

# Emergency Procedures



## Unit 3:

Health, safety and welfare in a fitness environment

# Learning outcomes & assessment criteria

**Learning outcome:** The learner will:

LO1: Understand emergency procedures in a fitness environment.

**Assessment criteria:** The learner can:

- 1.1. Identify the types of emergencies that may occur in a fitness environment.
- 1.2. Describe the roles that different staff and external services play during an emergency.
- 1.3. Explain the importance of following emergency procedures calmly and correctly.
- 1.4. Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people.

# Emergencies in a fitness environment

Some examples are:

- Accidents/injuries to members (e.g. muscle strain or dropping a weight on a body part).
- Medical illnesses (e.g. heart attack, stroke, diabetic episode, asthma attack).
- Fires or chemical spillages/leaks.
- Unidentified package (bomb alert).



# Internal roles

<b>Managers and directors</b>	<ul style="list-style-type: none"><li>• Overall responsibility for health and safety in the workplace.</li><li>• Implement specific policies and procedures.</li><li>• Appoint appropriate staff to manage key roles/duties.</li></ul>
<b>Duty first aider</b>	<ul style="list-style-type: none"><li>• Provide emergency first aid.</li><li>• Call the emergency services, if required.</li><li>• Log accidents in the incident book.</li></ul>
<b>Health and safety officer</b>	<ul style="list-style-type: none"><li>• Develop appropriate procedures for managing emergencies.</li><li>• Assess and manage all health and safety in the workplace.</li></ul>
<b>Fire warden</b>	<ul style="list-style-type: none"><li>• Manage evacuation of specific area.</li><li>• Take registers.</li><li>• Inform main emergency service of any missing persons.</li></ul>
<b>All staff</b>	<ul style="list-style-type: none"><li>• Follow organisation procedures.</li><li>• Report hazards and risks.</li><li>• Assist with risk management for own work area.</li></ul>

# Managing accidents and sudden illnesses

An individual's ability to deal with accidents/illnesses will vary greatly, depending on any first aid qualifications they hold.

However, the role of any person when facing an accident/emergency situation can be summarised using the acronym **CALM**.

- **C**alm yourself.
- **A**ssess situation.
- **L**ocate assistance if available.
- **M**ake area safe.

# Emergency services (EMS)

The EMS should be called when there's a:

- Fire.
- Chemical spillage.
- Security threat, e.g. bomb.
- Medical emergency or accident:
  - Casualty is unconscious.
  - Suspected head, neck or spine injury.
  - Suspected fracture or severe dislocation.
  - Severe external bleeding.
  - Suspected internal injury.
  - Serious medical problem, such as heart attack, asthma attack or diabetic emergency.
  - You feel unable to handle the situation yourself or the casualty's condition is worsening.



# Emergency situations

## Thought storm

Why is it important to remain calm and follow procedures in an emergency situation?



# The importance of remaining calm

All staff must follow company EAPs to:

- Ensure the safety of people within the fitness facility.
- Avoid inflicting panic on others and to prevent further harm.
- Reduce employee liability if any harm befalls people within the facility.
- Ensure a verified and optimally agreed course of action is followed.

# Safety of special populations

## Task

How would you maintain the safety of the following groups in different emergency situations:

- Children.
- Disabled people.
- Older adults.



# Children in an emergency

Children are likely to express their feelings in different ways to an adult during an emergency.

It is advisable to:

- Explain what is happening.
- Listen to them.
- Give direct, short and truthful answers.
- Avoid trivialising their feelings.
- Remain calm and positive.



# Disabled people in an emergency

Emergency scenarios will vary depending on the needs of the disabled person.

Be aware of any possible restrictions for designated evacuation routes.

Lifts are normally prohibited during an evacuation.

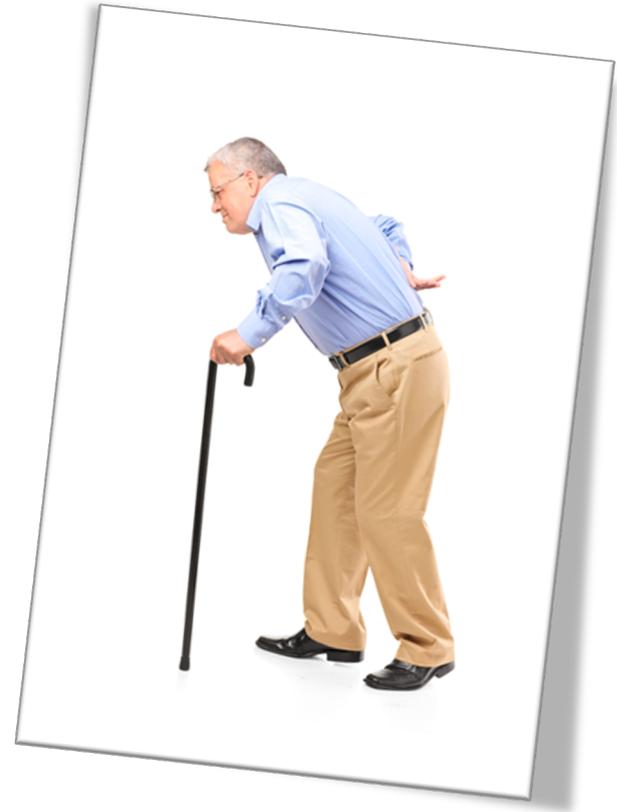
When using stairs, a helper should serve as a guide and allow a visually impaired or blind person to follow with a hand on their shoulder.

Wheelchair users may require extra aids and assistance to descend evacuation stairwells.

# Older people in an emergency

Older adults with limited movement capability may need the same guidance as given for disabled people.

The extent of the limitations in the older adult membership of a facility should be considered in relation to risk assessment and strategies for evacuation.



# Learning review

**Assessment criteria:** Can you now:

- Identify the types of emergencies that may occur in a fitness environment?
- Describe the roles that different staff and external services play during an emergency?
- Explain the importance of following emergency procedures calmly and correctly?
- Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people?

# Health and Safety Requirements



## Unit 3:

Health, safety and welfare in a fitness environment

# Learning outcomes & assessment criteria

**Learning outcome:** The learner will:

LO2: Understand health and safety requirements in a fitness environment.

**Assessment criteria:** The learner can:

- 2.1. Outline why health and safety is important in a fitness environment.
- 2.2. Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment.
- 2.3. Describe duty of care and professional role boundaries in relation to special population groups.
- 2.4. Identify the typical roles of individuals responsible for health and safety in a fitness organisation.
- 2.5. Describe the types of security procedures that may apply in a fitness environment.
- 2.6. Describe the key health and safety documents that are relevant in a fitness environment.

# The importance of health and safety

## Thought storm

Why is health and safety important in a fitness environment?



# The importance of health and safety

- Legal requirement.
- Duty of care.
- Keep people and workplace safe.
- Prevent accidents and emergencies.
- Professional practice.

# Legal and regulatory requirements

## Health and Safety at Work Act 1974

- Identifies the responsibilities which both employers and employees have to themselves and members of the public.

## The Management of Health and Safety at Work Regulations 1999

- Identifies in more detail what is required from employers to manage health and safety in the workplace.



# Health and Safety at Work Act 1974

Employers must make every attempt to ensure maximum health and safety requirements as far as is 'reasonably practicable'.



# Health and Safety at Work Act 1974

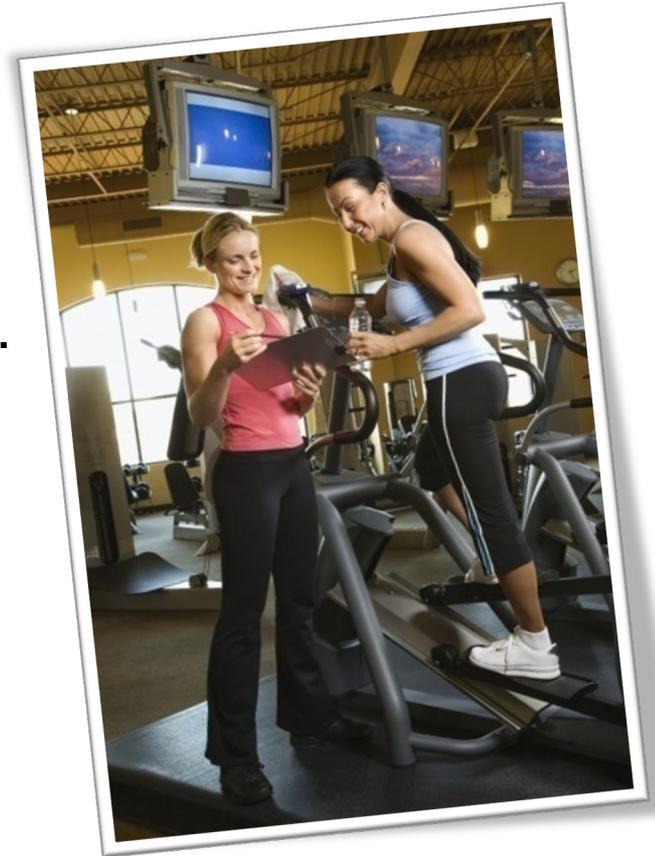
## Employer's responsibilities:

- Provide and maintain equipment and work.
- Deal with substances, such as chemicals, safely.
- Provide information, instruction, training and supervision.
- Maintain safe and healthy workplaces with the necessary facilities.
- Provide a Health and Safety Policy Statement when employing five or more people.
- Ensure that visitors and members of the public are not put at unnecessary risk.

# Health and Safety at Work Act 1974

## Employee's responsibilities:

- Take care of their own health and safety at work.
- Take care of the health and safety of others.
- Cooperate with their employer.
- Do not misuse or interfere with anything provided for health and safety purposes.



# Management of Health and Safety at Work Regulations 1999

States:

‘It is a legal requirement for employers to conduct a risk assessment on all work practices, equipment and working environments.’

The **Health and Safety Executive** (HSE), a governmental body responsible for health and safety, defines risk assessment as: ‘a careful examination of what, in your work, could cause harm to people’.

## **Other legislation**

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR).
- Personal Protective Equipment at Work Regulations 1992 (PPE).
- Control of Substances Hazardous to Health Regulations 2002 (COSHH).
- Employer's Liability (Compulsory Insurance) Act 1969.
- Manual Handling Operations Regulations 1992.

# Duty of care and role boundaries

## Question and answer

What is the required duty of care for a fitness instructor?

What are the role boundaries for special populations?

What are the roles of other people in the workplace?



# Duty of care

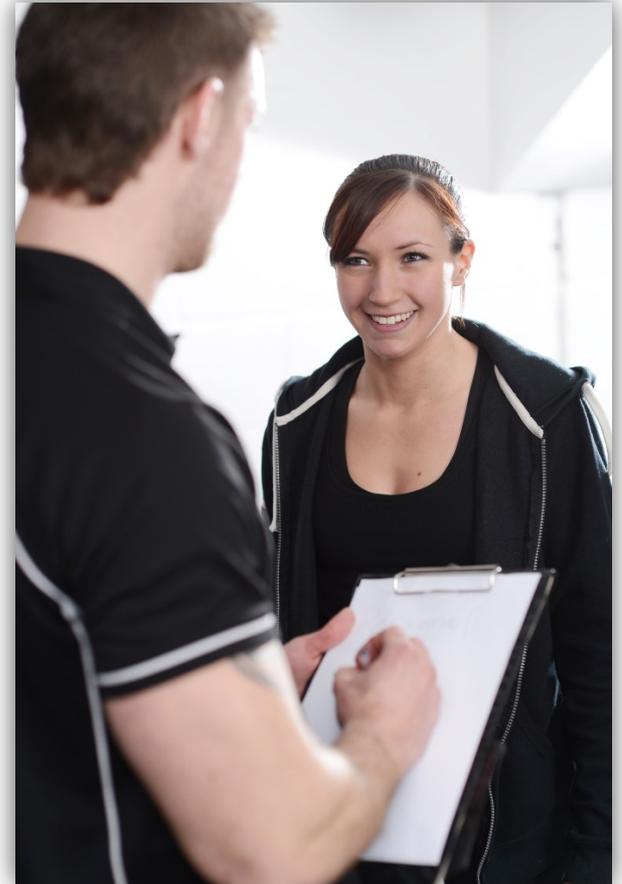
The obligation to apply a reasonable level of care towards an individual to avoid injury to that individual or his/her property.

A 'reasonable' level of care is considered to be that you have, **to the best of your knowledge and ability**, taken all precautions to minimise risk.



# Health and safety relevant to an instructor

- General health and safety duties.
- Emergency action plans (EAPs):
  - Working practices.
  - Client screening.
  - Equipment safety.
  - First aid (if qualified).



# Emergency action plans

EAPs detail a company's procedures in the event of accident or incident, e.g. bomb threat, evacuation, gas leak, fire and other high risk and life or death situations.

They will give details on:

- What to do in the event of...
- What to do during...
- What to do after...

Employers will regularly test their staff to ensure their competence in the event of such matters.



# Working practice policies

- Competency, qualifications.
- Public liability insurance.
- Register of Exercise Professionals (REPs).
- Induction and structure (e.g. screening, PAR-Q).
- Risks of exercise and exercise benefits (e.g. CHD).
- Where to go in event of fire, nearest telephone, nearest first aid kit and qualified first aiders, nearest drinking water.
- Checking environment before/after session, reporting damage and recording accidents/incidents.

# Duty of care and special populations

Duty of care is considered to be greater when dealing with individuals who are in certain special population groups:

- Children.
- Young adults (14-16).
- Older adults (50+).
- Ante- and postnatal women.
- Disabled people.

Knowledge of the physiological processes involved with specific populations.

Additional qualifications required to work with special populations.



# Health and safety roles and duties

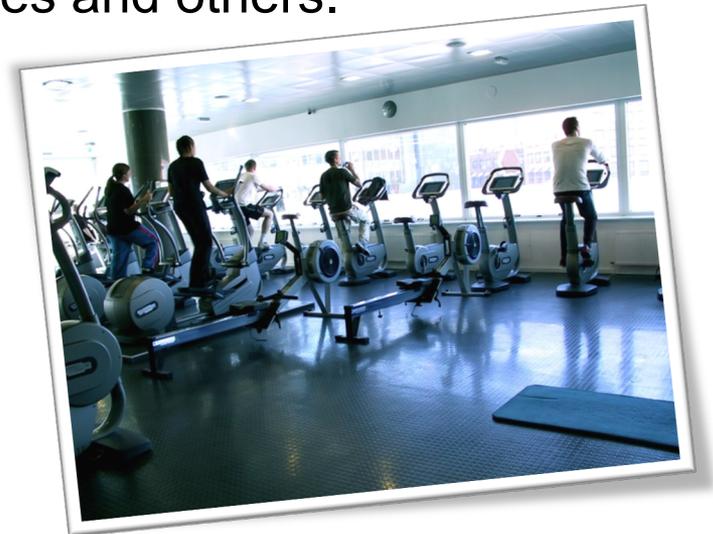
Health and safety officer – overall responsibility.

Department lead – responsibility for health and safety in named department.

Duty first aider – managing first aid emergencies and accidents.

Everyone still has a responsibility to themselves and others.

Instructors will be required to carry out regular health and safety checks within the fitness environment (e.g. studio, gym or pool) in accordance with their employer's policies and procedures.



# Health and safety documents

## Thought storm

Which health and safety documents are essential in the workplace?



# Health and safety documents

- Health and safety policy and procedures.
- Health and safety poster.
- Incident or accident report book.
- Risk assessment report.
- Screening documents, e.g. PAR-Q, informed consent.
- Client records, e.g. emergency contact.

# Security

## Thought storm

What security arrangements may be required in a fitness environment?



# External gym security

- Video monitoring system (CCTV).
- Monitor front door and parking area.
- Monitor every exit area from the inside.
- Light security.
- Security and alarm stickers.
- Effective security.
- Adapt to the necessary level of required security.



# Indoor gym security

- Access control.
- Intruder, panic, personal alarm.
- Preventing violence.
- Radios, pagers, mobile phones.
- Training for staff.
- Keep personal information confidential.
- Discourage lone working.



# Learning review

**Assessment criteria:** Can you now:

- Outline why health and safety is important in a fitness environment?
- Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment?
- Describe duty of care and professional role boundaries in relation to special population groups?
- Identify the typical roles of individuals responsible for health and safety in a fitness organisation?
- Describe the types of security procedures that may apply in a fitness environment?
- Describe the key health and safety documents that are relevant in a fitness environment?

# Hazards and Risks



## Unit 3:

Health, safety and welfare in a fitness environment

# Learning outcomes & assessment criteria

**Learning outcome:** The learner will:

LO3: Understand how to control risks in a fitness environment.

**Assessment criteria:** The learner can:

- 3.1. Identify possible hazards in a fitness environment.
- 3.2. Describe how to risk assess the types of possible hazards in a fitness environment.
- 3.3. Describe how to control risks associated with hazards in a fitness environment.
- 3.4. Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally.

# Hazards in a fitness environment

## Task

Identify all the possible hazards in a fitness environment:

- Gym.
- Studio.
- Pool.
- Reception.
- Other areas.

Who may be harmed by these hazards?



# Hazards may include:

- **People**
  - Behaviour and actions, e.g. chewing gum.
  - Health status, e.g. medical conditions.
  - Technique.
- **Equipment**
  - Maintenance.
  - Storage.
  - Lifting.
- **Environment**
  - Temperature.
  - Space.
  - Obstacles, e.g. slips and trips.



# Who may be harmed?

- Self.
- Other staff.
- Clients.
- Service users.
- Visitors.

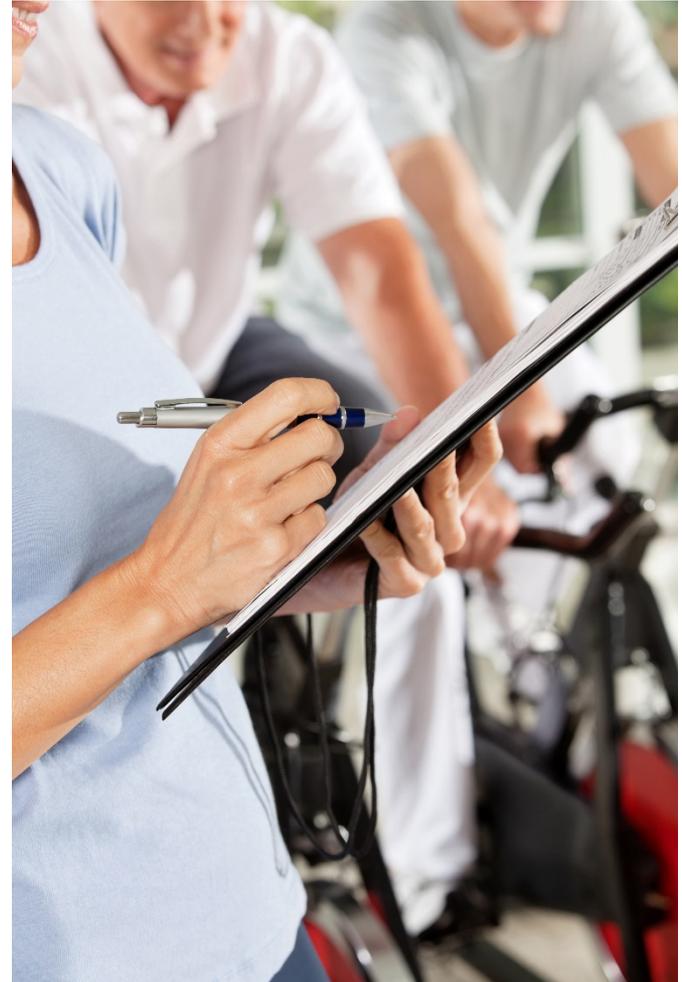


# Risk assessment

## Question and answer

How would you assess the level of risk of the potential hazards?

How would you control risks?



# Risk assessment

A risk assessment is a careful examination of the workplace and the risk of injury or harm that could occur to individuals who frequent this location.



# Five steps of risk assessment (HSE)

1. Look for the hazards.
2. Decide who may be harmed and how.
3. Evaluate the risks and decide whether existing precautions are sufficient.
4. Record findings.
5. Review assessment and revise it as necessary.



# Risk assessment

Potential risks are graded (low to high) to determine their:

- Severity.
- Likelihood.



# Risk ratings

Risks are rated using a numbered system from 1 to 5.

The severity score and the likelihood score are multiplied together to give a risk rating.

**Medium risks** may require action to be taken to reduce risk.

**High risks** MUST be followed up with immediate action.

Likelihood	Severity of injury/disease	Risk rating
5. 50% (likely)	5. Death	1-2 acceptable <b>LOW</b>
4. 25%	4. Major injury/disease	(no further action)
3. 10%	3. Off work for >3 days	3-10 tolerable <b>MEDIUM</b>
2. 5% (possible)	2. First aid – back to work	(maintain controls)
1. 2% (unlikely)	1. Minor injury – near miss	11-25 danger <b>HIGH</b> stop

# Example

Possible risk	Likelihood	Severity	Score	Risk and action	Actions
An apparently healthy young adult who exercises regularly experiencing a cardiac emergency when exercising .	1	4-5	<u>4 to 5</u>	<b>Medium</b>  Maintain controls	Pre-screen. Monitor intensity. Warm up and cool down appropriately. Programme training to meet specific needs.
An inactive client with an existing cardiac condition experiencing a cardiac emergency when exercising.	5	5	<u>25</u>	<b>High</b>  Stop! Immediate action required	Signpost to GP. Specialist and clinically supervised exercise.

# Risk assessment

## Task

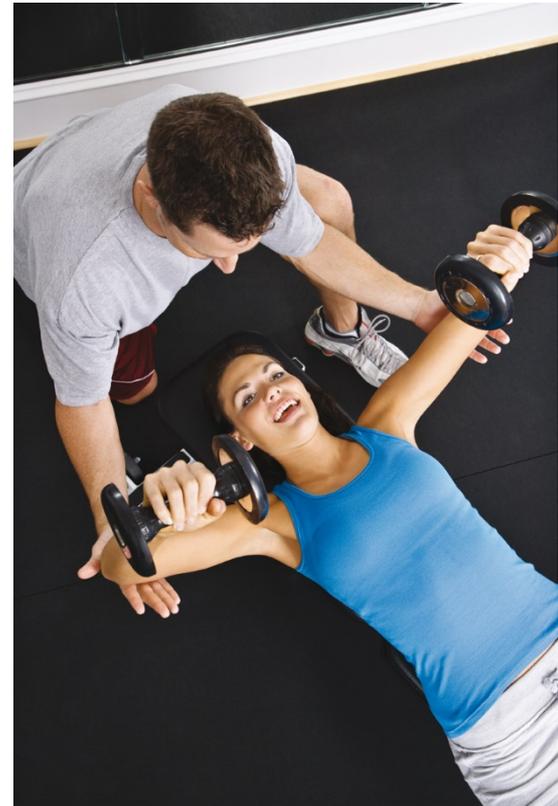
Evaluate the risks listed (likelihood and severity) and identify possible controls that could be put in place.

## Risks:

- Person drowning in the pool.
- Person slipping on a wet floor.
- Client performing an exercise incorrectly.
- Client with a medical condition experiencing a medical emergency in a session.
- Client using faulty equipment.
- Staff member lifting or moving equipment unsafely.

# Managing risks

- Eliminate the risk.
- Reduce the risk.
- Isolate the risk.
- Control the risk.
- Wear protective clothing.



## **Controls may include:**

- Appropriate supervision, e.g. pool and gym areas.
- Staff training, e.g. inducting clients, client programming, manual handling.
- Signs and posters, e.g. wet floor or deep/shallow end of pool.
- Client screening prior to exercise.
- Equipment checks and maintenance.
- Client inductions.
- Reporting procedures, e.g. faulty equipment.

# Manual handling

In order to minimise any risks involved when lifting and carry objects, consider the following:

- Lifting technique.
- Climbing.
- Pushing/pulling.
- Pivoting.



# Exercise risk assessment

## Thought storm

What factors could influence the safety of an exercise programme for an individual beyond the environmental risks?



# Exercise risk assessment

## Individual

- Health status.
- Fitness level.
- Activity levels.
- Body awareness and technique.

## Exercise selection and safety

- Level of progression and risk.
- Intensity and duration:
  - Repetitions.
  - Resistance and leverage.
  - Range of motion.
  - Rate/speed.
  - Complexity.
  - Coordination and balance.



The exercises selected must be suitable for the individual and appropriate to their level of progression.

# Contacts

## Thought storm

Who would you contact in a fitness environment when hazards and risks cannot be controlled personally?



# Contacts

- Health and safety officer .
- First aider.
- Pool lifeguard.
- Pool maintenance.
- Equipment maintenance.
- Duty manager.
- Emergency services – 112 or 999.

# Remember

- Ensure all aspects of the working environment are safe and that hazards have been minimised.
- Be aware of roles and responsibilities in the event of an incident.
- Demonstrate a duty of care to clients and take all reasonable steps to assess and reduce the risks whilst the client is exercising.



# Learning review

**Assessment criteria:** Can you now:

- Identify possible hazards in a fitness environment?
- Describe how to risk assess the types of possible hazards in a fitness environment?
- Describe how to control risks associated with hazards in a fitness environment?
- Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally?

# Safeguarding



## Unit 3:

Health, safety and welfare in a fitness environment

# Learning outcomes & assessment criteria

**Learning outcome:** The learner will:

LO4: Understand how to safeguard children and vulnerable adults.

**Assessment criteria:** The learner can:

- 4.1. Describe what is meant by safeguarding the welfare of children and vulnerable adults.
- 4.2. Describe the responsibilities and limitations of a fitness instructor in regard to safeguarding children and vulnerable adults.
- 4.3. Identify the signs/types of abuse which an instructor may encounter.
- 4.4. Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults.
- 4.5. Describe the procedures to follow to protect oneself from accusations of abuse.
- 4.6. Identify the statutory agencies responsible for safeguarding children and vulnerable adults.
- 4.7. Explain when it may be necessary to contact statutory agencies.
- 4.8. Describe how to maintain the confidentiality of information relating to possible abuse.

# Safeguarding

## Thought storm

What is safeguarding?

Which populations are vulnerable?



# Safeguarding

Safeguarding the welfare of children and vulnerable adults means to ensure their safety, protect them against maltreatment, and remove any risk of harm, neglect or abuse.

# Children and vulnerable adults

In the UK, most protection agencies refer to **children** as any person under the age of 18.

(NSPCC, 2014)

A **vulnerable adult** is any person 'aged 18 years or over, who is in receipt of or in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'.

(Department of Health, 2000)

# Policy

A 'safeguarding' policy is a statement by an organisation that explicitly states its views in relation to keeping children and vulnerable adults safe and what it will do to keep them safe, including reporting procedures.

# Policies and procedures

The key principles for any situation working with children, young people and vulnerable adults will often be similar in any code of practice and may include:

- Behaviour.
- Competence.
- Relationships.
- Rights and responsibilities.



# Behaviour

Key behavioural points when working with children include:

- Demonstrate proper personal behaviour and conduct at all times.
- Be a role model.
- Wear a uniform and name badge to be easily recognisable to children and parents.
- Know how to respond appropriately to any areas of concern.



# Competence

Company policy and procedures must detail the requirements for instructors or supervisors of children or vulnerable adults.

- If working with children, a DBS check is a legal requirement.
- References are vital when determining an individual's suitability.
- Extra qualifications and experience may be necessary.

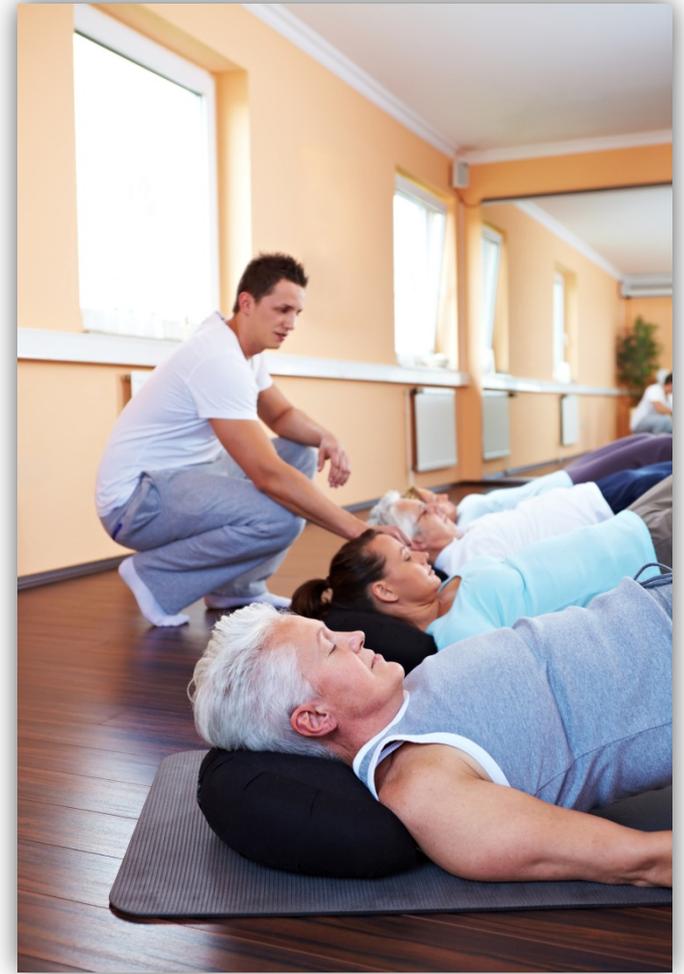


# Relationships

Adults must develop a relationship with children, vulnerable adults and staff based on:

- Openness.
- Honesty.
- Mutual trust and respect.

You must also be able to appropriately manage confidential information.



# Rights and responsibilities

Adults must always respect and champion the rights of every individual to participate in leisure activities.

You must recognise the need to protect the rights of participation, enjoyment and achievement for all.

Everyone has the right to:

- Live free from violence, fear and abuse.
- Be protected from harm and exploitation.
- Be independent.
- Say 'no' to anything they don't fully understand.



# Best practice guidelines

When working with children and vulnerable adults, it is appropriate to:

- Work in an open environment.
- Avoid spending time alone with children or vulnerable adults.
- Never offer a child or vulnerable adult a lift home if this would mean being alone with them.
- Never photograph children or vulnerable adults without the written permission of parents or carers.



# Types of possible abuse

Fitness professionals must maintain vigilance in recognising the signs and symptoms of these forms of abuse:

- Physical.
- Emotional.
- Sexual.
- Neglect.
- Bullying and harassment.



# Key signs of possible physical abuse

- Signs of physical injury.
- Fear or concern of parent being contacted.
- Aggressive or angry outbursts.
- Keeping arms and legs covered.
- Withdrawn behaviour.
- Unexplained bruising or injuries.
- Bruises which reflect hand marks.
- Prone to flinching.
- Depression.
- Running away.



# Key signs of possible verbal abuse

- Neurotic behaviour.
- Inability to take part.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parents being contacted.
- Developmental delays.



# Key signs of possible sexual abuse

- Sudden changes in behaviour.
- Becoming aggressive/withdrawn.
- Apparent fear of one person.
- Running away.
- Sexual drawings/language.
- Bedwetting.
- Self-harm/suicidal thoughts.
- Advanced sexual knowledge.
- Sexual behaviour.
- Genital pain or itching.
- STDs.
- Stomach pains.



# Key signs of possible neglect

- Truancy and lateness.
- Regularly alone and unsupervised.
- Constant hunger.
- Unkempt state.
- Weight loss.
- Inappropriate dress.



# Key signs of possible bullying

- Shyness.
- Insecurity.
- Seems 'over' sensitive.
- Signs of physical and/or emotional abuse.



# Responding to suspected abuse

Concerns are likely to be raised if:

- Abuse is observed, i.e. you witness bullying, harassment or physical abuse taking place.
- Signs of abuse are observed (listed in table 4.2).
- Another person reports their concerns.
- A child or vulnerable adult discloses abuse directly.
- In all instances, it is essential to take action!

# Responding to suspected abuse

Dealing with evidence or an allegation of abuse is seldom straightforward.

The adult may be shocked and disturbed by what is heard or seen, however action should always be taken.

Follow the company policies.

Report to the designated **child protection or safeguarding officer** who is based within the organisation or a senior manager.



# Guidelines for responding to direct disclosure

- Listen and let the child or vulnerable adult speak.
- Stay calm, accept what is being said and avoid the need to judge.
- Reassure them that they have done the right thing by telling you.
- Tell them that you take what they are saying seriously.
- Be honest and explain that you will have to tell someone else to protect them.
- Don't make them repeat the story, interrogate them or ask leading questions.
- Don't tell people who do not need to know.
- Don't approach the alleged abuser or the parents, guardian or carer.
- Record in writing.
- Maintain contact with the child or vulnerable adult if possible.

# Recording information

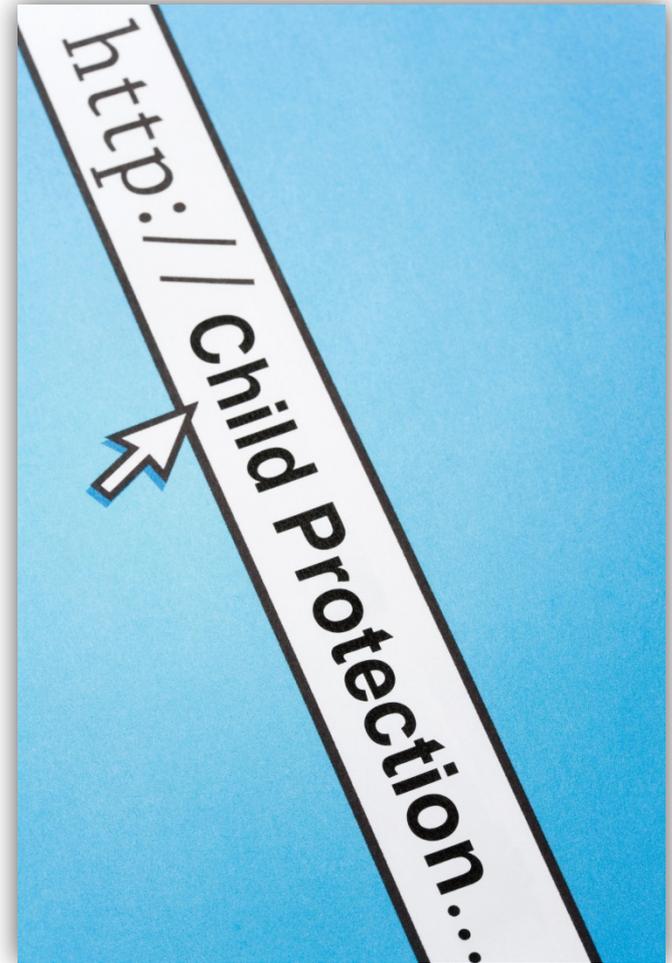
When recording information you should:

- Report the facts – what you have seen, heard or what has been reported or disclosed.
- Do not give your personal opinions: be clear when reporting your own or others' interpretation of events and reasons for this.
- Clearly distinguish between your personal knowledge and what you have been told by others.

# Statutory agencies

Each professional has a responsibility to act on what has been reported by referring their concerns to one of the following:

- Child welfare agencies.
- Social services.
- Local safeguarding children boards (LSCBs).
- Independent safeguarding authority (ISA).
- Adult social care services (ASCS).
- Police.
- ChildLine.
- Child protection officer in the workplace.
- Safeguarding officer.
- NSPCC.



# When to report?

- Physical and sexual abuse are illegal.
- Discrimination and financial exploitation may also be considered to be criminal.
- Allegations and concerns should be reported to the police who will investigate and decide whether to take criminal action or not.

# Maintaining confidentiality

- Follow organisation procedures.
- Adhere to guidance from relevant legislation (data protection, information governance and sharing).
- Share information only on a 'need-to-know basis' with relevant people.
- Remember the child or vulnerable adult will be the centre of the whole process; their confidence, safety and security must be assured.
- All written reports relating to the incident must be locked away securely.

# Learning review

**Assessment criteria:** Can you now:

- Describe what is meant by safeguarding the welfare of children and vulnerable adults?
- Describe the responsibilities and limitations of a fitness instructor in regard to safeguarding children and vulnerable adults?
- Identify the signs/types of abuse which an instructor may encounter?
- Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults?
- Describe the procedures to follow to protect oneself from accusations of abuse?
- Identify the statutory agencies responsible for safeguarding children and vulnerable adults?
- Explain when it may be necessary to contact statutory agencies?
- Describe how to maintain the confidentiality of information relating to possible abuse?