

Overview

This standard is about the importance of health and safety for participants, your colleagues and yourself during the activities that you are leading. It also identifies the requirements associated with safeguarding, which must permeate all your activity leadership duties with children, young people and or vulnerable adults in your care. This standard addresses the requirement to establish your own understanding about safeguarding and what you must do in cases of actual or potential harm or abuse. It highlights ways that promote well-being and supporting those in your care, to keep safe.

The main outcomes of this standard are:

1. manage risks in the activity leadership environment
2. deal with injuries, incidents and signs of illness and follow emergency procedures
3. contribute to the ongoing protection of children, young people and or vulnerable adults

It is recommended that staff should have had an appropriate level of training in child protection and be familiar with their organisation's policies and procedures for dealing with suspected abuse and disclosure of abuse.

Performance criteria

You must be able to:

Manage risks in the activity leadership environment

1. follow legal requirements and your organisational policies and procedures for:
 - 1.1 risk-benefit assessment
 - 1.2 the ratio of leaders to **participants**
 - 1.3 identification of new **risks** during the activities
 - 1.4 identification and mitigation of any **hazards**
2. refer any **risks** and **hazards** that you cannot deal with to a responsible person for the programme
3. assess **participants'** readiness to take part in the activities
4. contribute to ensuring **participants'** safety is monitored and maintained throughout the activities

Deal with injuries, incidents and signs of illness and follow emergency procedures

5. follow legal requirements and your organisational policies and procedures for:
 - 5.1 dealing with emergencies
 - 5.2 protecting the casualty from further harm
 - 5.3 reporting any 'near misses', accidents and incidents

Contribute to the ongoing protection of children, young people and or vulnerable adults

6. contribute to the monitoring of the physical and emotional welfare of children, young people and or vulnerable adults, with whom you work
7. follow legal and organisational policies, procedures and ethos for inclusive practice

Knowledge and understanding

You need to know and understand:

Manage risks in the activity leadership environment

1. the **legal requirements** and your organisational policies and procedures for completing risk-benefit assessments
2. the reporting procedures for risks and hazards and the consequences of non-compliance
3. the common health and safety hazards associated with outside activities and the specific risks related to the planned activities
4. ways of balancing the potential risks involved in the environment, venue and activity
5. how to research the information needed for specific risks related to the planned activities
6. the legal requirements and organisational policies and procedures regarding the **ratio** of leaders to participants
7. methods of assessing that participants are ready to take part in the planned activities

Deal with injuries, incidents and signs of illness and follow emergency procedures

8. the **legal requirements** and your organisational policies and procedures for dealing with emergencies, contacting the emergency services and reporting accidents, emergencies and near misses
9. the types of injuries and illnesses that may occur in your area of work and how to deal with these before qualified assistance arrives
10. who the on-site first aider is and how to contact them
11. why it is important to protect the casualty from further harm

Contribute to the ongoing protection of children, young people and or vulnerable adults

12. the **legal requirements** and your organisational policies and procedures for monitoring, challenging and reporting concerns over any practices that may lead to bullying, harm or abuse
13. the individual components that create **safeguarding concerns** and the impact they have on children, young people and or vulnerable adults
14. how to recognise physical and behavioural signs that indicate cause for concern

15. the role of the agreed designated person in your organisation and how to contact them
16. why it is important to make it clear to children, young people and or vulnerable adults that their disclosure of **safeguarding concerns** must be reported to the agreed designated person
17. how to reassure and support, yet not pressurise or lead children, young people and or vulnerable adults to disclose more than they wish
18. why some children, young people and or vulnerable adults may be more at risk
19. how to raise children, young people and vulnerable adults' awareness of personal safety
20. why it is important to safeguard your own protection when working with children, young people and or vulnerable adults
21. the legal and organisational policies, procedures and ethos for inclusive practice

Scope/range related to performance criteria **Participants** (*minimum of 4*)

1. adults
2. children and young people
3. individuals with particular needs
4. new with no experience
5. those with some experience
6. groups
7. individuals

Risks

1. generic
2. specific to the activity being undertaken

Hazards (*minimum of 2*)

1. location
2. environmental
3. equipment malfunction
4. illness

**Scope/range related
to knowledge and
understanding**

Legal requirements

1. Health and Safety at Work Act
2. Control of Substances Hazardous to Health
3. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
4. Electricity at Work Act
5. First Aid Regulations

Ratio

1. number of leaders
2. number of participants
3. proportionate to the abilities, experience and ages of participants
4. proportionate to the associated risks of planned activities

Safeguarding concerns

1. physical
2. neglect
3. emotional
4. sexual
5. bullying

Values

The following key **values** underpin the delivery of services within activity leadership and will help activity leaders to have their intended impact on the participants.

Activity Leaders should:

1. nurture and develop an environment that promotes participation, manages risk, and stimulates challenge, enjoyment, confidence, self-esteem and above all achievement
2. advocate the need for participants to remain at the centre of the activity, throughout their leadership duties
3. maintain integrity in all their actions
4. promote positive behaviour in a fair, consistent, inclusive, ethical and effective manner
5. embrace diversity and inclusion to enable involvement of participants with particular needs and of various abilities

Behaviours

The following **behaviours** underpin the delivery of services within activity leadership. These behaviours ensure that participants receive a positive impression of both the organisation and the individual

Activity Leaders should:

1. observe respect and be tolerant towards all participants and others involved, such as parents, staff and other leaders
2. act as a role model by maintaining the highest standards of personal conduct
3. implement and practice by example ground rules for behaviour during the session and or programme
4. be empathetic to participants' needs and requirements
5. observe the boundaries to maintain and develop a rapport with participants
6. respect the roles of support personnel, such as care workers, first aiders, lifeguards, or buddies and know when to refer issues to these specialists

Skills

The following **skills** underpin the delivery of services within activity leadership and will help activity leaders to have their intended impact on the participants.

Activity Leaders should:

1. influence participants to take care of and appreciate the value of equipment being used
2. have a systematic approach to preparing, leading, reviewing and evaluating for activities
3. understand when confidentiality is to be maintained and when it cannot be guaranteed
4. reflect on their own practice and always seek ways to improve their ability
5. be able to 'think outside the box' and develop contingencies
6. manage participants' expectations
7. be confident and resilient
8. adapt activities to develop purposeful fun activities for participants
9. have effective and efficient time management
10. recognise barriers and solutions to participation
11. instil peer to peer help and team work
12. demonstrate diplomacy when challenging any behaviour and discriminatory issues
13. empower and include participants within the session by delegating tasks
14. empower participants to become 'risk aware' by involving them in practical risk assessment and decision-making

Glossary

Casualty

The individual who has suffered the injury or illness

Emergency

Any situation that immediately threatens the health and safety of participants and or others within your care

Emergency services

Usually the ambulance service

Hazard

This is something that is dangerous, or could cause harm

Health and safety requirements

Those required by law, codes of practice and those of your own

organisation

Individuals with particular needs

People for whom the session may be more than normally challenging, for example, people with medical conditions, people who are overweight, unusually shy or nervous, pregnant women; disabled participants, and people with diverse or cultural requirements. Some individuals in these groups may need special attention following accidents and emergencies

Organisational policies and procedures

In addition to statutory legal requirements, these are the agreed working procedures that must be followed, for example, in relation to risk assessments, dealing with personal belongings, dealing with complaints, confidentiality, levels of responsibility, safeguarding, code of practice regarding supervision ratios, and the action to take when a National Governing Body does not cover an activity

Participants

The people you are leading during the activity

Proportionate level and or ratio of supervision

The level of supervision is usually ratio-based, however, best practice is also base it on proper consideration of both the activities to be undertaken and the level of the abilities of the participants involved

Qualified assistance

In the case of accidents or medical emergencies, this could be the First Aider, the emergency services, such as ambulance service, fire and other rescue services, such as lifeguard, coastguard, mountain rescue

Young people

Generally means participants under the age of 18 years, however refer to your organisational policies

Health, safety and welfare in activity leadership

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