Welsh Hockey Union

Volunteer Coaches and Umpires

Log Book:

Name:

www.welsh-hockey.co.uk

WHU Volunteer/Coach/Umpire Log Book

CONTENTS **PAGE NO.**

Note *You are welcome to photocopy any section of this log book.*

Additional template / blank forms, ie. session planners, accident forms, will be available for downloading on the WHU Website.

Introduction

Welcome to the rewarding world of volunteering in sport!!

This log book is issued to volunteers who have attended or would like to attend a WHU coaching or umpiring award. The log book is designed to assist you to plan and improve sessions and keep a record of your training.

Good Luck – and if you require any help or advice, then please contact me – Sarah Powell National Trainer – you are welcome to photocopy any section of this log book.

Why Keep a Log Book?

- Contributes to completing a WHU Coaching/Umpiring award.
- Demonstrates skills achieved – leading activities, organising others, effectively planning and evaluating games and communicating in a suitable manner.
- Personal record of achievement
- Good evidence for your CV and prospective employers
- Enhances personal development
- Record of session plans as a reference for future coaching/umpiring and organising.

The log book has been divided into the following sections:-

- **Personal details and verification of voluntary hours** for recording when and where you volunteer.
- **Mentor Feedback Report** for your mentor or supervisor to verify the number of volunteer hours you have completed and provide feedback on your coaching / umpiring.
- **Education, Training Courses, Meetings, Workshops and Work Experience** for recording the training courses, coach education programmes and other professional development workshops you have attended and qualifications you have been awarded.
- **Festivals, tournaments, events and sports days** for recording details of sporting events you have been involved with.
- **Planning Checklists** to highlight factors to consider when planning your session.
- **Coaching/Umpiring Session Planners** to help you plan and evaluate your session.
- **Good Practice Guidelines**

Personal Details

Name of Volunteer/Coach/Umpire: _____

Address: _____

Phone: _____ Email: _____

Local Authority: _____

Verification of Voluntary Hours

Venue	Name of Club/School	Type of Session Delivered	Date	Times	Hours	Coach/Umpire Volunteer Signature	Mentor / Supervisor Signature

Venue	Name of Club/School	Type of Session Delivered	Date	Times	Hours	Coach/Umpire Volunteer Signature	Mentor / Supervisor Signature

Mentor Feedback Report

This form has been designed to be filled out by your mentor or supervisor to verify the number of voluntary hours you have completed and to provide feedback on your coaching/umpiring.

Mentor / Supervisor Comments

(Please provide feedback to the volunteer on their role including their strengths, areas for improvement and suggestions of training opportunities).

Venue : _____ Date : _____

Type of Session : _____

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(Signature of mentor / supervisor) (Date) (Signature of Volunteer)

Mentor / Supervisor Comments

(Please provide feedback to the volunteer on their role including their strengths, areas for improvement and suggestions of training opportunities).

Venue : _____ Date : _____

Type of Session : _____

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_____ _____ _____

(Signature of mentor / supervisor) (Date) (Signature of Volunteer)

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(Please provide feedback to the volunteer on their role including their strengths, areas for improvement and suggestions of training opportunities).

Venue : _____ Date : _____

Type of Session : _____

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_____ _____ _____

(Signature of mentor / supervisor) (Date) (Signature of Volunteer)

Mentor / Supervisor Comments

(Please provide feedback to the volunteer on their role including their strengths, areas for improvement and suggestions of training opportunities).

Venue : _____ Date : _____

Type of Session : _____

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_____ _____ _____

(Signature of mentor / supervisor) (Date) (Signature of Volunteer)

Education, Training Courses, Workshops and Work Experience

Use this form to record the training courses, coach education programmes and other professional development workshops you have attended and qualifications you have been awarded.

Learning never stops! There are a variety of education and training opportunities available for you to progress in sport, improve and keep up to date with the latest sporting information. Please contact the WHU or your local authority sports development team for details, or log on to WHU Website Coaching Calendar for details.

Course Name	**Date**	**Hours**	**Venue**	**Course Co-ordinator**	**Qualification achieved if applicable**
eg. WHU Leaders Award plus Dragon Umpiring	*12, 20, 26 June 2004*	*6 hrs Leaders + 3hrs Umpiring*	*Club*	*WHU LDO*	*Hockey Leader & Dragon Umpire*
SCUK Child Protection Workshop	*20.6.2004*	*3 hrs*	*Leisure Centre*	*WHU LDO*	*Certificate of Attendance*

Education, Training Courses, Workshops and Work Experience

Course Name	Date	Hours	Venue	Course Co-ordinator	Qualification achieved if applicable

Festivals, Tournaments, and Events / Meetings

Use this form to record details of events you have been involved with. These could include festivals, tournaments, competitions and leagues.

Event Name	Date	Hours	Venue	Your Role	Comments / Results
eg. Dragon Sport Hockey Festival	*20.9.2003*	*3 hrs*	*Leisure Centre*	*Scoring & Timekeeping*	*All children enjoyed the day and St. Davids School won the Fair Play Award.*
Hockey Development Forum	*Quarterly*	*2 hrs*	*Leisure Centre*	*Volunteer – Updates on involvement with WHU Events*	

Festivals, Tournaments, and Events / Meetings

Event Name	Date	Hours	Venue	Your Role	Comments / Results

Planning Checklists

Ask yourself the following questions to help you prepare for your session and complete the checklist – (Appendix A form WHU/Ind/21)

Who's coming to the Session?

Plan a session appropriate to the number, age and ability of the participants.

- Do you have a Participants Register?
- Do you have parent / guardian contact details in case of emergency?
- How many are attending?
- What ages?
- Any special needs – medical / mobility / sensory / learning needs
- Do you have enough coaches / umpires to give a safe adult/child ratio?
- Does each coach / umpire know what his or her roles and responsibilities will be?

What Resources are Needed?

- What venue, time and equipment do you have available for your session?
- Is the space indoors or outdoors?
- Have you carried out a risk assessment of the area and removed any dangers or hazards? (Appendix A – WHU/Ind/20(b))
- Do you have access to First Aid equipment and a qualified first aider?
- Do you know the emergency procedures for the venue?
- If the space is outdoors, do you have a wet-weather plan?
- How long will the sessions last?
- Is there sufficient equipment for the number of participants , or will you have to supplement the equipment or run a number of different games to make sure that all are active throughout the session?
- Have you checked that the condition of the equipment is safe?

The Session:

- Is presented in an enthusiastic and positive manner
- Is well planned?
- Is enjoyable and safe
- Is challenging and purposeful
- Provides opportunity for success
- Which similar games might help them to practice skills/progress their skills?
- How will you keep all the participants active most of the time? Try to vary activities to maintain interest, without losing direction.
- Will you need to use different activities for different ability groups?
- Have you asked the participants which skills/activities they like to practice?

You are now ready to plan your session, using the following Coaching/Umpiring Session Planners on the following pages…..
Remember to evaluate at the end of each session to help you to improve and link sessions together. GOOD LUCK WITH YOUR VOLUNTEERING

SESSION PLANNER - COACHES

Date of Session: Tuesday 11.5.04	**Session Number:** No. 1	
Venue: xxxx Club	**Time:** 4-5 pm	
Duration: 1 hour	**No. of Participants:** 12	**Age Group:** 8-11
Qualification:	Leaders Ratio 1:10	Youth Ratio 1:16

Aims of the Session and Learning Outcomes:	**Equipment Needed:**
To have fun Awareness of space and other players Ball control Decision making re. passing	Cones, balls, bibs 12 sticks, whistle, goal keeping equipment

ACTIVITY	CONTENT	COACHING POINTS	TIME
WARM UP	1. Flat & rounds (sticks) (As per Domes & Dishes card from Dragon Sport but using sticks) 2. Leave sticks on floor in space General running activity, weaving in and out of sticks Stretching exercises 3. Variations on 1. Jump over sticks, make up footwork patterns, run backward etc.	*Watch where you are going* *Choose a route which will take you into space.* *Concentrate on the major muscle groups legs, back, arms*	10 – 12 mins
ACTIVITY	Introduce ball each Dribble the ball through maze (Put down some cones randomly) 1. Try not to touch the cones with the ball 2. Complete a 360 turn around the cones	*Players must be encouraged to watch where they are going and not only concentrate on the ball.* *Their eyes must be up, taking in as much information as possible.* *Sitting low – bend legs* *Toilet position*	10 mins

	clockwise / anti-clockwise 3. Touch only the red cones with your ball etc.		
SKILL	Push, in pairs, one ball between 2. Use cones as gate to pass through	*Hands apart on stick.* *Low posture.* *Transfer of weight.* *Keep stick on ball throughout.* *Receiver – draws a line guiding ball onto stick – soft bottom hand*	15-20 mins
SKILL PROGRESSION	Move around the maze with your partner, selecting the best time to pass the ball through the goal, for your partner to receive on the other side. 1. Ask players to set themselves a target, of how many passes they can make in a set time. 2. What must they do to improve their target?	*Discuss with the players when is the best time to pass?* *(When my partner is ready to receive).* *(When there is a space through the goal etc).*	
MODIFIED GAMES (Game related)	In pairs – Gateway – see Dragon Sport card.		10 mins
REVIEW / COOL DOWN	Traffic light cool down: (Green = jogging, Amber = walking, Red = stop and stretch for 10 seconds). Gradually decrease the amount of jogging and ask children what they enjoyed most about the session during the stretches. **Reinforce the need for players to be able to see where they are going at all times.** **To carry the ball in a position which allows this.** **To understand when is the best time to pass the ball to their partner.**		10 mins

LEARNING OUTCOMES	*1. Able to handle equipment effectively* *2. Able to improve skill level with practice* *3. Able to observe and comment on work* *4. Able to work co-operatively*	
EVALUATION	**What went well during this session?** All children enjoyed the session and learnt how to look then pass. It was very rewarding to see them improve throughout the session. **What would you do better next time?** Demonstration of the push pass as children learn by watching. **What similar games could you use to progress the key skills?** Dragon Sport 1,2,3,4 card – progress to the hit.	

SESSION PLANNER - COACHES

Date of Session:	**Session Number:**	
Venue:	**Time:**	
Duration:	**No. of Participants:**	**Age Group:**
Qualification:	Leaders Ratio 1:10	Youth Ratio 1:16
Aims of the Session and Learning Outcomes:		**Equipment Needed:**

ACTIVITY	CONTENT	COACHING POINTS	TIME
WARM UP			
ACTIVITY			

SKILL			
SKILL PROGRESSION			
MODIFIED GAMES			
REVIEW / COOL DOWN			

LEARNING OUTCOMES		
EVALUATION	**What went well during this session?** **What would you do better next time?** **What similar games could you use to progress the key skills?**	

SESSION PLANNER - COACHES

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Qualification:	Leaders Ratio 1:10	Youth Ratio 1:16
Aims of the Session and Learning Outcomes:		**Equipment Needed:**

ACTIVITY	CONTENT	COACHING POINTS	TIME
WARM UP			
ACTIVITY			

SKILL			
SKILL PROGRESSION			
MODIFIED GAMES			
REVIEW / COOL DOWN			

LEARNING OUTCOMES		
EVALUATION	**What went well during this session?** **What would you do better next time?** **What similar games could you use to progress the key skills?**	

SESSION PLANNER - COACHES

Date of Session:	**Session Number:**	
Venue:	**Time:**	
Duration:	**No. of Participants:**	**Age Group:**
Qualification:	Leaders Ratio 1:10	Youth Ratio 1:16
Aims of the Session and Learning Outcomes:		**Equipment Needed:**

ACTIVITY	CONTENT	COACHING POINTS	TIME
WARM UP			
ACTIVITY			

SKILL			
SKILL PROGRESSION			
MODIFIED GAMES			
REVIEW / COOL DOWN			

LEARNING OUTCOMES		
EVALUATION	**What went well during this session?** **What would you do better next time?** **What similar games could you use to progress the key skills?**	

SESSION PLANNER - UMPIRING

Date of Session: Tuesday 11.5.04	**Session Number:** No. 1	
Venue: xxxx Club	**Time:** 5-6 pm	
Session: Dragon Sport Festival	**No. of Participants:** 20	**Age Group:** 8-11

Equipment Needed: Whistle x 2, stopwatch, pen & paper, cap / visor / coin / cards

Aims of the Session and Learning Outcomes:
To provide a safe environment for the participants
To control the game
To record the score

PLAN

Pre-session

Pre-match chat with fellow umpire
Check pitch, goal keeping kit (to include helmet & throat guard, kickers, pads, gloves, abdominal guard / box, body protector) etc.
Check goals or put down large cones
Ensure scoring area agreed. Circle, or 10 metre line
Ensure teams wear bibs or have team colours
(If in Dragon Sport, no goalkeeping kit, then no goalie is allowed)

During

Control game
Ensure safety / fair play
Encourage children on both teams
Record score

EVALUATION

What went well?

Children enjoyed the session, beginning to understand the Dragon / mini rules

Teachers & Parents showed encouragement

Next Time:

Arrive a little earlier to check everything.
Blow whistle a little louder and with more confidence

SESSION PLANNER - UMPIRING

Date of Session:	**Session Number:**	
Venue:	**Time:**	
Session:	**No. of Participants:**	**Age Group**

Equipment Needed:

Aims of the Session and Learning Outcomes:

PLAN

Pre-session

During

EVALUATION

What went well?

Next Time:

SESSION PLANNER - UMPIRING

Date of Session:	**Session Number:**	
Venue:	**Time:**	
Session:	**No. of Participants:**	**Age Group**

Equipment Needed:

Aims of the Session and Learning Outcomes:

PLAN

Pre-session

During

EVALUATION

What went well?

Next Time:

SESSION PLANNER - UMPIRING

Date of Session:	**Session Number:**	
Venue:	**Time:**	
Session:	**No. of Participants:**	**Age Group**

Equipment Needed:

Aims of the Session and Learning Outcomes:

PLAN

Pre-session

During

EVALUATION

What went well?

Next Time:

Good Practice Guidelines

Make sure your sessions are fun and safe for everybody involved.

Think Safety

Make sure:-

- there is a safe playing environment, free from dangerous obstacles or surfaces
- equipment is in good condition and suitable for the participants who will use it.
- you include suitable warm up and warm down activities
- the environment is user-friendly for children who have a range of mobility or sensory abilities

Think Planning

Plan your sessions carefully to include all of the participants who attend. Prepare all of the equipment you will need and allow plenty of preparation time before each session. Participants will enjoy sessions that are:-

- well prepared
- well structured
- challenging
- Speak to parents, carers, staff who know them and the participants themselves about their specific needs
- If working with another coach/umpire, agree your plans together and decide how to organise the session between you.

Think Organisation

- Prevent problems with good organisation. Make sure you can get help quickly if anything goes wrong.
- Keep in control; the participants will enjoy safe well-controlled sessions where they know what is expected of them.
- Ensure that participants understand how sessions are to be organised.
- Create a visible area where children go if they need 'time out'

Think Responsibility

Work within your own capabilities and ask for help if necessary. Be aware of each individual participant for whom you are responsible and follow the correct procedures if you have any concerns about them. Be careful not to put yourself at risk.

- Ensure children know who they can speak to if they have a problem (perhaps in 'time out' area)
- Encourage children to be responsible for each other as well as themselves.

Think

Think about each session you deliver – How it could have been even better? What might you do differently next time? Keep learning by:-

- exchanging ideas with other organisers
- attending a First Aid course
- trying out new ideas

Think FUN

Put children first – if they enjoy Hockey, they will develop good sporting habits for life.

- Make sure activities maximise fun and involvement for EVERYBODY!

HOCKEY IS FUN ☺

Code of Conduct for Sports Coaches / Umpires

Principle	Statement	Issues
Rights	Coaches/Umpires must respect and champion the rights of every individual to participate in sport.	Coaches/Umpires should • Assist in the creation of an environment where every individual has the opportunity to participate in a sport and activity of their choice. • Create and maintain an environment free of fear and harassment. • Recognise the rights of all athletes to be treated as individuals. • Recognise the rights of athletes to confer with other coaches and experts. • Promote the concept of a balanced lifestyle, supporting the well-being of the athlete both in and out of the sport.
Relationships	Coaches/Umpires must develop a relationship with athletes (and others) based on openness, honesty, mutual trust and respect.	Coaches/Umpires • Must not engage in behaviour that constitutes any form of abuse (physical, sexual, emotional, neglect, bullying). • Should promote the welfare and best interests of their athletes. • Must avoid sexual intimacy with athletes either whilst coaching them or in the period of time immediately following the end of the coaching relationship. • Must take action if they have a concern about the behaviour of an adult towards a child. • Should empower athletes to be responsible for their own decisions. • Should clarify the nature of the coaching services being offered to athletes. • Should communicate and cooperate with other organisations and individuals in the best interests of athletes.
Responsibilities – Personal Standards	Coaches/Umpires must demonstrate proper personal behaviour and conduct at all times	Coaches/Umpires • Must be fair, honest and considerate to athletes and others in their sport • Should project an image of health, cleanliness and functional efficiency • Must be positive role models for athletes at all times.

Responsibilities – Professional Standards	To maximise benefits and minimise the risks to athletes, coaches must attain a high level of competence through formal qualifications and commit to ongoing training that ensures safe and correct practice.	Coaches/Umpires will • Provide a safe environment that fully maximises benefits and minimises risks to athletes in achieving their goals • Promote the execution of safe and correct practice • Be professional and accept responsibility for their actions • Make a commitment to providing a quality service to their athletes • Actively promote the positive benefits to society of participation in sport • Contribute to the development of coaching as a profession by exchanging knowledge and ideas with others • Gain National governing Body (WHU) qualifications appropriate to the level at which they coach.

Adapted by kind permission of Sports Coach UK from their Coaches Code of Conduct 2001.

The WHU has produced a Child Protection Policy.
All persons working with or in contact with children under the auspices of the WHU will be subject to this Child Protection Policy, which can be found at the Welsh Hockey Website: www.welsh-hockey.co.uk

Welsh Hockey Union Child Welfare

Detailed WHU Child Protection policy can be found at www.welsh-hockey.co.uk

1. The Responsibilities of the Welsh Hockey Union Limited (Union)

The Union recognises that it has a responsibility to:-

* Promote the general welfare, health and full development of children and protect them from harm of all kinds

* Recognise that children have rights as individuals and treat them with dignity and respect

* Raise awareness about what children are entitled to be protected from

* Adopt and consistently apply a thorough and clearly defined method of recruiting and selecting staff and volunteers

* Plan the work of the organisation so as to minimalise opportunities for children to suffer harm

* Develop effective procedures in responding to accidents and complaints and to alleged or suspected incidents of abuse

* Establish links with parents and other relevant organisations

* Ensure confidentiality will be respected and maintained

Your Legal Responsibilities

* To provide a DUTY OF CARE (to make sure all reasonable steps are taken to ensure any person involved in any activity for which that organisation / person is responsible for is safe).

2. Principles

These Regulations are based on the principles that:-

* The child's welfare is paramount

* All children, whatever their age, culture, disability, gender, language, racial origin, religious belief and / or sexual identity have the right to protection from abuse and / or harm.

* All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately, and, if warranted, disciplinary / grievance procedures will be instigated.

* All staff (paid / unpaid) working in hockey have a responsibility to report concerns to the appropriate officer.

* Anyone under the age of 18 and any person of any age considered to be vulnerable is to be considered as a child for the purposes of this document.

* A child is defined as being under 18 by The Children Act 1989.

3. Determined by the following Legislation

* Sex Discrimination Act (1975 + 1986)

* Race Relations Act 1976

* Children's Act 1989 (amended 1990)

* Police Act 1997

* Sex Offenders Act 1997

* Human Rights Act 1998

* Crime and Disorder Act 1998

* Protection of Children Act 1999

* Youth Evidence and Crime Evidence Act 1999

* Sexual Offences Act revised 2000

Contacts

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E-mail: chris.marriott@welsh-hockey.co.uk
Website: www.welsh-hockey.co.uk

Local Development Officers

Local Authority	**Name**	**Contact No.**
Cardiff CC	Amanda Roberts	Work. 02920 873980 Mob. 07973 293962
Carmarthenshire CC	Rae Ellis	Work 01544 747505
Caerphilly	Bev Rogers	Work 01443 864042
Flintshire CC	David Bickley	Work 01352 702481 Mob. 07795 227707
City & County of Swansea	Lyndsay Cole	Work 01792 635218
Merthyr Tydfil CBC	Susie Osborne	Work 01685 725142 Mob. 07981 143630
Rhondda Cynon Taff CBC	Judith Powell	Work 01685 885628
Powys CC	Katie Hamer	Work 01686 627971 Mob. 07836 253296

NOTES

NOTES

TUTORS / TRAINERS / ASSESSORS / MENTORS /

DELIVERY / FACILITIES CHECKLIST

	Yes	No	Comment/Evidence
Planning and Organisation			
Have you:- 1. Organised personnel and assistance?			
2. Organised facilities and equipment for the activity?			
3. Checked facilities and equipment for safety?			
4. Located nearest phone and first aid equipment?			
5. Familiarised him/herself with emergency procedures for the facility?			
6. Completed Risk Assessment Form WHU/Ind/20(b)			
Conducting the Session			
Have you:-			
1. Welcomed the participants and checked dress and equipment?			
2. Outlined the objectives, rules and safety considerations for the session?			
3. Prepared participants through a suitable warm-up?			
4. Provided clear and accurate demonstrations?			
5. Helped participants to set realistic goals for the activities?			
6. Demonstrated the ability to identify and correct errors?			
7. Provided feedback to participants on performance?			
8. Motivated individuals and the group?			
9. Established and maintained control of the group, ensuring safety?			

10. Responded to the needs of the individual and group?			
11. Concluded the session with a summary and warm down?			
12. Communicated in a manner which encouraged interaction?			
13. Demonstrated effective time management?			
14. Established and maintained relationships with participants / colleagues?			
15. Demonstrated the ability to work with colleagues?			
16. Abided by the code of conduct?			

Signed _____ Date _____

Venue / Activity _____

WHU/Ind/21

Suitable for
Clubs / Coaches /Tutors/
Trainers / Assessors/ Mentors

W
Welsh Hockey Union

RISK ASSESSMENT

FOR COACHING / TEACHING ASSESSING OR MENTORING OF ACTIVITIES

EMPLOYER / CLUB:			
ASSESSMENT CARRIED OUT BY:			
WORKPLACE / WORK ACTIVITY / LOCATION:			
DATE:			
HAZARDS IDENTIFIED	**RISK ASSESSMENT**		
	HIGH Not under Control ☑	**MED** Under Control ☑	**LOW** Insignificant ☑
1. Venue 2. Surface 3. Jewellery 4. Equipment being used – condition 5. Equipment lying around area 6. Injury 7. 8. CONTINUE ON SEPARATE SHEET IF NECESSARY			

PERSON AT RISK				
CHILDREN			STAFF / COACHES	
VOLUNTEERS			OTHERS	

EXISTING CONTROL MEASURES IN OPERATION

1. Check suitability of venue on each occasion used.
2. Surface checked before activity/session.
3. Jewellery not to be worn during activities/sessions.
4. Equipment checked before each session.
5. Any dangers pointed out before each session.
6. At all times access will be available to an emergency telephone.
7. Attendance registers to include telephone contact number in case of emergency.

ANY ADDITIONAL PREVENTATIVE OR CONTROL MEASURES REQUIRED?

1.
2.
3.
4.

MONITORING & REVIEW REQUIRED ?

(GIVE DATES IF NECESSARY)

To be monitored during the event and reviewed following completion.

SIGNED:		
DATE:		

WHU/Ind/20(b)

ACCIDENT REPORT FORM

(Copy to be sent to WHU within 2 working days)

1 About the person reporting the accident:

Full name:	**Occupation/Role:**
Address:	**Date:**
Postcode:	**Signature:**

2 About the person who had the accident: **3 Other personnel involved:**

Full Name:	**Full Name:**
Address:	**Address:**
Postcode:	**Postcode:**
Occupation:	**Involved in Accident / Witness (please circle)**

4 About the accident:

Where it happened:
Date it happened:
Time it happened:
Brief description:
Give the cause if you can:
What action was taken at the time? (eg. Ambulance attended)
Is there any outstanding action that needs to be taken?

Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR 1995)		
For the employer only:		
Please initial this box if the accident is reportable under RIDDOR:		
Age:	**Sex:**	**Batch no:**

WHU/Ind/18

Incident / Near Hit Report

Where an incident has occurred, this form should be completed and faxed or posted to the WHU Offices and a copy passed to the owner / operator of the facility within 2 working days.

Location of Incident / Near Hit:	Sheet Ref. No.(Office use only)	
Name of person reporting the incident / near hit:	Position:	Contact No.:
Date:	Time:	
Details of Incident or Near Hit:		
Immediate action taken:		
Action confirmed by (Name): Contact No. Signature: Date:		
Additional Control Measures Required:		
Distribution for Action:		

WHU/Ind/18a

Welsh Hockey Union
Missing Child / Person Procedure

Practical Guide of what to do

1. Check with the rest of the group to see if they know where the child/person is. Follow up any information given, maintaining the safety of the remaining group members.
2. Check all areas within the building/facility being used.
3. Check outside the building.
4. Find out when the child/person was last seen.
5. Double check all of the above.
6. Check if anyone has seen the child/person leave the area/building.
7. Report to the person in charge of the club/facility/session.
8. Use contact number if no success from the above to see if the child/person has gone home (A list of phone numbers should be on your register).
9. Ring police, although there is often a set time before they will act.
10. If the child/person is not found, complete an incident report firm WHU/Ind/18a.

Prevention is better than cure

* In order for the above to take place, ensure that you constantly check your numbers by counting individuals in your care.
* Do not let children/participants wander off during a session.
* If they require to go to the toilet, get drink, etc make sure they report/ask you first.
* Always complete register (or have someone do this for you) at the beginning and end of the session.

Information you should give to participants

* If you become lost please go to the LA / Site Reception and ask them to find me/us.
* If safe, go to the last place we were together and stay there (as this should be the first place we would look).

WHU/C35/MP01

Welsh Hockey Union
Emergency Procedure

First Aid

* At a Local Authority Site, ensure you know who is the Qualified First Aider.

* Ensure you know where the 1st aid point is.

* Ask what their emergency procedures are

* In case you need to call for the Emergency Services, ensure you have access to a telephone or know where the nearest one is.

* If you are the qualified First Aider, ensure you have access to a First Aid kit and telephone.

* Inform the participants of who to contact in the event of an emergency ie. The Local Authority staff or yourself.

Following an accident

* Ensure you complete the relevant accident form WHU/Ind/18 and report to LA site or Governing Body

Fire

* Inform them not to panic and if inside the building, leave bags etc. behind and walk calmly to the fire exit.

* Ensure you have a register of participants and inform the "fire marshal" on duty if any one from your group is missing.

* If anyone is injured as a result of the fire, please complete the relevant accident/incident forms WHU/Ind/18 or WHU/Ind/18a.

Security

* Ensure you have a register of participants.
* Ensure you know who to contact on site if you need to report a security incident.
* Complete relevant forms if necessary

What is RIDDOR '95?

RIDDOR '95 means the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995, which came into force on 1 April 1996.
RIDDOR '95 requires the reporting of work-related accidents, diseases and dangerous occurrences. It applies to all work activities, but not to all incidents

Why should I Report?

Reporting accidents and ill health at work is a legal requirement. The information enables the enforcing authorities to identify where and how risks arise and to investigate serious accidents. The enforcing authorities can then help and advise you on preventive action to reduce injury, ill health and accidental loss - much of which is uninsurable.

When do I need to act?

You need to report:

* deaths
* major injuries
* accidents resulting in over 3 day injury
* diseases
* dangerous occurrences
* gas incidents

Death or major injury

If there is an accident connected with work **and**:

☐ your employee, or a self-employed person working on your premises is killed or suffers a major injury (including as a result of physical violence); **or**
☐ a member of the public is killed or taken to hospital;
you must notify the enforcing authority without delay.

Reportable major injuries are:

* fracture other than to fingers, thumbs or toes;
* amputation;
* dislocation of the shoulder, hip, knee or spine;
* loss of sight (temporary or permanent);
* chemical or hot metal burn to the eye or any penetrating injury to the eye;
* injury resulting from an electric shock or electrical burn leading to unconsciousness or requiring resuscitation or admittance to hospital for more than 24 hours;
* any other injury: leading to hypothermia, heat-induced illness or unconsciousness; or requiring resuscitation; or requiring admittance to hospital for more than 24 hours;
* unconsciousness caused by asphyxia or exposure to harmful substance or biological agent;
* acute illness requiring medical treatment, or loss of consciousness arising from absorption of any substance by inhalation, ingestion or through the skin;
* acute illness requiring medical treatment where there is reason to believe that this resulted from exposure to a biological agent or its toxins or infected material.

Over-three-day injury

If there is an accident connected with work (including an act of physical violence) and your employee, or a self-employed person working on your premises, suffers an over-three-day injury you must report it to the enforcing authority within ten days.

An over-3-day injury is one which is not "major" but results in the injured person being away from work OR unable to do their full range of their normal duties for more than three days.

Disease

If a doctor notifies you that your employee suffers from a reportable work-related disease then you must report it to the enforcing authority.

Reportable diseases include:

* certain poisonings;
* some skin diseases such as occupational dermatitis, skin cancer, chrome ulcer, oil folliculitis/acne;
* lung diseases including: occupational asthma, farmer's lung, pneumoconiosis, asbestosis, mesothelioma;
* infections such as: leptospirosis; hepatitis; tuberculosis; anthrax; legionellosis and tetanus;
* other conditions such as: occupational cancer; certain musculoskeletal disorders; decompression illness and hand-arm vibration syndrome.

Dangerous occurrence

If something happens which does not result in a reportable injury, but which clearly could have done, then it may be a dangerous occurrence which must be reported

Reportable dangerous occurrences are:

1. Collapse, overturning or failure of load-bearing parts of lifts and lifting equipment;
2. Explosion, collapse or bursting of any closed vessel or associated pipework;
3. Failure of any freight container in any of its load-bearing parts;
4. Plant or equipment coming into contact with overhead power lines;
5. Electrical short circuit or overload causing fire or explosion;
6. Any unintentional explosion, misfire, failure of demolition to cause the intended collapse, projection of material beyond a site boundary, injury caused by an explosion;
7. Accidental release of a biological agent likely to cause severe human illness;
8. Failure of industrial radiography or irradiation equipment to de-energise or return to its safe position after the intended exposure period;
9. Malfunction of breathing apparatus while in use or during testing immediately before use;
10. Failure or endangering of diving equipment, the trapping of a diver, an explosion near a diver, or an uncontrolled ascent;
11. Collapse or partial collapse of a scaffold over five metres high, or erected near water where there could be a risk of drowning after a fall;
12. Unintended collision of a train with any vehicle;
13. Dangerous occurrence at a well (other than a water well);
14. Dangerous occurrence at a pipeline;
15. Failure of any load-bearing fairground equipment, or derailment or unintended collision of cars or trains;

16. A road tanker carrying a dangerous substance overturns, suffers serious damage, catches fire or the substance is released;
17. A dangerous substance being conveyed by road is involved in a fire or released;
18. The following dangerous occurrences are reportable except in relation to offshore workplaces: unintended collapse of: any building or structure under construction, alteration or demolition where over five tonnes of material falls; a wall or floor in a place of work; any false-work;
19. Explosion or fire causing suspension of normal work for over 24 hours;
20. Sudden, uncontrolled release in a building of: 100 kg or more of flammable liquid; 10 kg of flammable liquid above its boiling point; 10 kg or more of flammable gas; or of 500 kg of these substances if the release is in the open air;
21. Accidental release of any substance which may damage health.

Note: additional categories of dangerous occurrences apply to mines, quarries, relevant transport systems (railways etc) and offshore workplaces

Gas Incidents

If you are a distributor, filler, importer or supplier of flammable gas and you learn, either directly or indirectly that someone has died or suffered a major a 'major injury' in connection with the gas you distributed, filled, imported or supplied, then this must be reported immediately

Keeping Records

You must keep a record of any reportable injury, disease or dangerous occurrence. This must include the date and method of reporting; the date, time and place of the event, personal details of those involved and a brief description of the nature of the event or disease.

Guidance on keeping records

You could, for example, choose to keep your records by:
keeping copies of report forms in a file;
recording the details on a computer;
maintaining a written log.

WHU/Ind/17b