done and by whom.

ACTIVITY 3.3: RISK MANAGEMENT PLANNER

What are some of the hazards and potential risks in the AASC environment? How can you minimise these risks?

You might want to split them into pre, during and post-activity and general (any time) hazards and risks.

Some examples might include:

- One child is much harder to coach than the other children.
STRATEGY: all children deserve the same level of attention, regardless of their ability, gender or cultural background.
- A community coach is left alone with a child following a session or a parent fails to collect their child after a session.
STRATEGY: the school/OSHCS is required to ensure satisfactory duty of care is provided to all participating children at all times. Follow school/OSHCS procedures. If your session has finished this will generally involve taking the child to the session supervisor.
- The weather is very hot and humid.
STRATEGY: plan for contingencies and have session plans that accommodate extremes in weather. Consider alternative activities; hold activities indoors rather than outdoors; ensure adequate shade, rest breaks, fluid and sunscreen are provided; and encourage children to 'slip, slop, slap'.
- A child turns up for a session sick or injured.
STRATEGY: the school/OSHCS is required to ensure satisfactory duty of care is provided to all participating children at all times. Follow school/OSHCS procedures.
- A child is badly misbehaving, disrupting the class and decreasing the enjoyment of other children.
STRATEGY: follow the school/OSHCS policy regarding disruptive children.
- Something happens and the community coach is not able to get to a session.
STRATEGY: advise the relevant contact person at the school/OSHCS as soon as the absence seems likely. The school/OSHCS is required to ensure satisfactory duty of care is provided to all participating children at all times.
- A child is being very affectionate towards the community coach.
STRATEGY: ensure that any physical contact with children is appropriate to the situation and necessary for the child's skill development.
- You turn up for a session and the playing area that you planned to use is littered with glass or the equipment appears to be defective.
STRATEGY: using your contingency plans, modify your session plan as necessary, for example, use a different playing area.

WHOSE RESPONSIBILITY	RISK-MANAGEMENT STRATEGIES	WHAT MIGHT GO WRONG? (RISKS)	POTENTIAL HAZARDS	TIMELINE

WHOSE RESPONSIBILITY	RISK-MANAGEMENT STRATEGIES	WHAT MIGHT GO WRONG? (RISKS)	POTENTIAL HAZARDS	TIMELINE

3.5.1 Safety and injury-prevention practices⁸

As we have seen the coach has a range of roles and responsibilities. Probably one of the most important is to provide a safe environment for children to participate in physical activity. What can coaches do to achieve this?

The following key points will assist the coach to create a safe environment and prevent unnecessary injuries in AASC programs.

Pre-participation screening

Choose activities that are appropriate for the child's physical stature and ability. This is particularly important for young children. Where possible, be aware of any health issues that the child might have and which may affect their participation in physical activity.

Warm-ups (start-outs), stretching and cool-downs (finish-ups)

Ensure that every session starts with appropriate warm-up activities and finishes up with appropriate cool-down activities.

Warm-up/start-up activities

Warm-ups help prepare the body and mind for activity, thus reducing the likelihood of injury.

Start-out activities involve five to ten minutes of general activity that begins at a low intensity and gradually builds to the level required in the session. Activities that provide a lead-in or introduction to the activities involved in the main part of the session are a good idea. Young children may find the traditional warm-ups uninteresting and the coach can achieve the same outcome through short games, such as the many variations of tag games.

Stretching

For very young children, a lot of stretching can be disguised in games and range of movement activity. This is not necessary as a stand-alone activity.

If the child thinks they are stretching, think about the choice of activity or language. For example, you might want children to reach for their toes in a sitting position (hamstring and back muscles). Instead of saying 'touch your toes' try something like 'who can make the ants [that is, fingers] walk down their legs and nip their toes? This could also be a concluding activity, where the purpose is as much to slow the children down, give some feedback and be together as a group.

With older children:

- use some systematic stretching
- do not overdo it
- try and relate to activities
- disguise (as above, where possible).

Cool-down/finish-up activities

Cool-downs or finish-ups are also important because they slow the children down and provide an opportunity to review the session (what did they like/did not like?), give some feedback, and sow some seeds for the next session.

Fitness

Choose activities that are appropriate for the fitness level of the children. Be aware of individual differences within the group and adapt activities accordingly to meet the varying needs of the children. Look at very gradual progressions in the intensity, duration or volume of activities.

Obeying the rules

Clearly state the rules for any activity and ensure that all children understand and abide by the rules. Regularly remind children of the importance of good sporting behaviour and fair play, and use role models to demonstrate this.

⁸ Adapted from Australian Sports Commission 2004, *Beginning Coaching: general principles*, 3rd edn, ASC, Canberra.

Playing areas, facilities and equipment

Always check playing equipment, playing surfaces and areas, and lighting to ensure that they are suitable (safe) prior to your sessions and ensure that any obstacles are clearly marked. Protective equipment should be used if necessary and should be properly fitted.

The SafeSport Program is an initiative of Sports Medicine Australia and the Australian Sports Commission. Two booklets — *How to Become a SportsSafe Club* (Sports Medicine Australia, Canberra 1998) and *How to Become a SportsSafe Facility* (Sports Medicine Australia, Canberra, 1998) — are particularly useful resources.

Environmental conditions

Hot or humid conditions

Children, in particular, children who are unfit or overweight, are more susceptible to heat illness. Encourage children to wear loose, lightweight, light-coloured clothing made from a natural fibre (for example, cotton). Avoid intense activity in hot or humid conditions and monitor children carefully for signs of heat illness. These include tiredness, weakness, headache, cramps, nausea, flushed skin, excessive sweating or fainting. In the event of a child suffering from heat illness, the coach should remove them from the activity, lay them down in a cool place, provide plenty of water to drink and cool the child by sponging them with water or placing wet towels over them.

Help children avoid sunburn by encouraging them to:

- slip on a t-shirt
- slop on some sunscreen
- slap on a hat.

Fluid replacement is very important and coaches should be aware of the following points:

- children should be well hydrated before activity begins
- thirst is a poor indicator of fluid replacement — encourage children to drink before they are thirsty
- schedule regular drink breaks during the activity
- plain water is an effective fluid replacement, sports drinks are also an acceptable fluid replacement.

Further information on this is provided in Module 4.

Cold and/or wet conditions

Ensure that children:

- avoid standing exposed to the cold for long periods
- change wet clothing as soon as practicable
- wear clothing that is appropriate for cold conditions (for example, dress in layers to trap heat, wear gloves and a hat to reduce heat loss).

Alternative venues (for example, indoors) and activities should also be considered, where required, to ensure the safety and wellbeing of the children.

Illness or injury

Children should not participate if they are sick or recently injured. Seek assurance (from a parent or guardian) that they have a medical clearance to participate.

Balanced activities

Keep activities balanced in terms of the age, size, gender, strength, skill and psychological maturity of the children or alter things such as the rules, equipment or playing area so that children of differing ability or size can play together.

3.6 Basic injury-management practices

No matter how careful coaches are, accidents and injuries may still happen, especially in an active environment. Coaches must know what to do in the event of an accident or injury. The most important thing is not to do any further damage. Do not provide first-aid treatment unless you have successfully completed a first-aid course and know what to do. (Ideally all coaches should complete a first-aid course.) Make sure the injured person is shaded from the sun or kept warm and seek the help of the school/OSHCS first-aid person.

In the AASC environment, the school/OSHCS is required to have a staff member available who can provide first aid to an injured child. Any injuries (or illnesses) should be reported to this nominated person. All coaches should determine their school/OSHCS management procedures regarding injuries or illness and any reporting requirements, and ensure that they adhere to them. This will include planning what they do with their group while attending to an injured child and identifying who should be contacted (who is the first-aid officer) at any one AASC session.

ACTIVITY 3.4: DEALING WITH AN INJURED CHILD

What would be the best way to deal with an injured child if you have no first-aid training? How will you contact the first-aid person? What will you do with your group while dealing with the injured child?

When an injury occurs, there are many decisions to be made. The most important of these for the coach is whether the child should continue to participate or not. Coaches should **always err on the side of caution** as resuming participation may cause further damage to an injury.

3.7 Emergency procedures

All schools/OSHCSs should have set procedures that staff are required to follow in case of an emergency. It is essential that AASC community coaches make themselves aware of the emergency procedures of their school/OSHCS and their role in them.

ACTIVITY 3.5: EMERGENCY PROCEDURES

What are the emergency procedures for your school/OSHCS? Write them down on the next page.

Alternatively, if you are not already linked to a school/OSHCS, review the sample emergency procedures provided at Appendix 3.1. What are some things that are typically included in school/OSHCS emergency procedures?

3.8 Reporting procedures

Similarly, all schools/OSHCSs should have set reporting procedures that staff are required to follow in case of accidents, injury, illness or emergency. An AASC community coach should make themselves aware of the reporting procedures of their school/OSHCS and their role in them.

ACTIVITY 3.6: REPORTING PROCEDURES

What are the reporting procedures for your school/OSHCS?

Alternatively, if you are not already linked to a school/OSHCS, review the sample reporting procedures provided at Appendix 3.2. What are some things that you may need to officially report as an AASC community coach?

3.9 Checklist for program deliverers

ACTIVITY 3.7: CHECKLIST FOR PROGRAM DELIVERERS

In order to keep your structured physical activity sessions safe, make sure that you complete the checklist at Appendix 3.3 and fully understand the information collected prior to commencing any activity sessions with a school/OSHCS.

'A coach who understands their structured physical activity and the risks of the structured physical activity, and who coaches to minimise those risks is a prudent coach. A coach cannot avoid all risk, but a common-sense approach is integral' (Australian Sports Commission 2004, *Beginning Coaching: general principles*, 3rd edn, ASC, Canberra, p. 107).

**ACTIVE AFTER-SCHOOL COMMUNITIES
COMMUNITY COACH TRAINING PROGRAM**

Module 3 Appendixes

Appendix 3.1

Sample emergency procedures

General instructions

- Always notify the office if you are leaving the school grounds.
- If taking students out of the school, you must fill out a notification form in the office and leave a mobile phone number that you can be contacted on.
- All school personnel are to proceed to the basketball court in the school yard unless otherwise instructed.
- Assemble on the basketball court in class groups.
- The rear gate facing Bairnsdale will be used as an alternative assembly point.

Special instructions and allocation of specific tasks

Principal/teacher in charge	Oversees all procedures Conduct roll call Check Library, Art Room and Junior Yard
Admin Assistant	Sound alarm Turn off power Collect roll, visitors book and mobile phone Check all rooms in the administration area Contact DE&T emergency services: 9589 6266
Room 1	Check storeroom and toilet Proceed to assembly area
Room 2	Check staff office Proceed to assembly area
Room 3	Check storeroom between 3 & 4, staff office and toilet Proceed to assembly area
Room 4	Proceed to assembly area
Room 5	Check storeroom, staff office, toilet and laundry Proceed to assembly area
Room 6	Proceed to assembly area
Richard	Check MPR and toilets

Appendix 3.2

Sample reporting procedures

ACTIVE AFTER-SCHOOL COMMUNITIES

Grievance procedure

The Australian Sports Commission is committed to the success of the Active After-school Communities program. To ensure the quality of this program we encourage all involved to provide feedback and express concerns should they arise.

All staff in the AASC program pride themselves on their high level of customer satisfaction and as a result will respond efficiently and effectively to all your communications. Here are the steps to follow. Thank you for taking the time to make our program better.

HOW TO LODGE YOUR FEEDBACK OR COMPLAINT

- 1 Contact your school or OSHCS program.
- 2 Attempt to resolve the issue through discussion.

If my issue is not resolved, what is my next step?

- 3 Contact your regional coordinator. Ask your school/OSHCS supervisor for contact details including phone number.
- 4 Attempt to resolve the issue through discussion.

If my issue is not resolved, what is my next step?

- 5 Complete the Grievance form on the next page and forward it to the Senior Regional Coordinator.
- 6 Upon receipt of the Grievance form a senior staff member will contact you within 48 hours to discuss the issue.

Grievance form

Date	Time
AASC Regional Coordinator	
Name of person completing this form	

DETAILS OF THE GRIEVANCE

(To be completed by the person making the complaint. If a verbal report is provided by the person making the complaint, the regional coordinator will complete this section and lodge the report.)

Please attach an extra page if more space is required.

OFFICE USE ONLY

Resolution (to be completed by the regional coordinator)	Date resolved
Signed (regional coordinator)	
Signed (senior/state coordinator)	

ACTIVE AFTER-SCHOOL COMMUNITIES

Injury Report Form for Schools/OSHCSs

Responsibility lies with the coordinating school or OSHCS. Follow their procedures and requirements. This form is a sample that you may use for your own records. Use it for significant incidents where an injury was involved. File a copy of the completed form with your session plans and issue copies to appropriate AASC personnel.

School/OSHCS name and location

School/OSHCS number

BRIEF ACCOUNT OF INJURY

Details of incident

Accident date	Accident time
---------------	---------------

DESCRIPTION OF ACTIVITY BEING UNDERTAKEN WHEN INJURY OCCURRED (GENERAL AND DETAILED)

--

ACCIDENT DESCRIPTION

<input type="checkbox"/> 1. Slip	<input type="checkbox"/> 5. Mental stress	<input type="checkbox"/> 9. Other (specify)
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<input type="checkbox"/> 2. Trip	<input type="checkbox"/> 6. Collision	
----------------------------------	---------------------------------------	--

<input type="checkbox"/> 3. Fall	<input type="checkbox"/> 7. Crushing	
----------------------------------	--------------------------------------	--

<input type="checkbox"/> 4. Over-exertion	<input type="checkbox"/> 8. Hit by moving object	
---	--	--

STAFF ON DUTY

Name

Number of staff on duty

INJURED PERSON

Name

Type	<input type="checkbox"/> Student	<input type="checkbox"/> Staff	<input type="checkbox"/> Family	<input type="checkbox"/> Deliverer	<input type="checkbox"/> Others, please specify:
------	----------------------------------	--------------------------------	---------------------------------	------------------------------------	--

ID (if applicable)

Date of birth	Age	Gender
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Address

Telephone

INITIAL ASSISTANCE BY PERSON

Name

Type	<input type="checkbox"/> Student	<input type="checkbox"/> Staff	<input type="checkbox"/> Family	<input type="checkbox"/> Deliverer	<input type="checkbox"/> Others, please specify:
------	----------------------------------	--------------------------------	---------------------------------	------------------------------------	--

ID (if applicable)

SEVERITY OF INJURY

<input type="checkbox"/> 1. First aid (returned to class/work)	<input type="checkbox"/> 4. Hospital (outpatient) treatment
--	---

<input type="checkbox"/> 2. First aid (sent home)	<input type="checkbox"/> 5. Hospital (inpatient) treatment
---	--

<input type="checkbox"/> 3. Doctor or dental treatment	<input type="checkbox"/> 6. Fatal
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NATURE OF INJURY

<input type="checkbox"/> 1. Fracture	<input type="checkbox"/> 6. Crushing/amputations
<input type="checkbox"/> 2. Dislocation	<input type="checkbox"/> 7. Bruises/knocks
<input type="checkbox"/> 3. Strains/sprains	<input type="checkbox"/> 8. Dental injuries
<input type="checkbox"/> 4. Lacerations/cuts	<input type="checkbox"/> 9. Other (specify):
<input type="checkbox"/> 5. Burns/scalds	

LOCATION OF INJURY

<input type="checkbox"/> 1. Head (skull, face, jaw)	<input type="checkbox"/> 6. Leg (hip, thigh, knee, ankle, foot, toes)
<input type="checkbox"/> 2. Eyes	<input type="checkbox"/> 7. Internal
<input type="checkbox"/> 3. Neck	<input type="checkbox"/> 8. Multiple locations
<input type="checkbox"/> 4. Trunk (chest, abdomen, buttock, pelvis, spine)	<input type="checkbox"/> 9. Ear
<input type="checkbox"/> 5. Arm (shoulder, elbow, forearm, wrist, hand, finger, thumb)	

WITNESS DETAILS

(Provide attachment if multiple witnesses)

Name		
Type	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Family <input type="checkbox"/> Deliverer <input type="checkbox"/> Others, please specify:	
ID (if applicable)		
Date of birth	Age	Gender
Address		
Telephone		
Witness statement		

PREVENTATIVE ACTION PROPOSED OR TAKEN

(For staff members or severe accidents)

<input type="checkbox"/> 1. No preventative action taken/intended	<input type="checkbox"/> 8. Review personal protective clothing/item
<input type="checkbox"/> 2. Referred to the organisation's safety/OHS or risk management committee	<input type="checkbox"/> 9. Review equipment/machinery modifications
<input type="checkbox"/> 3. Referred to the organisation's health and safety representative	<input type="checkbox"/> 10. Review equipment/machinery maintenance
<input type="checkbox"/> 4. Review of curriculum	<input type="checkbox"/> 11. Review/reinforce/reiterate student instructions
<input type="checkbox"/> 5. Review/reinforce/reiterate procedures	<input type="checkbox"/> 12. Review training provisions
<input type="checkbox"/> 6. Review systems	<input type="checkbox"/> 13. Other (please first contact the Liability Claims Management Unit — specify)
<input type="checkbox"/> 7. Review the environment	

OFFICE USE ONLY

Staff initial	Principal/supervisor initial
Signature of principal/head officer	Date

ACTIVE AFTER-SCHOOL COMMUNITIES

Incident record form

Responsibility lies with the coordinating school or OSHCS. Follow their procedures and requirements. This form is a sample that you may use for your own records. Use it for significant incidents where no injury was involved. File the completed form with your session plans and issue copies to appropriate AASC personnel.

Date	Time
AASC person/s involved in the incident	
Name of person completing this form	

INCIDENT

Description of incident (including persons involved, any property damage)
Other witnesses (include contact details)

REPORTING

Who	When
How (in person, email, phone, letter)	

FOLLOW UP ACTION

Other witnesses (include contact details)

NOTIFICATION (Tick appropriate boxes)

<input type="checkbox"/> Parents	<input type="checkbox"/> Club officials	<input type="checkbox"/> Other
Signed		

Appendix 3.3

Active After-school Communities checklist for program deliverers

The AASC program is a relatively new program for selected primary schools and out of school hours care services (OSHCS). While some policies and procedures will be the same regardless of the school or OSHCS where the program is delivered (for example, AASC registration requirements), others may vary among schools/OSHCSs. Given this, it is essential that you are aware of, and act on (if necessary), the following once you are registered with the AASC program and linked to a particular school/OSHCS. Prior to commencing your involvement with a school or OSHCS complete the checklist below.

SUPERVISOR/COORDINATOR NAME: _____

LOCATION: _____

REQUIREMENT	COMMENTS (circle appropriate answer where relevant)
1 Are days/dates/time requirements confirmed?	Yes / no / in progress
2 Sport-specific focus, multi-skill focus or both? (If sport specific, which sport?)	Sport-specific / multi-skill / both Sport/s:
3 Contractor (paid) or volunteer position?	Contractor (paid) / volunteer
4a What type/s and level of insurance coverage is required? b Who provides it (the school/OSHCS or the program deliverer)?	Public liability (\$... million) Professional indemnity (\$... million) To be provided by: School / OSHCS / program deliverer
5 What facilities will be available during the program?	
6a What equipment will be available during the program? b Does the school/OSHCS provide equipment? c Do I need to purchase more sport-specific/other physical activity equipment?	
7a Does the school/OSHCS have a poor weather contingency plan? b Does the school/OSHCS have any indoor facilities or activities that could be used (for example, CDs, DVDs, indoor games)?	
8a If I cannot make it to a session, who should I inform? b What happens next? c Will I need to make up the session during the week or at another time?	Inform: Phone number:
9a Can a local club/state sporting organisation give promotional items to my school/OSHCS so they can be distributed to the children? b Does the school/OSHCS have a policy regarding this?	a Yes / no / in progress b Yes / no / in progress
10 Does the school/OSHCS have a procedure for visitors? a Who and where do I report to? b What is the procedure if I bring in a visiting coach?	Yes / no / in progress
11 Is there an identification policy? a Do staff wear name tags? b Do I need to wear a name tag (or a particular uniform)?	11 Yes / no / in progress a Yes / no / in progress b Yes / no / in progress

<p>12a What are your sign-out or pick-up procedures?</p> <p>b Do parents have to sign their children out?</p> <p>c Do I need to let the coordinator know a child has been picked up?</p>	<p>b Yes / no / in progress</p> <p>c Yes / no / in progress</p>
<p>13a Are all children required to submit a completed pre-participation survey?</p> <p>b Are there any medical issues with any child within my group of which I need to be aware?</p> <p>c Are there any children with additional/special needs?</p> <p>d Are there any procedures I should be aware of for children with medical or additional/special needs?</p>	
<p>14a What are your behaviour-management strategies?</p> <p>b What is the procedure for misbehaving children?</p>	
<p>15a What is the procedure for children wanting to go to the toilet?</p> <p>b Do children go to the toilet in pairs or with a designated adult?</p>	
<p>16a Are any areas out of bounds?</p> <p>b What are the boundaries for this school/OSHCS?</p> <p>c What happens if a child goes outside the boundaries?</p>	
<p>17a What are your procedures if a child is injured or ill during a session?</p> <p>b What do I do if a child is injured or becomes ill during a session?</p> <p>c Who do I report to?</p>	
<p>18a What are your emergency procedures?</p> <p>b What do I do in case of an emergency?</p> <p>c Who do I report to?</p>	
<p>19a Are there any other regulations of which I need to be aware?</p> <p>b What does the school/OSHCS want me to know?</p>	

If there is anything else that you are unsure about, please contact your local AASC regional coordinator.