



SAFETY POLICY

Inclusive Skating

Health and Safety Policy

Safety Guidelines for Inclusive Skating events and activities

1st Edition, July 2019

www.inclusiveskating.org

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1. Introduction

1.1 Inclusive Skating Health and Safety Policies

Inclusive Skating regards the health, safety and well-being of skaters and the community as of the utmost importance. The health, safety and well-being of the inclusive skating community must be assured at all times. All rink, venue, event, coaching, safeguarding, confidentiality and privacy, relevant safety standards and Inclusive Skating Codes of Conduct, Terms and Conditions and policies should be followed at all times and are hereby deemed automatically included.

In the event of conflict between any standard or these guidelines the higher standard automatically applies.

What follows are guidelines to the application of safety policies that have particular relevance to Inclusive Skating. The intended usage of these guidelines requires compliance with general and local rules as well as compliance with all relevant legislation, regulations, standards and rules. These guidelines are not exhaustive and every person must make an individual assessment of the risks applicable to their particular circumstances.

Inclusive Skating believes in a positive experience for all participants and follows the [iCoach Kids pledge](#) and philosophy. We encourage all participants to follow the iCoach kids pledge and to take the free courses that are available.

We recognise that much of the knowledge and expertise on coaching is focussed on the development of children and athletes without additional needs. It is recognised generally that there is a lack of research and expertise in developing systems for skaters with challenges. This Safety Policy will therefore be kept continually under review as expertise and knowledge improves. We invite all members of the Inclusive Skating community to share their knowledge and experience and to participate in research wherever possible.

1.2 Accreditation Policy

Inclusive Skating at no time seeks to take over the care of the Inclusive skater. The parents/carers of the skater retain their care responsibilities for the Inclusive skater at all times. This is implemented through the Accreditation policy. So, parents and carers retain their access and care responsibilities at all times. During events and activities all parents and carers are therefore given accreditation to remain with the skater or in close proximity to the skater at all times.

1.3 Facilitation Policy

Inclusive Skating seeks to support the inclusion of all skaters. The Inclusive Skating Facilitation Policy gives effect to this policy. All necessary assistance that is practicable to enable inclusion of the skater in the event and/or activity is permitted.

1.4 Welcome Policy

We seek to ensure that there is a designated person to “meet and greet” new skaters and manage the induction process. Events and activities should have a clearly signposted Registration Desk for skaters and parents and carers.

1.5 Inclusion Policy

Inclusive skating includes the whole family and the carers too. If there is one member of the family/ group with a challenge then the whole family/ group can participate together.

1.6 Conduct Policy

The Inclusive Skating Code of Conduct applies to all participants at all times. Inclusive Skating is a volunteer led activity. Therefore, all participants must ensure that they respect the needs of all participants - including the volunteers. The volunteers are there to support activities and are not expected to be “substitute carers”. Able bodied family members/ carers should respect the needs of the whole community and should modify their behaviour to accommodate the needs of the Inclusive skaters. Inclusive Skating seeks to have a calm, quiet, supportive and welcoming environment at all times.

2. Induction and Preparation

2.1 Getting ready to go to the Rink for the First Time - Clothing

Make sure that the community, volunteers, coaches and the skaters wear appropriate clothing. Cover all limbs and do not have any loose clothing. Wear gloves to protect your hands. Ensure that you use protective headgear and padding where necessary. Knee protectors, elbow protectors and chin protection padding can be particularly useful. Rinks rarely provide protective clothing so you should bring your own. We advise the use of a helmet for all novice skaters and all skaters with episodic loss of consciousness. Ice halos are a popular alternative. You must ensure that you choose the protective equipment that meets your needs. Consider having layers of clothing so that you can remove layers as you warm up and exercise. Change clothes after skating. Socks and wet clothes can trap moisture and result in frost bite or other cold injuries.

2.2 Disclose all risks and provide emergency care plan

Make sure that skaters, parents and carers disclose all relevant information to the coaches and volunteers. The skater and/ or the parent and/ or carer must ensure that the activity is safe for the skater. If in doubt discuss all risks with the coaches and volunteers. If you have never skated before disclose that too. Ensure that the designated safety volunteer activities supporter has sufficient information to deal with any situation where the parent/ carer is incapacitated for whatever reason. Inclusive Skating recommends that skaters and their parents and carers register on the Inclusive Skating platform, provide all necessary information, and select the relevant affiliated club or association wherever possible. This ensures that the relevant information is stored confidentially on the platform and is available in an emergency and as and when required.

2.3 Carer Presence is Required

Parents and carers should remain with the skater at all times and be available to identify and deal with any potential difficulties or dangers that may arise. The Leader, coaches and volunteers do not know you or your skater as well as you do. Parents and carers must remain involved and keep the Leader, coaches and volunteers continually informed of

everyone's needs. Parents and/or carers should attend to all medication and personal needs of skaters at all times. So, parents and carers should be prepared to go onto the rink if required. Carer presence is a continuing requirement. Volunteers and coaches are there to support your skating experience. Volunteers and Carers at no time become substitute carers.

2.4 Assess the risks

- Are the activities appropriate for your skater?
- Are there any contra-indications that suggest that the skater should not skate or undertake skating related activities?
- Does the skater have a medical condition that requires an emergency response procedure to be activated, e.g. Diabetes, allergies etc.
- Can the skater cope with the environment?
- Is it too cold? Is it too hot?
- Is it too noisy – does the skater need to wear ear defenders and/ or a helmet with ear defenders built in?
- Does the skater have a visual impairment?
- Is the lighting appropriate for the skater?
- Can the skater hear and/ or require assistance to understand instructions?
- Does the skater have delayed response and require extra time to comply with instructions?
- Does the skater understand instructions?
- Can the volunteers provide the necessary support to the skater- is the skater too big/ heavy/ violent etc.?
- Do the skaters/ participants have low attention span / memory difficulties and requires continual prompting?
- Do the skaters / parents and carers have low perception and assessment of risk and therefore take part in undue risky behaviours? Be prepared to say no!
- Do the skater/ parents/ carers have anger management difficulties?
- Does the skater have difficulties with personal contact which makes providing volunteer support problematic?
- Does the skater exhibit poor social control?
- Do they have episodic loss of consciousness?
- Does the skater have repetitive behaviours and/or routines that must be complied with?
- Is the skater noisy and loud and at risk of upsetting other skaters who cannot tolerate noise?

2.5 Mitigate the risk – select the best methods and implement them

- Choose the activities that are appropriate for you and the skater.
- It is possible that it is not safe for the skater to go on the rink during that session, for a period of time or at any time in the future.
- If the skater is getting cold then take a break, leave the rink and go somewhere warm.
- Have alternative off rink activities available for those unable to go onto the rink or for those able to exercise for a short time.

- Always keep the situation under continual review and stay alert at all times.
- Inclusive Skaters may be unstable and circumstances can change very quickly. Stay alert and keep all situations under continual review.
- Inclusive Skaters may fatigue more easily than other novice skaters. Manage sessions carefully and ensure that everyone has a positive session at all times. Be prepared to stop before fatigue sets in.
- Skaters with additional needs may panic and lose their balance suddenly. Stay alert.
- Ensure that the environment remains safe, quiet and welcoming at all times.
- If a conflict arises keep calm and engaged. Continue to ensure safety for all – even if risk mitigation recommendations are rejected.
- Use the equipment and/ or aids that are appropriate for your skater.
- Use a wheelchair (non-electric) where appropriate.
- If the skater can stand but require a balance frame for support they will need to use their balance frame on the rink too. Adjust the height of the balance frame to accommodate the increased height that results from the boot and blade or skate. Please refer to additional safety guidelines on the use of “penquins” and similar balance aids.
- Parents/ Carers should remain with the skater at all times wherever possible.
- If the skater is visually impaired then they should wear a high visibility vest to alert other users (with a VI warning where possible). A VI skater may require a guide at all times.
- If the skater is unable to hear ensure that alternative methods of communication are provided. Can the instructions be videoed in advance with sign language? Can instructional videos be provided in advance with sub-titles? Is anyone available who can sign or speak Macatan?
- Do the parents/ carers require additional training and or support before they are able to support the skater?
- Be prepared to separate skaters/ groups according to their needs
- Ensure that all appropriate means are used to mitigate the identified risks.

2.6 Monitor Risks

Monitor the results of the risk management strategy and make continuing adjustments as necessary.

2.7 Accept the risks

Skating is a risky activity. You may fall and you may hurt yourself. Injuries can occur even if you protect yourself and seek to mitigate/ manage the risks. Only go skating if you can accept these risks. If there are additional risks and/or difficulties that the skater may experience in skating, having a fall or rising from a fall then these risks should wherever possible be managed. If these risks cannot be managed then the skater should not go skating. The safety of the skater should be ensured at all times.

2.8 Evacuation / Emergency Procedures

Ensure that everyone, including the Leader, coaches and volunteers knows what to do in the event of a Fire or other emergency. Include a crisis management plan in the evacuation and emergency procedures. Ensure that there is a designated safety volunteer activities

supporter to take responsibility for the evacuation of the skater in the event of a fire or other emergency. If the parent/ carer is the designated fire/ volunteer activities supporter ensure that they are given sufficient support in any emergency situation. If the parent or carer is incapacitated for whatever reason ensure that the designated safety volunteer activities supporter has sufficient information to deal with the situation and evacuate all skaters.

2.9 Orientation course

Provide an orientation course wherever possible. This may include:

- Introduction of coaches and volunteers
- Inclusive Skating philosophy and policies. [Youtube](#) videos will be available from Autumn 2019.
- Demonstration by Inclusive Skating athletes and videos of skaters. Many examples are available on the Inclusive skating [Youtube](#) channel.
- Programme specifics – dates, times procedures and safety manual
- How families, parents and carers can help
- FAQ and Questions and Answers

2.10 How parents, carers and families can help during a session

Inclusive Skating provides activities for the whole family and carers too. However, the Inclusive skaters must be given time and more space to skate. Able bodied members of the family should respect the needs of the inclusive skaters at all times and should modify their behaviour accordingly. Stay calm, quiet and supportive at all times.

2.11 Parents, carers and family members are encouraged to volunteer

Inclusive skating is a volunteer led activity and relies on volunteers for everything. Parents, carers and family members are encouraged to volunteer wherever possible. Suggested activities include:

- Become a volunteer activities supporter or coach.
- Take the iCoach Kids courses and encourage good practices for all.
- Help to recruit athletes and volunteers
- Fund-raise for sessions, equipment and kit
- Provide digital support for membership, events, registration on platform and record keeping
- Help during events

3. Getting Ready to join the session

3.1 Meet and Greet

Aim to have someone available to welcome the skater and their carers to an inclusive Skating Session. Introduce yourself and the team. Be welcoming: use eye contact, good vocal tonality, clear speech and a positive welcoming manner. Check that the induction process has been completed. Ensure other volunteers and coaches are aware of the needs of the skaters and their community.

3.2 Equipment

Ensure that the skaters are wearing the appropriate equipment. Skates, where worn, should fit snugly but not be tight at the toes. Laces should be tied securely, tucked away and must not be loose. Inclusive Skaters may not be able to tie their own boots so offer the skater assistance. This check should preferably be done before the skater stands up. However, sometimes it can be difficult to see if the boots are tied correctly or fit properly when the skater is sitting down. So, do another check when the skater is standing up.

3.3 Use of Balance Aids

Balance aids should wherever possible be supplied and fitted by the skater's own medical support team. If the skater requires a balance aid they will usually have one already. If the skater is wearing skates adjust the height of the balance frame to accommodate the height of the skates. Please refer to the section on the use of artificial skating assistants for further safety guidelines.

3.4 Safety Briefing

Ensure that the skater knows how to get up from a fall before they start to skate. Explain the procedure: go onto both knees, turn hands in and get up on one knee slowly and carefully before putting the other foot back onto the rink surface. Encourage the skater not to panic should they fall. Explain the risk of trying to get up from a sitting position and the risk of head injury.

3.5 Assess the Skater

Ensure that the skater is balancing on their skates whilst standing on the ground before they get on the rink. If a skater is not balanced whilst standing at the rink side then they should not skate. Recommend alternatives or a delay.

4. Artificial Skating Assistants (Penguins etc)

4.1 Limitations

Some rinks and facilities provide "Penguins" or similar artificial skating assistants ("assistant") as balance aids or to provide comfort to young skaters. These must be used carefully and appropriately as there are risks and limitations to their use. The assistant must be designed for the surface being used. It should be used at low speed and should not generate fear and alarm amongst other skaters.

4.2 Match Size and ability

The assistant must match the size and ability of the skater. Inclusive skaters may not have the body, wrist and arm strength to hold onto or use the assistant appropriately.

4.3 Risk Perception

The skater may not have sufficient understanding to push the assistant appropriately. If the skater has a low perception of risk they may swing it around. They may push it in the direction of other skaters. If the skater cannot use the assistant without putting other skaters at risk then the assistant should not be used.

4.4 Supervision Required

Supervision is required at all times by a responsible person. Ensure that the assistant is not pushed towards other skaters. Other skaters must not be knocked over by the skating assistant. Other skaters must not be upset and put at risk. Ensure that the assistant is used at low speed, quietly and calmly.

4.5 Sole use

The skating assistant can be used by one person only. Leaning or sitting on the skating assistant by another person is dangerous and can result in the skating assistant toppling over; or even worse, the additional person crushing the skater or causing the skater to fall head first over the top of the assistant.

4.6 Risk of injury

Use of the Skating Assistant carries the risk of injury. For example, even if being used as it designed the assistant can topple over or the skater can push the skating assistant too far and this may itself throw the skater off balance and cause a fall.

4.7 No Modifications and Maintenance

Do not make modifications to the skating assistant and ensure that it is kept maintained at all times. Check for damage, sharp edges, tightness of screws on handles and skis, damage to the handle's covering and the general stability of the skating assistant.

4.8 Use Helmet and Protective Equipment

If the skater is using an assistant then they should wear a helmet, chin guard and protective equipment to minimise the risk of serious injury.

4.9 Use assistants appropriately

Use the assistant in the manner that is designed for. It is not a toy. Do not stand on the skis.

4.10 Assistants can become an Obstruction

When not in use the assistant must be removed from the rink immediately as it can become an obstruction. Other skaters may collide with the skating assistant. Take particular care where there are visually impaired skaters on the rink who may not be able to see the skating assistant.

5. Going on the Rink

5.1 Volunteer Ratio

Aim to have at least one volunteer activity supporter available to assist each skater when they go onto the rink for the first time. This ratio can reduce as the skater and the carers become more able and comfortable on the rink. Skaters should be supervised in group sizes and formats that are appropriate for their challenge, medical condition, age and development level and the complexity of the activity.

5.2 Take Guards Off blades

If the skater is wearing guards on their blades ensure that the skater takes the guards off before they step on the ice rink.

5.3 Courtesy to other users

The skater must step onto the rink carefully ensuring that they are not stepping in front of anyone else. Ensure that the skater looks where they are going and are considerate of all other rink users at all times. If the skater cannot see or is unaware of other users then a guide/ facilitator should be used at all times.

5.4 Stepping onto the rink

Skaters should step onto the rink sideways on and hold onto the barrier. One foot should step onto the rink at a time.

5.5 Use the Barrier

The barrier provides an excellent balance aid. Rink barriers are usually very robust and will not move or fall over. Novice skaters should stay close to the barrier and hold on with one hand until they get their balance wherever possible.

5.6 Parents and Carers

Ensure that parents and carers remain in close proximity to the skater at all times. If the skater needs to leave the rink at any time the parent and carer should immediately resume full charge of the skater. Parents and Carers should attend to all personal needs and medication at all times.

5.7 Communication

Ensure that there is open communication between volunteers (Leader and coaches etc.) and all parents and carers at all times. Parents and carers are the most valuable resource in the development of skaters with challenges.

6. Session Etiquette and Management

6.1 Numbers on the rink

The number of skaters on the rink should be safe and managed carefully at all times. Generally, Inclusive Skaters need more space and less skaters on the rink. Busy sessions can be off putting and cause difficulties.

6.2 No horse-play

No horse play, no chasing games, no kicking ice or rink surface, no throwing ice or equipment, no sitting on the barrier/boards, no pushing, no shoving and keep your hands to yourself at all times.

6.3 No skating in chains

No skating in chains. Skating in groups is only permitted when under the supervision of a coach/volunteer.

6.4 Visually impaired (VI) skaters

Visually impaired skaters and their guide should be given additional space. Visually impaired skaters should wear a high visibility vest.

6.5 Facilitators should be in close proximity to the Inclusive Skater

Do not skate between the facilitator or guide and the skater being facilitated.

6.6 Delayed Response

Many inclusive skaters have delayed response so leave sufficient time and space for all Inclusive skaters. Intellectually independent skaters may have slow/ absent response. So, do not expect Inclusive skaters to be able to give way. The facilitators and the volunteer activities supporters will seek to ensure that Inclusive skaters respect the other skaters on the rink.

6.7 Training courtesy

The usual training courtesy rules apply but with some modifications to accommodate the needs of Inclusive Skaters. Modifications are necessary if there are fast able-bodied skaters on the rink. Able bodied skaters should modify their behaviour and their speed to accommodate the needs of Inclusive skaters. Inclusive skaters cannot always give way so do not expect them to. Able bodied skaters should not say "excuse me" and expect Inclusive Skaters to move. VI skaters cannot see you and the facilitator will not be able to

communicate a different route to accommodate your jump or programme. The facilitators will seek to ensure that the VI skater respects the other skaters on the rink to the fullest extent possible.

6.8 Getting up from fall

Get up right away after a fall unless injured. Use the correct procedure for getting up from a fall at all times.

6.9 Follow instructions

Follow the instructions of any coach or volunteer activities supporter at all times.

7. Training and Injury Prevention

7.1 Conduct a Safe session

Ensure that the field of play and environment is safe and that there is a safe system of working for all skaters and participants.

7.2 Equipment

Ensure that all equipment is suitable, fits properly and is in sound working order.

7.3 Travelling and accommodation

Coaches and volunteers should not take responsibility for travel and accommodation of skaters and participants.

7.4 Supervisory Planning

Leaders, Coaches and volunteers should work together to ensure that all practice sessions and events are well supervised. Where possible medical personnel should be available and/or readily available at a local facility.

7.5 Prevention of Injury

- Implements an appropriate assessment of athlete readiness and skill – select an appropriate starting point and continual review
- Implement a training program for year-round fitness – foster positive health behaviours and physical preparation for activity
- Implement a person-centred training plan – develop an individualised training plan for each skater to develop the appropriate skills and conditioning for the sport
- Complete registration on inclusive Skating platform and disclose all relevant medical and emergency information
- First aid kits and emergency equipment should be available at all practice sessions
- Acclimatization to the environment is recommended
- Skaters should gradually adjust to changes in temperature and be continually monitored. Prompt skaters to layer clothing and ensure hydration at all times. Seek to keep skaters in a stable environment and at a stable safe temperature at all times.
- Skaters who are not accustomed to exercising at high altitude should adjust carefully over a period of 10 to 14 days. Exercise should increase gradually in both length and intensity. Altitude sickness may occur if the skater has not made the adjustment. Symptoms include: nausea, vomiting, dizziness, shortness of breath, flu-like symptoms.
- Skaters who cannot adjust to the environment at the event (temperature, altitude, glare, noise etc.) can compete through pre-recorded video entry using a safe environment.

- Sun or snow blindness. If skating outdoors and/or during outdoor training activities, skaters should wear dark glasses with lateral shields. Glasses should have ultraviolet blocking. Skaters with reduced vision in glare should use an alternative venue for training.
- Sunburn. Skaters should wear long sleeved clothing and protect their skin if exposed to the sun during their training or activities. Sunscreen should be used as necessary.
- Wind. Wind can cause an increase in chills, dry skin and eye irritation. Use proper clothing and protect the body and body parts with glasses, eye drops, lip balm etc. as necessary.
- Ensure that athletes with contra-indications for an activity select alternative activities that are safe and appropriate for them. For example, Skaters who have Downs syndrome and present with Atlantoaxial instability should not hyper-extend the spine.

7.6 Injury Emergency Management Plan

- Assess the situation as quickly as possible
- Make the assessment in the location to determine if the person can be safely moved
- Evaluate the criticality of the situation and take appropriate action
- The primary survey evaluates airway, breathing, circulation and consciousness.
- The secondary survey evaluates the seriousness of all other injuries
- Refer to a medical professional if available
- If the person and their personality is known judge their reaction during the assessment process
- Refer to the athlete's medical information or person's medical information where known. Check for medical alert bracelets or the person's phone for medical alerts.
- Stay calm
- If other skaters and persons are being upset then ask others to move away and keep the area around the injured person clear
- Listen to the description of what happened by the injured person
- Ask simple clarifying questions
- Observe the person's face and eyes whilst talking
- Observe for any asymmetry, trauma, general body alignment and functional abilities, e.g. can they move the arm
- Serious conditions requiring medical attention: significant swelling or dislocation of an extremity, obvious deformity of an arm or leg, severe pain, inability to bear weight on a lower extremity, lacerations with or without fractures, significant swelling, loss of sensation in an extremity etc.
- Conditions mandating that only an experienced medical professional move the person: Loss of consciousness, Neck or back injury with loss of sensations or motor power in arms or legs, Head injury with visual changes and/ or disorientation
- Ensure that a responsible person stays with the injured person at all times
- When in doubt do not put the skater back on the rink

7.7 Crisis management and communication plan

- All activities should be calmly and simply explained to the injured person
- Contact Emergency services by telephone immediately

- Ensure that emergency services/ medical responders have access to the injured person.
- Use the First Aid room if possible and at all times ensure the comfort and privacy of the injured person.
- Parents and carers should be immediately notified for information, immediate care and follow up.
- All illnesses and injuries should be recorded in the accident book.
- Conduct a follow up and this should note any changes in risk or future participation.

8. First Aid

8.1 Accident Book, First Aid kit and Protocol

Have an accident book, First Aid Kit and Emergency Protocol available at all times.

8.2 Trained Volunteers and coaches

Ensure that you have volunteers trained in First Aid available at all sessions. All Leaders and coaches should be trained in First Aid.

8.3 Reporting

If an accident occurs, it must be recorded in the accident book and reported to Inclusive Skating and the insurers within 24 hours.

8.4 Concussion (Brain injury)

Concussion must be carefully managed. Wearing a helmet does not protect against concussion. Anyone suspected of having a concussion must be sent to hospital as soon as possible. Any impact that causes a sudden jolting of the head and results in the brain moving inside the skull may cause a concussion. After concussion the skater should return to activities after the physical and mental rest recommended and a doctor has given clearance.

8.5 Signs and Symptoms of Concussion

Signs and Symptoms may have a delayed onset so continued observance is necessary even if the person may appear to be normal.

Symptoms: Headache, dizziness, feeling dazed, seeing stars, sensitivity to light, ringing in ears, tiredness, nausea, vomiting, irritability, confusion, disorientation.

Signs: Poor balance or coordination, slow or slurred speech, poor concentration, delayed response to questions, vacant stare, decreased ability, unusual emotions, personality change, inappropriate behaviour, sleep disturbance.

9. Safeguarding

9.1 DBS/ PVG checks

All volunteers and coaches must be DBS/PVG or equivalent checked. Inclusive Skating provides DBS/PVG checks in over 150 countries. Please refer to [website](#) for further information and request check through the recommended procedures.

9.2 Training

All coaches and volunteers must have adequate threshold training and must maintain their training regularly. Continuing competence to identify and manage a safeguarding issue must be demonstrated at all times.

9.3 Inclusive Skating Community Training

All participants should seek to participate in Safeguarding training and awareness. Wherever possible courses and training should be available for the whole Inclusive Skating community at all times. Relevant information is available on the Inclusive Skating website and should be regarded as training materials. The community and all participants are encouraged to become familiar with these materials. All participants are encouraged to take certified courses in safeguarding and upload the relevant qualifications on their membership platform.

10. Volunteers and Coaches

10.1 Volunteers and Coaches training

Volunteers and Coaches should be trained and demonstrate threshold and continuing competence. Please refer to the [coaching](#) section of the website for further information.

10.2 Volunteer Etiquette during sessions

Volunteers should avoid skating round and round during an inclusive Skating session. Whilst not assisting an inclusive skater to skate the volunteer should remain at the side of the rink.

10.3 Be Alert and Observe

Volunteers should be alert and observant at all times. Continually scan the session to ensure a rapid response to all situations. Ear buds should not be used. Hand held gaming devices or phones cannot be used. Phones can only be used in an emergency.

10.4 Volunteer Skills

Ensure that the volunteer and/or coach have the skill and ability to undertake the required task. It is possible that tasks require / could be fulfilled by a team approach. For example, a volunteer with an impairment can request that a volunteer skater provide a skating demonstration. Skaters may require 2 volunteers for balance.

10.5 Volunteer Supervision

Ensure that volunteers are given sufficient supervision and support to complete the required task.

10.6 On Rink balance support

Volunteers should only provide on rink balance support if they have sufficient skating/ physical skill to assist another skater. On Rink balance support by a volunteer should only be provided if the skater has sufficient balance to stand on skates off the rink and they are likely to be able to stand safely on the rink. Skaters should consent to on rink balance support. Do not assume that skaters want assistance.

10.7 On Rink Falls and rising to a standing position

Novice Skaters must be made aware of the procedure of rising to a standing position from a fall before they get on the rink.

10.8 Managing Risks

Volunteers must be made aware of any further risks and/or difficulties that the skater may experience in skating, having a fall or rising from a fall. If these risks cannot be managed then the skater should not go skating.

10.9 Plan and Manage session

Plan and manage all sessions appropriately.

11. Example of a Coaching Plan for a 6-week season

11.1 Before the season starts

Attend coaches training/ take on line courses, arrange for facility use and timing of sessions, hold orientation, assist with induction, assist with equipment as required. Manage the start of new skaters and consider a phased introduction of new skaters. Start new skaters only when there are enough volunteers available to provide sufficient support.

11.2 Week One

Welcome skaters, use signage and orient them to facility, review safety procedures and policy, check equipment being used by skaters, warm up, stretch, check balance of skater, assess the skater's skill level, direct volunteers to assist skaters as necessary, teach basic skating skills, cool down.

11.3 Week Two

Welcome new skaters, use signage and orient them to facility, review safety procedures and policy for all, check equipment being used by skaters, warm up, stretch, check balance of skater, assess the skater's skill level, direct volunteers to assist skaters as necessary, teach basic skating skills to new skaters, practice previously taught skills, cool down.

11.4 Week Three

Welcome any remaining new skaters, use signage and orient them to facility, review safety procedures and policy for all, check equipment being used by skaters, warm up, stretch, check balance of skater, assess the skater's skill level, direct volunteers to assist skaters as necessary, teach basic skating skills to new skaters, practice previously taught skills, begin to group skaters according to ability level, teach new skills as appropriate, cool down.

11.5 Week Four

Warm up, stretch, check balance of skater, assess the skater's skill level, direct volunteers to assist skaters as necessary, teach basic skating skills to new skaters, practice previously taught skills, group skaters according to ability level, teach new skills as appropriate, cool down.

11.6 Week Five

Warm up, stretch, assess the skater's skill level, direct volunteers to assist skaters as necessary, practice previously taught skills, teach new skills as appropriate, prepare skaters for assessment/ performance of skill the following week, cool down.

11.7 Week Six

Warm up, stretch, practice previously taught skills, skaters perform new skills and these are assessed, present awards, take photos, cool down, eat snack or meal,

11.8 Following the season

Continue training the skaters, thank the leaders, volunteers and assistant coaches, send photos and follow up media story to press (ensure consent is provided), evaluate season and develop season plan for next session.

12. Leaders

12.1 Leader Appointment

All sessions should have a duly qualified Leader appointed for each session. The Leader may be the Head Coach or another suitably qualified person. Leaders should have an interest and experience in skating and working with children and vulnerable persons. They must

understand the needs of the community and express a caring attitude. They must have a recognized first aid qualification and be checked for safeguarding. Leaders should be registered with Inclusive Skating and all references, qualifications, certificates should be checked and renewed where necessary. Leaders should be encouraged to complete [coaching](#) courses such as the free [iCoach Kids](#) online courses and the free Open university [coach developer](#) courses. The iCoach kids courses are available in several languages. Leaders should record all training and courses attended on the Inclusive Skating platform.

12.2 Leader Supervision

Leader performance should be assessed annually using standard assessment and appraisal tools, feedback from skaters and participants and the implementation of their own professional development action plan.

12.3 Leader Responsibilities

- Provide a safe environment
- Have a phone and access to call the emergency services
- Have a First aid certified coach on site at all times
- Properly plan the activity
- Evaluate skaters for injury, self-harm, abuse or incapacity
- Match or equate skaters
- Leaders should ensure that there are sufficient volunteer activities supporters available at all times to run the session.
- Ensure that all volunteers and coaches are adequately trained and safeguarding checked.
- Have a Fire and Emergency/ Crisis management Plan
- Ensure that participants are aware of the Fire, Emergency and Crisis Management plan
- Know where the emergency buttons and Fire Alarms are located.
- Have an Evacuation Procedure and meeting point identified. E.g. Car Park
- Have a First Aid Kit, Epipens, Resus Kit and trained personnel available in a prominent location
- Have in place appropriate insurance and ensure that volunteers/ coaches have adequate insurance
- Have a Volunteer designated to “meet and greet” all new participants and conduct the induction process
- Warn of inherent risks in the sport
- Ensure that the facility provides adequate and proper equipment
- Ensure that the rink is safe – no skater should be allowed on the rink until the rink has been checked for safety.
- Ensure that there is adequate signposting and signage
- Ensure that the changing facilities and toilets are clean and fit for purpose
- Carry out a [Risk Assessment](#). An Inclusive Skating Risk assessment [form](#) is available.
- Review the Risk Assessment before and after each session
- Continually supervise and monitor each session
- Ensure that the Lighting is appropriate – no flashing lights
- Ensure that the sound equipment is operational and the volume is set appropriately.
- Check all balance frames and skating assistants (where available) are in working order and used for the purposes for which they are designed.

- Ensure that skating assistants and balance aids are not used as toys
- Ensure that adequate helmets are available wherever possible
- Advise the use of safety equipment and protective gear at all times
- Continually monitor the session to ensure that safety and session etiquette is maintained at all times.
- Encourage all participants to register with Inclusive Skating as soon as possible. Keep all records on the Inclusive Skating platform wherever possible and maintain confidentiality of all records.
- Encourage all participants to keep information on the platform up to date and identify all persons who may be contacted in an emergency. Identify wherever possible all persons for safe release of children and vulnerable persons.
- Ensure that carers and parents remain with their skater and remain alert as to their needs and the needs of others at all times.
- Parents and carers must ensure good behaviour by themselves and of all participants within their charge at all times. All participants must comply with the Inclusive skating Code of Conduct for officials at all times.
- Ensure that the ramp is in place for wheelchairs to access the rink
- All media relations are handled by one designated person upon the direction of the Leader. Other members should not make comments to the media or bring Inclusive Skating into disrepute. The privacy of all participants should be assured. All media should be consented to and no children should be interviewed by the media.
- Ensure that all participants maintain high standards of hygiene and sanitation. All water bottles should be individually identified and children should not share food or drink. Encourage healthy habits and good practices such as washing hands as and when necessary.

13. Feedback and review

13.1 Feedback

Have a system of Feedback in place and available for all participants

13.2 Review

Have a system of review of Feedback in place

13.3 Complaints and Investigation

Have a complaints system and an independent investigation process in place or available where necessary

13.4 Reporting

Report and escalate issues where appropriate.

14. Evaluation and Future Program Design

Use Feedback and Review to improve systems and future program design. Communicate the improvements made to all participants. This will facilitate an open dialogue and involvement in future program design.

Good Luck and Good Skating!