



COACHING

COACHING (footage of performance to follow on website)

The candidate is well organised and well prepared. The session is delivered enthusiastically and the candidate shows knowledge of coaching points and practices. The practices are set up well and participants receive encouragement. Whilst the candidate is an able and strong band one candidate there is a lack of actual evaluating and correcting individual participant's performances within the progressive practices. She still remains, however a strong band one candidate for her coaching.

LOG BOOK

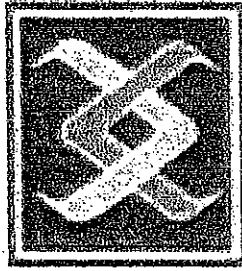
The log contains much useful information. However the session plan section does not contain the required number of session plans and this is a weakness in the log. There is also no information relating to the Health and Fitness benefits of the activity.

The candidate is assessed as 26/30

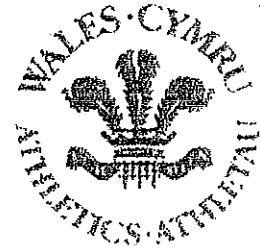
OCR GCE Physical Education (Units G452 & G454)

Log book 1





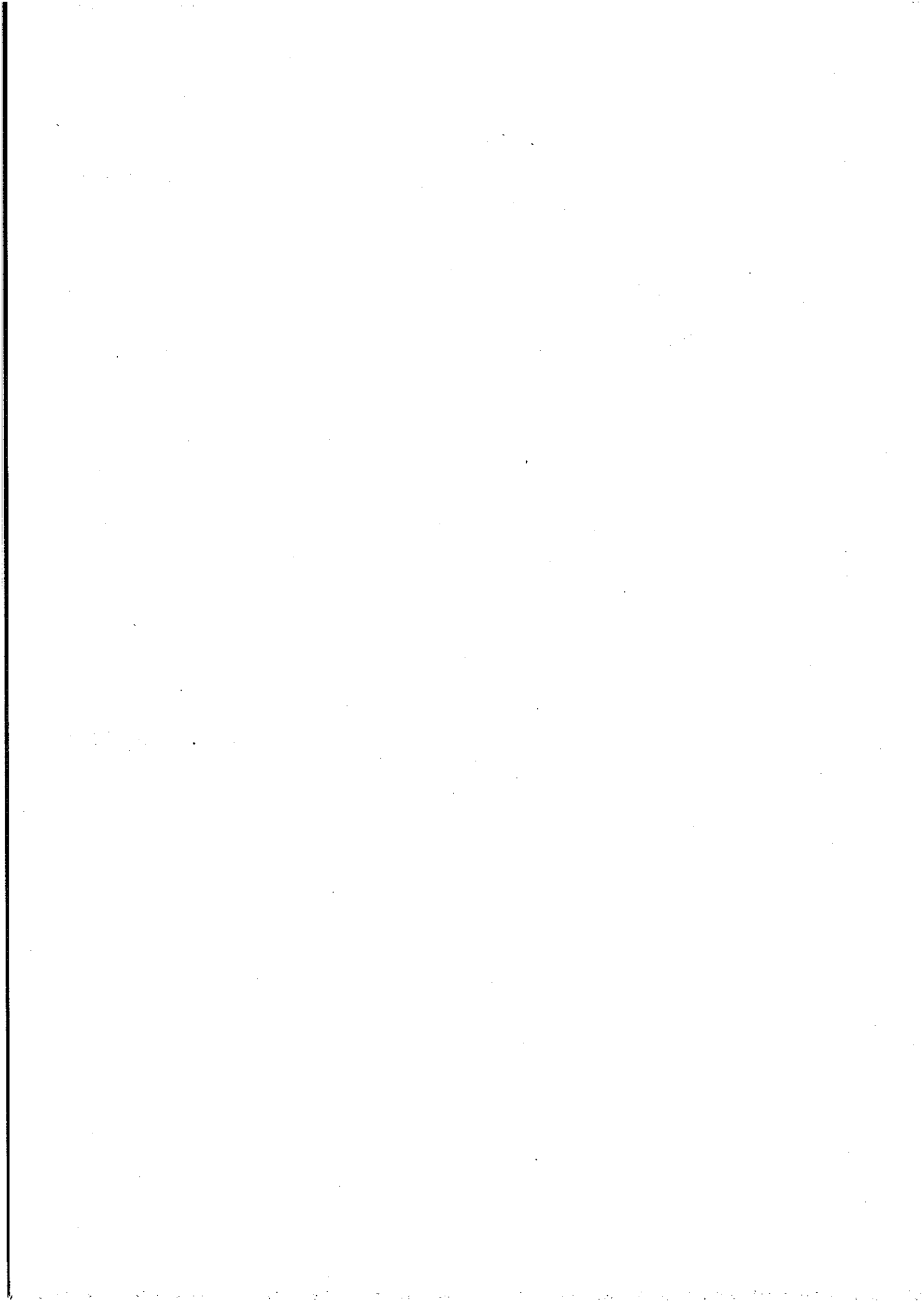
Millennium Volunteers



**'A' Level
Physical Education
COACHING RECORD
Activity: ATHLETICS**

Name: _____





4 Coaching and Leading – Assessment criteria

The candidate is assessed in coaching/leading an activity from the eleven activity profiles. It MUST be a different activity from a different activity profile to the candidate's other assessed activity.

- The performance of a range of basic and advanced skills.
- The selection and application of skills and strategies.
- The understanding of rules/regulations/conventions.
- Technical knowledge

The assessment should take place in situations where tasks of appropriate pitch and challenge enable candidates to:

- Coach/lead safe, purposeful and enjoyable sessions;
- Demonstrate a range of basic and advanced acquired and developed skills in an authentic context;
- Demonstrate competence in organisational skills related to the planning and delivery of sessions;
- Demonstrate appropriate communication skills;
- Demonstrate an understanding and appreciation of health and safety procedures;
- Implement risk assessment procedures;
- Demonstrate a knowledge and understanding of the fitness and health aspects of the activity;
- Evaluate sessions delivered and plan for improvement;
- Demonstrate an awareness of Child Protection issues and procedures;
- Operate the principle of inclusion in their sessions.

Suitable situations could be generated by candidates working with primary school children in Top Sport/Dragon Sport sessions, lower secondary school pupils and youth groups. Candidates will be assessed in their ability to lead safe, purposeful and enjoyable activities whilst exhibiting motivation, responsibility, control and confidence. Candidates who participate in courses leading to the British Sports Trust's Community Sports Leader's Award or a Level Two Governing Body Coaching award will develop many of the skills and qualities required by the criteria. Candidates are **not required to hold these awards**.

The tasks generated should identify the candidate's level of autonomy whilst providing the range of pitch and challenge to enable ability differentials to be displayed.

The level of success of their basic and advanced skills together with their strategic awareness will be based on:

- Planning and organisation
- Delivery
- Evaluation and reflection
- Technical knowledge
- The production of a detailed log.

Planning and organisation

This will include: a scheme of work, individual session plans, identification of long and short term objectives, facility details, equipment details, participant information, and health and safety issues including risk assessments, warm up and cool down, child protection details.

Delivery

This will include: Appearance, presence and personality, communication, voice tone, demonstrations, control, positioning, motivation/praise, enthusiasm, positive relationship with participants, equal treatment of participants, inclusion, timekeeping.

Evaluation and reflection

This will include: identification of each performer's strengths and weaknesses during the session, identification of their own strengths and weaknesses in delivering the session, the strengths and weaknesses of the sessions.

Technical knowledge

This will include: knowledge of the correct technical models for the skills of the activity and the analytical phases, knowledge of progressive practices to develop skills, ability to demonstrate/explain technical models.

The production of a detailed log.

This will include;

- Records of their coaching/leading activities over a three month period;
- Include a scheme of work which identifies progression and has a minimum of ten hours of session plans together with appropriate evaluations of each of the sessions and risk assessments;
- Have a personal video record of a minimum of forty minutes of coaching/leading;
- Details of health and safety issues relevant to the activity;
- Details of child protection procedures in operation for the activity together with evidence of the candidate's CRB clearance;
- Evidence of the candidate's appropriate first aid qualification;
- Details of the fitness and health benefits of the activity.

These assessment phases will be used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

Band 1 (25-30)

- An excellent level of basic and advanced coaching/leadership skills is demonstrated.
- A wide range of appropriate strategies is successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual aspects of coaching/leading.
- The candidate demonstrates excellent awareness of health and safety issues.
- The candidate demonstrates excellent implementation of risk assessments.
- The candidate demonstrates excellent awareness of child protection issues.
- The candidate demonstrates excellent awareness of the fitness and health benefits of the activity.
- The overall performance in the coaching/leading is excellent and indicative of high levels of learning and understanding.
- Excellent organisational skills in planning and delivering sessions are demonstrated.
- The candidate demonstrates excellent knowledge and understanding of the rules, regulations/conventions of the activity.
- There are excellent evaluative/reflective skills in relation to sessions delivered.
- The possession of the British Sports Trust's Community Sports Leaders Award or a Governing Body Level Two Coaching/Leading qualification **may** be indicative of attainment at this standard but the assessment criteria must still be met

Band 2 (19-24)

- A high level of basic and advanced coaching/leadership skills is demonstrated.
- A range of appropriate strategies is successfully and consistently used by the candidate demonstrating a good understanding of the perceptual aspects of coaching/leading.
- The candidate demonstrates a high level of awareness of health and safety issues.
- The candidate demonstrates a very good implementation of risk assessments.
- The candidate demonstrates very good awareness of child protection issues.
- The candidate demonstrates very good awareness of the fitness and health benefits of the activity.
- The overall performance in the coaching/leading is very good and indicative of good levels of learning and understanding.
- Very good organisational skills in planning and delivering sessions are demonstrated.

The candidate demonstrates very good knowledge and understanding of the rules and regulations/conventions of the activity.

- There are very good evaluative/reflective skills in relation to sessions delivered.
- The possession of the British Sports Trust's Community Sports Leaders Award or a Governing Body Level Two Coaching/Leading qualification may be indicative of attainment at this standard but the assessment criteria must still be met.

Band 3 (13-18)

- A sound level of basic and advanced coaching/leadership skills is demonstrated.
- A range of appropriate strategies is successfully and consistently used by the candidate demonstrating a sound understanding of the perceptual aspects of coaching/leading.
- The candidate demonstrates a sound awareness of health and safety issues.
- The candidate demonstrates sound implementation of risk assessments.
- The candidate demonstrates sound awareness of child protection issues.
- The candidate demonstrates sound awareness of the fitness and health benefits of the activity.
- The overall performance in the coaching/leading is sound and indicative of sound levels of learning and understanding.
- Sound organisational skills in planning and delivering sessions are demonstrated.
- The candidate demonstrates sound knowledge and understanding of the rules, regulations/conventions of the activity.
- There are sound evaluative/reflective skills in relation to sessions delivered.
- The possession of the British Sports Trust's Community Sports Leaders Award or a Governing Body Level Two Coaching/Leading qualification **may** be indicative of attainment at this standard but the assessment criteria must still be met

Band 4 (7-12)

- A limited level of basic and advanced coaching/leadership skills is demonstrated.
- Some appropriate strategies are successfully and consistently used by the candidate demonstrating a limited understanding of the perceptual aspects of coaching/leading.
- The candidate demonstrates limited awareness of health and safety issues.
- The candidate demonstrates limited implementation of risk assessments.

- The candidate demonstrates limited awareness of child protection issues.
- The candidate demonstrates limited awareness of the fitness and health benefits of the activity.
- The overall performance in the coaching/leading is limited, inconsistent and indicative of limited learning and understanding.
- Limited organisational skills in planning and delivering sessions are demonstrated.
- The candidate demonstrates limited knowledge and understanding of the rules, regulations/conventions of the activity.
- There are limited evaluative/reflective skills in relation to sessions delivered.
- The possession of the British Sports Trust's Community Sports Leaders Award or a Governing Body Level Two Coaching/Leading qualification may be indicative of attainment at this standard but the assessment criteria must still be met.

Band 5 (0-6)

- A poor level of basic and advanced coaching/leadership skills is demonstrated.
- Appropriate strategies are rarely used by the candidate demonstrating a poor understanding of the perceptual aspects of coaching/leading.
- The candidate demonstrates poor awareness of health and safety issues.
- The candidate demonstrates poor implementation of risk assessments.
- The candidate demonstrates poor awareness of child protection issues.
- The candidate demonstrates poor awareness of the fitness and health benefits of the activity.
- The overall performance in the coaching/leading is poor, inconsistent and indicative of limited levels of learning and understanding.
- Poor organisational skills in planning and delivering sessions are demonstrated.
- The candidate demonstrates little knowledge and understanding of the rules, regulations/conventions of the activity.
- There are poor evaluative/reflective skills in relation to sessions delivered.



Deeside College
Coleg Glannau Dyfrdwy

GWIRFODDOLWYR Y MILENIWM



MILLENNIUM VOLUNTEERS



Sir Y Fflint
CHWARAEON
SPORT Flintshire

Record of Volunteering

Name of LCP: _____

Volunteer's name: _____

Host organisation: _____

Host contact: _____

Phone: _____

Volunteers' Activities	Date	Number of hours completed
Coaching Athletics	3.11.08	1.5 hours
Coaching Athletics	5.11.08	1.5
Coaching Athletics	10.11.08	1.5
Coaching Athletics	12.11.08	1.5
Coaching Athletics	17.11.08	1.5
Coaching Athletics	19.11.08	1.5
Coaching Athletics	24.11.08	1.5
Coaching Athletics	26.11.08	1.5
Coaching Athletics	01.12.08	1.5
Coaching Athletics	03.12.08	1.5
TOTAL HOURS		15

Volunteer's signature: _____

Date: 03.12.08

Supervisor's signature: _____

Date: 3.12.08



Deeside College
Coleg Glannau Dyfrdwy

GWIRFODDOLWYR Y MILENIWM



MILLENNIUM VOLUNTEERS



Sir Y Fflint
CHWARAEON
SPORT Flintshire

Record of Volunteering

Name of LCP: _____

Volunteer's name: _____

Host organisation: _____

Host contact: _____

Phone: _____

r: 2

Volunteers' Activities	Date	Number of hours completed
Coaching Athletics	08.12.08	1.5
Coaching Athletics	10.12.08	1.5
Coaching Athletics	15.12.08	1.5
Coaching Athletics	17.12.08	1.5
Coaching Athletics	05.01.09	1.5
Coaching Athletics	07.01.09	1.5
Coaching Athletics	12.01.09	1.5
Coaching Athletics	14.01.09	1.5
Coaching Athletics	19.01.09	1.5
Coaching Athletics	21.01.09	1.5
TOTAL HOURS		15

Volunteer's signature: _____

Date: 21.01.09

Supervisor's signature: _____

Date: 21/01/09

SCHEME OF WORK

Year: 1

Course Title: A/S Physical Education

Academic Year: 2008 - 2009

Unit Module: G452 Acquiring, developing and evaluating practical skills in Physical Education:
COACHING / LEADING AN ACTIVITY

Signed:

Date:

Signed:

Date:

Notes (if required):

All sessions will be designed to make them fun and enjoyable to all participants. I will at all times make sure that there is a safe environment and use the equipment specified for that purpose. The activities within the sessions will include all participants and they will allow them to experience a range of practical situations, both as an individual and as a team. As a result, the group members will have to work together as a team, building up their communication skills which will in turn build their confidence, self esteem and emotional development. All activities are there to improve the fitness, health and well being while developing good ethics and values to promote fairplay and good sportsmanship.

SCHEME OF WORK

Week	Week No.	Aims & Objectives (at the end of the session the student will be able to)	Lesson Content (teaching and learning strategies, differentiation and sequence of activities)	Resources / Assessment Strategy (What is required for the lesson, what self directed study/activity is being set?)	Hrs
	1	<p>Sprinting:</p> <ul style="list-style-type: none"> The participants will be able to demonstrate the correct head carriage The participants will be able to demonstrate the correct arm action The participants will be able to demonstrate the correct leg action 	<p>Warm up: Jogging down track and back – progressively picking up the pace / Follow the leader / Dynamic Stretches / Static stretches</p> <p>Head position & Arm action: Run without arms x 2 - Run with fast arm action</p> <p>Quick Feet and leg action: Through ladders varying foot position / Move on to track.</p> <p>Strides and sprints: Sprint races over 40 meters – separate gender races</p> <p>Cool down: Jog down track and back / Static stretches</p>	<ul style="list-style-type: none"> A tower of cones – various colours Two ladders 	45 mins
	2	<p>Triple Jump:</p> <ul style="list-style-type: none"> The participants will be able to demonstrate the triple jump technique The participants will be able to apply their acquired skill to a competitive situation 	<p>Warm up: Jogging to raise the pulse / various activities eg hopping, jumping etc / Stretching</p> <p>Hopping over three hurdles Hop and step over two hurdles Hop / step / jump</p> <p>Triple jump mat</p> <p>Cool down: Jogging / walking / stretching</p>	<ul style="list-style-type: none"> A tower of cones – various colours Junior hurdles 8 mats Triple jump mat 	45 mins

SCHEME OF WORK

Week Commencing	Week No.	Aims & Objectives (at the end of the session the student will be able to)	Lesson Content (teaching and learning strategies, differentiation and sequence of activities)	Resources / Assessment Strategy (What is required for the lesson, what self directed study activity is being set?)	His
	3	<p>Relay:</p> <ul style="list-style-type: none"> The participants will be able to demonstrate the skill of handing over the baton The participants will be able to demonstrate the technique of running with the baton The participants will be able to apply the above skills and techniques to a conditioned situation 	<p>Warm up: 'Stuck in the Mud' / stretching.</p> <p>Handing over the baton: Working in groups of four developing the change over of the baton.</p> <p>Running with the baton: Working in the same groups of four performing the correct sprinting technique in turn.</p> <p>Relay race: Working in the same groups of four.</p> <p>Cool down: 'Domes and Dishes'</p>	<ul style="list-style-type: none"> A tower of cones – various colours 4 X 4 coloured bibs – various colours 8 batons 	45 mins
	4	<p>Javelin:</p> <ul style="list-style-type: none"> The participants will be able to demonstrate the technique of throwing the javelin The participants will be able to apply the technique of javelin throwing to a competitive situation 	<p>Warm up: Jogging / jogging with instructions / Stretches</p> <p>'Clear the Playground'</p> <p>In groups of three - Javelin throws In groups of three - Javelin throws into coned area</p> <p>Javelin relay race</p> <p>Cool down: 'Tag' / Stretches</p>	<ul style="list-style-type: none"> A tower of cones – various colours 10 foam javelins 4 sets of coloured bibs 12 bean bags 2 benches 	45 mins
	5	<p>Hurdling:</p> <ul style="list-style-type: none"> The participants will be able to demonstrate the technique of hurdling The participants will be able to apply the technique of hurdling to a competitive situation 	<p>Warm up: 'Domes and Dishes' / Static stretching</p> <p>Groups of four – jump over two hurdles and retrieve a bean bag and run back</p> <p>Hurdling over six hurdles</p> <p>Competition – races</p> <p>Cool down: jogging around a restricted area – follow instructions</p>	<ul style="list-style-type: none"> A tower of cones – various colours 2 sets of coloured bibs 24 junior hurdles 	45 mins

SCHEME OF WORK

Week No	Aims & Objectives (at the end of the session the student will be able to...)	Lesson Content (teaching and learning strategies, differentiation and sequence of activities)	Resources / Assessment Strategy (what is required for the lesson, what self-directed study/activity is being self?)	HS
6	<p>Running for Distance:</p> <ul style="list-style-type: none"> • Provide opportunities for everyone to run continuously between stations • The participants will be able to demonstrate the technique of distance running 	<p>Warm up: Jogging / Stretches</p> <p>Modified Treasure Chest with either direct or indirect route or obstacles to centre chest</p> <p>Five stations – with various activities at each</p> <p>Competitive situation: Distance run</p> <p>Cool down: Jogging / Stretches</p>	<ul style="list-style-type: none"> • A tower of cones – various colours • 5 hoops • 25 bean bags • 6 junior hurdles • 7 skipping ropes • 2 benches 	45 mins

SPORT & RECREATION

SESSION PLAN

DATE: 16th January 2009

LENGTH OF SESSION: 50mins

NO OF PARTICIPANTS: 13

ACTIVITY: Athletics – Sprint Session

FACILITY: Athletics Centre

PARTICIPANTS EXPERIENCE:

Everyone has run in the past, one or two have had specialist coaching in sprinting. A lot of the participants play other sports that incorporate a lot of sprinting and fast agility movements.

EQUIPMENT REQUIRED:

A tower of Cones
2 Ladders
Track

- OBJECTIVES:
- 1 Improve fast leg action.
 - 2 Improve arm action
 - 3 Head upright, looking up and not downwards.

WARM-UP:

Jog down track and back

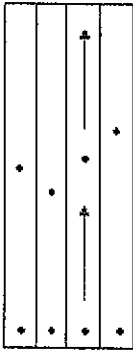
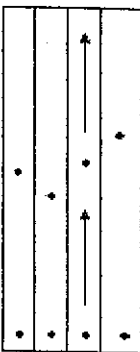
Jog at a faster pace down track and back

Get into 2 groups – trains. Follow the leader, when I shout sprint the person at the back sprints to the front.

Dynamic Stretches – High Knees, Bum flicks, Low skips – High skips fast feet on spot then sprint.

Static stretches. Hold 12 counts

TIMING		COACHING POINTS		ORGANISATION OF THE PRACTICE	
1	7 mins	Warm up	<ul style="list-style-type: none"> Pulse raising Flexibility 	<ul style="list-style-type: none"> Jog down track and back Jog at a faster pace down track and back Get into 2 groups – trains. Follow the leader, when I shout sprint the person at the back sprints to the front. Dynamic Stretches – High Knees, Bum flicks, Low skips – High skips fast feet on spot then sprint. Static stretches. Hold 12 counts 	
2	7 mins	Arm action	<ul style="list-style-type: none"> Move arms as fast as possible 90 degree angle of the arms Ear to ear, swinging arms back. Not across the body. 	<ul style="list-style-type: none"> Run 20 meters without arms x 2 Run 20 meters with fast arm action Get them to do it again with added coaching points. Ask how the difference felt. 	
3	10 mins	Quick feet and leg action	<ul style="list-style-type: none"> Fast arm action On toes, minimum sound. Try not to make a scuffing noise Move legs as fast as possible Head looking up 	<ul style="list-style-type: none"> Through ladders 1 foot in each square x 3 1 foot in each square with added points 2 feet in each square x 3 2 feet in each square with added points 2 feet in each square with high knees keeping same coaching points Move on to track. 	
4	10 mins	Strides and sprints	<ul style="list-style-type: none"> As above Striding – over exaggerated leg extension Keep leading leg flexed not extended 	<ul style="list-style-type: none"> Fast feet to green cones then wide strides to white cones x 2 Fast feet to green cones then accelerate to white cones x 2 High Knees to green cones then wide strides to white cones x 2 High Knees to green cones then accelerate to white cones x 2 	

		<ul style="list-style-type: none"> Acceleration Run as fast as possible using all that has been learnt in the session. 	<ul style="list-style-type: none"> Jog to green cones then wide strides to white cones x 2 Jog to green cones then accelerate to white cones x 2 	
5	7 mins	<p>Races</p> <ul style="list-style-type: none"> Relaxed jaw (mouth slightly open) Head held central looking forward Shoulders relaxed slightly Hands lightly held at a 90° angle Feet pointing forward Running on toes not flat footed Full extension of the back leg quick Forward motion of legs tucked up Body upright position 	<ul style="list-style-type: none"> Sprint races over 40 meters Using all the coaching points used today get the boys to race and get the girls to race each other. 	
		COACHING POINTS	ORGANISATION OF THE PRACTICE	
6	9 mins	<p>Cool down</p> <ul style="list-style-type: none"> Lower pulse Flexibility 	<ul style="list-style-type: none"> Jog down track and back Jog at a slower down track and back Static stretches. Hold 16 counts 	

COACHING EVALUATION SHEET FOR ATHLETICS: SPRINTING

Name of Coach J..... P.....	Venue D..... C.....	Age Group 16+	Athletics Centre
Date of Session January 2009	Time 9 to 9:50am		
Session Preparation			
Has produced a comprehensive session plan	Comments A detailed plan was submitted prior to the session.		
Outlines the nature of the session	Session outlined at the beginning of the session.		
Checks all safety factors relative to the session	Risk assessment in place. Facility and equipment checks prior to the session. Students' personal H & S checked.		
Appropriate appearance	College tracksuit / College polo shirt worn.		
General Impression			
Has a confident and enthusiastic manner	Comments I was confident in delivering this session as I had planned what I was going to do. I maintained eye contact when talking to group members throughout my session. I felt that I came across as someone who was enthusiastic about what I was doing. My voice was sufficiently loud and clear so that all students could hear me at all times.		
Establishes a positive working environment	I had planned my session and was dressed appropriately. This demonstrated that I had a positive approach.		
Establishes and maintains control of the session	I gave clear instructions throughout e.g. when I needed to stop the group to listen I said 'stop, stand still' and their response was immediate.		
Have the participants achieved success?	As the group was mixed ability, I could see that there was an improvement in the students' skill level particularly those of a lower ability.		
Organisation			
Organises the group quickly, efficiently and accurately	Comments All group members understood what I was asking of them.		
Appropriate organisation of areas, equipment & participants	The warm up included pulse raising/stretching/skills and was appropriate to my session.		
Creates realistic practice objectives & pace to the session	The practices were progressive. The initial practises were carried out in a closed environment which then moved to an open environment.		
Stops session effectively and at the correct time	As above.		
Observation			
Diagnosis of key faults	Comments I attempted to make a positive comment to everyone in the group. I also tried to give each student a technical point to consider and work upon.		
Recreates situations accurately	Appropriate practises were used throughout.		
Corrects key faults and provides effective alternatives	As above.		
Understands how & when to progress to the needs of the group	I think that I gave everyone sufficient time to perform the skill in each practise, particularly when there were different aspects to be developed.		

Communication	Comments
Demonstrates technical knowledge & understanding of the skill being taught	I have the appropriate qualifications -- UK Athletics Level 1 and working towards the Level 2.
Provides clear and accurate demonstrations	My demonstrations were clear to all and I made sure that I repeated these so that the group could understand the main points being taught.
Provides clear and accurate explanations	Everyone understood what I was asking of them. During the Q & A at the end of the session I found that they could tell me what the coaching point that I used.
Employs appropriate coaching styles	Various coaching styles were used throughout the session.

General Comments:
 I was pleased with my delivery. The careful planning was beneficial to the delivery. The feedback I received from the group was positive which clearly demonstrated that the session was fun and that learning had taken place.
 Points to consider. Try to spend a little more time with each group member and make sure that any individual guidance is being worked upon.

Signature of Coach	Date
--------------------	------

SESSION PLAN

DATE:

LENGTH OF SESSION: 45 minutes

NO OF PARTICIPANTS: 20

ACTIVITY: Athletics: Triple Jump

FACILITY: Playing field

PARTICIPANTS EXPERIENCE:

There are a range of abilities and skill levels in the group

EQUIPMENT REQUIRED:

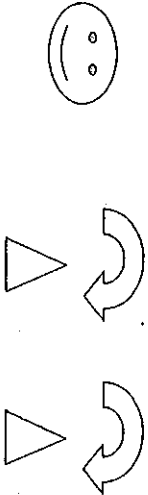

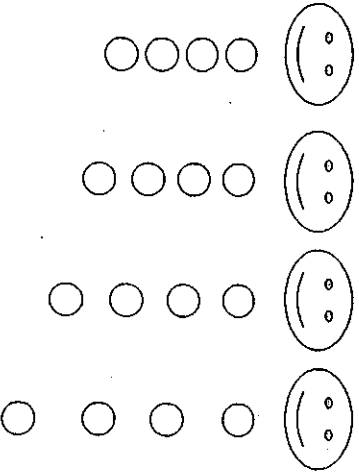
- A tower of cones – various colours
- Junior hurdles
- 8 mats
- Triple jump mat

OBJECTIVES:

- The participants will be able to demonstrate the triple jump technique
- The participants will be able to apply their acquired skill to a competitive situation

WARM-UP:

- Jog round in a random fashion in a coned off area
- At the command of the coach, complete the required movement:
 - 1 = hop on left leg
 - 2 = hop on right leg
 - 3 = jump as high as you can
- Static stretching

TIMING	SKILL	COACHING POINTS	ORGANISATION OF THE PRACTICE
1 7mins	Warm up	<ul style="list-style-type: none"> • Make sure group members jog • Hop for height / Hop for distance • Jump for height / Jump for distance 	<p>Restricted area: 20m X 20m using cones</p>
2 10 mins	Hopping over hurdles	<ul style="list-style-type: none"> • Hop over three hurdles on chosen leg • Keep weight bearing leg slightly bent to avoid injury • Keep none weight bearing leg at 90° • Move arms in an upward motion when hopping 	<p>Hop and step over two hurdles.</p> <p>Use smaller hurdles initially to make it easier for participants – will increase success level.</p> 
3 10 mins	Hop and step over 2 hurdles	<ul style="list-style-type: none"> • Stand on the opposite leg to the one used for the hop • Swing arms gently to gain momentum •and jump • Land on both feet with bent knees do not fall back 	<ul style="list-style-type: none"> • Hop and step over two hurdles / repeat three times • Jump onto a mat to practice the third phase of the triple jump 
4 10 mins	Triple Jump Grid	<ul style="list-style-type: none"> • Hop – step – jump • Use arms • Stay balanced – do not do big hops • Land on two legs 	<p>Put the whole jump together using the triple jump grid</p> <p>Three lines of cones set at varying distances apart</p> <p>All participants start at the easiest end and work upwards</p> 
5 8 mins	Cool Down	<ul style="list-style-type: none"> • Make sure group members jog – decrease pace – walk • Static stretches 	<p>Restricted area: 20m X 20m using cones</p>

SESSION PLAN

DATE:

LENGTH OF SESSION: 45 minutes

NO OF PARTICIPANTS: 20

ACTIVITY: Athletics: Relay

FACILITY: Playing field

PARTICIPANTS EXPERIENCE:

There are a range of abilities and skill levels in the group

EQUIPMENT REQUIRED:


- A tower of cones – various colours
- 4 sets of bibs – various colours
- 8 Batons

OBJECTIVES:

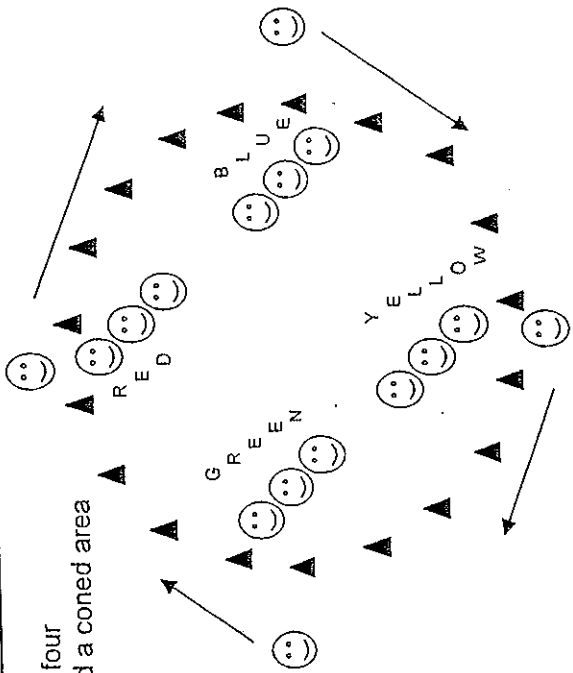
- To create a fun, safe and inclusive environment
- The participants will be able to demonstrate the skill of passing over the baton
- The participants will be able to demonstrate the technique of running with the baton
- The participants will be able to apply their acquired skill to a competitive situation

WARM-UP:

- Jogging around a specified area
- 'Stuck in the Mud'
- Static stretching

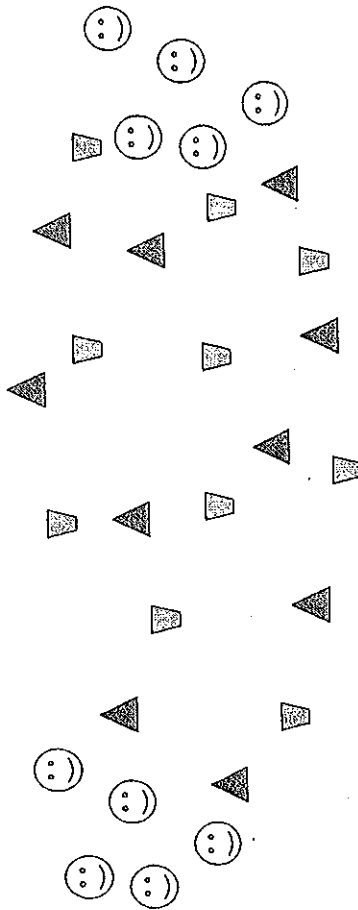
TIMING		SKILL		COACHING POINTS		ORGANISATION OF THE PRACTICE	
7 mins	Warm up	<ul style="list-style-type: none"> • Make sure group members jog • 'Stuck in the Mud' • Static Stretches 	<p>Restricted area; 20m X 20m using cones</p> <p>Group comes around in a half circle</p>				
10 mins	Passing the baton	<ul style="list-style-type: none"> • Hold the baton securely in one hand • The receiving hand is placed with the palm facing down and a wide angle between the thumb and the rest of the fingers • The incoming athlete passes the baton in an upward movement into the receiving hand <ul style="list-style-type: none"> • Receiver looks forward • Receiver holds arm out to take baton 	 <p>In: groups of four, position team members in a line but close enough to reach the person in front with arms out stretched</p> <p>Baton is transferred from first member to second, to third and fourth while standing still</p> <ul style="list-style-type: none"> • First leg – hold baton in right hand • Second leg – take baton in left hand • Third leg – take baton in right hand • Fourth leg – take baton in left hand <p>Repeat while walking</p> <p>Repeat while jogging</p>				
10 mins	Running with baton	<ul style="list-style-type: none"> • Run in a sprinting style • Receiver starts jogging before their partner reaches them • Receiver to remember to look forward and hold arm out to take baton 	<p>In groups of four, position team in a line some 10 metres apart</p> <p>Baton is transferred from first member to second, to third and fourth</p> <ul style="list-style-type: none"> • First leg – hold baton in right hand • Second leg – take baton in left hand • Third leg – take baton in right hand • Fourth leg – take baton in left hand 				

ORGANISATION
OF THE PRACTICE



In same teams of four
Relay race around a coned area
Repeat

Restricted area; 20m X 20m using cones



COACHING POINTS

As above

- 'Domes and Dishes' – move around the area turning over either the domes or dishes

- Static stretches

SKILL

Competitive Situation

Cool Down

TIMING

10 mins

8 mins

SESSION PLAN

DATE:

LENGTH OF SESSION: 45 minutes

NO OF PARTICIPANTS: 20

ACTIVITY: Athletics: Javelin

FACILITY: Playing field

PARTICIPANTS EXPERIENCE:

There are a range of abilities and skill levels in the group

EQUIPMENT REQUIRED:

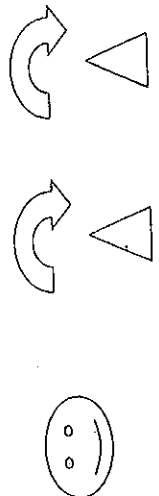

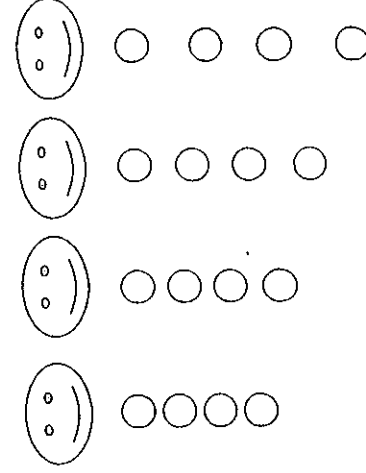
- A tower of cones – various colours
- 6 Foam javelins
- 4 sets of bibs – various colours
- 30 bean bags
- 2 benches

OBJECTIVES:

- To create a fun, safe and inclusive environment
- The participants will be able to demonstrate the technique of throwing the javelin
- The participants will be able to apply their acquired skill to a competitive situation

WARM-UP:

- Jog round in a random fashion in a coned off area
- At the command of the coach, complete the required movement:
 - 1 = hop on left leg
 - 2 = hop on right leg
 - 3 = jump as high as you can
- Static stretching

8 mins	Warm up	<ul style="list-style-type: none"> • Make sure group members jog • Hop for height / Hop for distance • Jump for height / Jump for distance 	Restricted area; 20m X 20m using cones
10 mins	Hopping over hurdles	<ul style="list-style-type: none"> • Hop over three hurdles on chosen leg • Keep weight bearing leg slightly bent to avoid injury • Keep none weight bearing leg at 90° • Move arms in an upward motion when hopping 	Hop and step over two hurdles. Use smaller hurdles initially to make it easier for participants – will increase success level. 
10 mins	Hop and step over 2 hurdles	<ul style="list-style-type: none"> • Stand on the opposite leg to the one used for the hop • Swing arms gently to gain momentum •and jump • Land on both feet with bent knees do not fall back 	<ul style="list-style-type: none"> • Hop and step over two hurdles / repeat three times • Jump onto a mat to practice the third phase of the triple jump 
10 mins	Triple Jump Grid	<ul style="list-style-type: none"> • Hop – step – jump • Use arms • Stay balanced – do not do big hops • Land on two legs 	Put the whole jump together using the triple jump grid Three lines of cones set at varying distances apart All participants start at the easiest end and work upwards 
7 mins	Cool Down	<ul style="list-style-type: none"> • Make sure group members jog – decrease pace – walk • Static stretches 	Restricted area; 20m X 20m using cones

SESSION PLAN

DATE:

LENGTH OF SESSION: 45 minutes

NO OF PARTICIPANTS: 20

ACTIVITY: Athletics: Hurdling

FACILITY: Playing field

PARTICIPANTS EXPERIENCE:

There are a range of abilities and skill levels in the group

EQUIPMENT REQUIRED:






- A tower of cones – various colours
- 4 sets of bibs – various colours
- 8 Batons

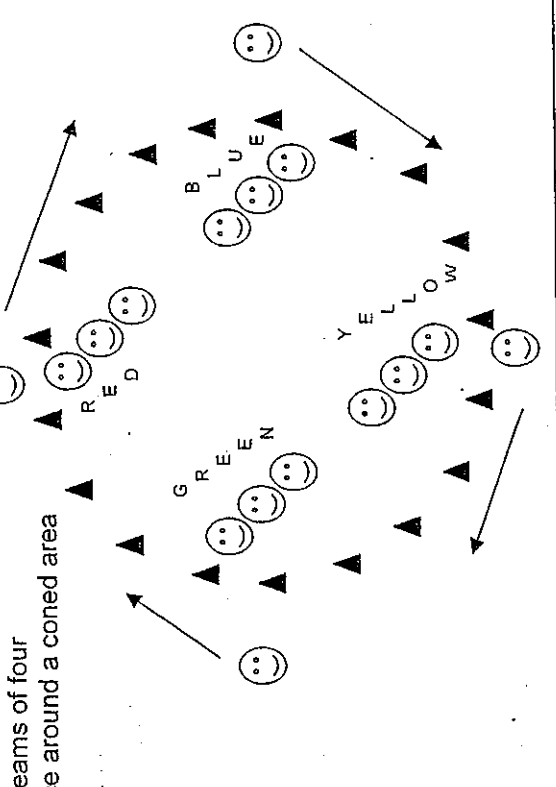

OBJECTIVES:

- To create a fun, safe and inclusive environment
- The participants will be able to demonstrate the technique of hurdling
- The participants will be able to apply the technique of hurdling to a competitive situation
- The participants will be able to apply their acquired skill to a competitive situation

WARM-UP:

- Jogging around a specified area
- 'Stuck in the Mud'
- Static stretching

1	7 mins	Warm up	<ul style="list-style-type: none"> • Make sure group members jog • 'Stuck in the Mud' • Static Stretches 	<p>Restricted area; 20m X 20m using cones</p> <p>Group comes around in a half circle</p>
2	10 mins	Passing the baton	<ul style="list-style-type: none"> • Hold the baton securely in one hand • The receiving hand is placed with the palm facing down and a wide angle between the thumb and the rest of the fingers • The incoming athlete passes the baton in an upward movement into the receiving hand <ul style="list-style-type: none"> • Receiver looks forward • Receiver holds arm out to take baton 	 <p>In groups of four, position team members in a line but close enough to reach the person in front with arms out stretched</p>  <p>Baton is transferred from first member to second, to third and fourth while standing still</p> <ul style="list-style-type: none"> • First leg – hold baton in right hand • Second leg – take baton in left hand • Third leg – take baton in right hand • Fourth leg – take baton in left hand <p>Repeat while walking</p> <p>Repeat while jogging</p>
3	10 mins	Running with baton	<ul style="list-style-type: none"> • Run in a sprinting style • Receiver starts jogging before their partner reaches them • Receiver to remember to look forward and hold arm out to take baton 	<p>In groups of four, position team in a line some 10 metres apart</p>    <p>Baton is transferred from first member to second, to third and fourth</p> <ul style="list-style-type: none"> • First leg – hold baton in right hand • Second leg – take baton in left hand • Third leg – take baton in right hand • Fourth leg – take baton in left hand

TIMING	SKILL	COACHING POINTS	ORGANISATION OF THE PRACTICE
10 mins	Competitive Situation	As above	<p>In same teams of four Relay race around a coned area Repeat</p> 
8 mins	Cool Down	<ul style="list-style-type: none"> • 'Domes and Dishes' – move around the area turning over either the domes or dishes • Static stretches 	 <p>Restricted area; 20m X 20m using cones</p>

GENERAL RISK ASSESSMENT

/v/v

Department :	Sports and Leisure	Location :	NW Indoor Arena
Area :	Sprint Area	RA Date :	
Activity/Process/Area :	Sprint Training and Mixed Sports		
Description of Activity/Process :	Athletics, Football and Other Coaching		
Involving :	All	Manager :	

HAZARDS

1	Main entrance opening onto Lane 1 of track - collision hazard
2	Collision with other facility users
3	Slips, trips or falls
4	
5	
6	
7	
8	

Those at Risk:	All
----------------	-----

CONTROL MEASURES

1	Signs to be erected and barrier fitted when track being utilised
2	Appropriate supervision - equipment only to be used when coach present
3	Limited access allowed to area when events taking place
4	Appropriate techniques to be utilised to avoid slips, trips or falls
5	
6	
7	
8	

Severity :	2	Likelihood :	2	Overall Rating :	4
------------	---	--------------	---	------------------	---

ADDITIONAL CONTROL MEASURES REQUIRED

1	Coach education to athletes to ensure awareness of hazard
2	
3	
4	
5	

Assessment By :		Advised :	
Last Review By :		Last Review Date :	

RISK RATING:-	4	3 - 5 Low	Acceptable
		6 - 6.5 Medium	Review to consider additional measures
		7 - 9 High	Action to implement additional measures

GENERAL RISK ASSESSMENT

Department :	Sports and Leisure	Location :	NW Indoor Arena
Area :	Throwing Cage	RA Date :	
Activity/Process/Area :	Throwing of Discus, Shotput or Javelin		
Description of Activity/Process :	Sporting Activity / Setting Up		
Involving :	All	Manager :	

HAZARDS

1	Manual handling injuries from incorrect use of equipment / movement of netting
2	Impact injuries
3	Slips, trips or falls
4	
5	
6	
7	
8	

Those at Risk:	All
----------------	-----

CONTROL MEASURES

1	Appropriate techniques to be utilised / where manual handling required, to be done by a competent person
2	Netting to be closed at all times
3	Appropriate supervision - equipment only to be used when coach present
4	Limited access allowed to area when events taking place
5	
6	
7	
8	

Severity :	3	Likelihood :	1	Overall Rating :	3
------------	---	--------------	---	------------------	---

ADDITIONAL CONTROL MEASURES REQUIRED

1	
2	
3	
4	
5	

Assessment By :		Advised :	
Last Review By :		Last Review Date :	

RISK RATING:-	3	1 - 3 Low	Acceptable
		4 - 6 Medium	Review to consider additional measures
		7 - 9 High	Action to implement additional measures

GENERAL RISK ASSESSMENT

Department :	Sports and Leisure	Location :	NW Indoor Arena
Area :	Pole Vault Area	RA Date :	
Activity/Process/Area :	Pole Vault		
Description of Activity/Process :	Sporting Activity / Setting Up		
Involving :	All	Manager :	

HAZARDS

1	Possible contact with overhead beam from centre run up
2	Collision with high bar
3	Fall onto stands
4	Manual handling injuries from incorrect lifting of vault lid / movement of equipment
5	Sports injury resulting from pole missing box
6	Collision of pole with another
7	
8	

Those at Risk:	All
----------------	-----

CONTROL MEASURES

1	Athletics centre run up to be used by vaulters who jump NO MORE THAN 5 METRES
2	Pole of a max of 4 m 90 cm to be used on the run up
3	Signs to be erected
4	Letters to be sent to coaches / athletes
5	Take high bar / post out when bed being used
6	Always ensure protective covers are around ^{posts} bars at all times
7	Appropriate supervision - equipment only to be used when coach present
8	

Severity :	2	Likelihood :	1	Overall Rating :	2
------------	---	--------------	---	------------------	---

ADDITIONAL CONTROL MEASURES REQUIRED

1	Key hole to be drilled into box lids
2	
3	
4	
5	

Assessment By :		Advised :	
Last Review By :		Last Review Date :	

RISK RATING:-	2	Acceptable
		Review to consider additional measures
		7 - 9 High Action to implement additional measures

GENERAL RISK ASSESSMENT

Department :	Sports and Leisure	Location :	NW Indoor Arena
Area :	Long / Triple Jump Area	RA Date :	
Activity/Process/Area :	Long / Triple Jump		
Description of Activity/Process :	Sporting Activity / Setting Up		
Involving :	All	Manager :	

HAZARDS	
1	Fall collision into back and side walls near pit
2	Collision hazard with person(s) coming out of the stores
3	Slips, trips or falls
4	
5	
6	
7	
8	

Those at Risk:	All
----------------	-----

CONTROL MEASURES	
1	Side and back wall protective matting in place during events
2	Store access only permitted to authorised people aware of the possible hazard
3	Runway clear of obstacles
4	Appropriate techniques to be utilised to avoid slips, trips or falls
5	Appropriate supervision - equipment only to be used when coach present
6	
7	
8	

Severity :	2	Likelihood :	1	Overall Rating :	2
------------	---	--------------	---	------------------	---

ADDITIONAL CONTROL MEASURES REQUIRED	
1	Coach education to athletes to ensure awareness of hazard
2	
3	
4	
5	

Assessment By :		Advised :	
Last Review By :		Last Review Date :	

RISK RATING:-	2	1 - 3 Low	Acceptable
		4 - 6 Medium	Review to consider additional measures
		7 - 9 High	Action to implement additional measures

GENERAL RISK ASSESSMENT

Department :	Sports and Leisure	Location :	Sports Hall
Area :	Athletics Area	RA Date :	
Activity/Process/Area :	+ 16 Sprint Training and Mixed Sports		
Description of Activity/Process :	Athletics, Football and Other Coaching		
Involving :	All	Manager :	

HAZARDS

1	Main entrance opening onto Lane 1 of track - collision hazard
2	Collision with other facility users
3	Slips, trips or falls
4	
5	
6	
7	
8	

Those at Risk:	All
----------------	-----

CONTROL MEASURES

1	Signs to be erected and barrier fitted when track being utilised
2	Appropriate supervision - equipment only to be used when coach present
3	Limited access allowed to area when events taking place
4	Appropriate techniques to be utilised to avoid slips, trips or falls
5	
6	
7	
8	

Severity :	2	Likelihood :	2	Overall Rating :	4
------------	---	--------------	---	------------------	---

ADDITIONAL CONTROL MEASURES REQUIRED

1	Coach education to athletes to ensure awareness of hazard
2	
3	
4	
5	

Assessment By :		Advised :	
Last Review By :		Last Review Date :	

RISK RATING:-	4	1 - 3 Low	Acceptable
		4 - 6 Medium	Review to consider additional measures
		7 - 9 High	Action to implement additional measures

GENERAL RISK ASSESSMENT

Department :	Sports and Leisure	Location :	Sports Hall
Area :	Sports Area	RA Date :	
Activity/Process/Area :	+ 16 Curriculum		
Description of Activity/Process :	General teaching activities		
Involving :	Staff and Students	Manager :	

HAZARDS

1	Cupboards Insecure
2	Electrical cables forming trip hazard
3	Contact with electricity
4	
5	
6	
7	
8	

Those at Risk: Children, Staff

CONTROL MEASURES

1	Adequate supervision at all times for activity in hand
2	Staff CRB checked - no staff or other permitted access
3	Adequate advice and training provided
4	Trained first aiders present
5	Parental consent for all activities recorded, medical conditions noted
6	Sufficient first aid provision
7	
8	

Severity : 3 Likelihood : 1 Overall Rating : 3

ADDITIONAL CONTROL MEASURES REQUIRED

1	
2	
3	
4	
5	

Assessment By :		Advised :	
Last Review By :		Last Review Date :	

RISK RATING:-	3	1 - 3 Low	Acceptable
		4 - 6 Medium	Review to consider additional measures
		7 - 9 High	Action to implement additional measures

GENERAL RISK ASSESSMENT

Department :	Sports and Leisure	Location :	Sports Hall
Area :	Athletics Area	RA Date :	
Activity/Process/Area :	+ 16 Pole Vault		
Description of Activity/Process :	Sporting Activity / Setting Up		
Involving :	All	Manager :	

HAZARDS

1	Possible contact with overhead beam from centre run up
2	Collision with high bar
3	Fall onto stands
4	Manual handling injuries from incorrect lifting of vault lid / movement of equipment
5	Sports injury resulting from pole missing box
6	Collision of pole with another
7	
8	

Those at Risk: All

CONTROL MEASURES

1	Athletics centre run up to be used by vaulters who jump NO MORE THAN 5 METRES
2	Pole of a max of 4 m 90 cm to be used on the run up
3	Signs to be erected
4	Letters to be sent to coaches / athletes
5	Take high bar / post out when bed being used
6	Always ensure protective covers are around bars at all times
7	Appropriate supervision - equipment only to be used when coach present
8	

Severity : 2 Likelihood : 1 Overall Rating : 2

ADDITIONAL CONTROL MEASURES REQUIRED

1	Key hole to be drilled into box lids
2	
3	
4	
5	

Assessment By :		Advised :	
Last Review By :		Last Review Date :	

RISK RATING:-	2	1 - 3 Low	Acceptable
		4 - 6 Medium	Review to consider additional measures
		7 - 9 High	Action to implement additional measures

GENERAL RISK ASSESSMENT

Department :	Sports and Leisure	Location :	Sports Hall
Area :	Athletics Area	RA Date :	
Activity/Process/Area :	+ 16 Long / Triple Jump		
Description of Activity/Process :	Sporting Activity / Setting Up		
Involving :	All	Manager :	

HAZARDS	
1	Fall collision into back and side walls near pit
2	Collision hazard with person(s) coming out of the stores
3	Slips, trips or falls
4	
5	
6	
7	
8	

Those at Risk:	All
----------------	-----

CONTROL MEASURES	
1	Side and back wall protective matting in place during events
2	Store access only permitted to authorised people aware of the possible hazard
3	Runway clear of obstacles
4	Appropriate techniques to be utilised to avoid slips, trips or falls
5	Appropriate supervision - equipment only to be used when coach present
6	
7	
8	

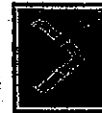
Severity :	2	Likelihood :	1	Overall Rating :	2
------------	---	--------------	---	------------------	---

ADDITIONAL CONTROL MEASURES REQUIRED	
1	Coach education to athletes to ensure awareness of hazard
2	
3	
4	
5	

Assessment By :		Advised :	
Last Review By :		Last Review Date :	

RISK RATING:-	2	1 - 3 Low	Acceptable
		4 - 6 Medium	Review to consider additional measures
		7 - 9 High	Action to implement additional measures

CODE OF CONDUCT FOR DRAGON SPORTS ORGANISERS



Deeside College
Coleg Glannau Dytrdwy

QUALIFICATIONS

- ❖ Place certificates in a presentable folder
- ❖ Show Certificates to Teacher or Club Manager in the introductory meeting

PLANNING

- ❖ Lesson Plan – Have a scheme of work for the duration of your coaching session. Make sure all of your coaches have the same scheme of work so you do not clash.
- ❖ Risk Assessment – Complete a risk assessment for the facility during the introduction/first meeting.
- ❖ Wet weather plan – Make sure that you have an alternate lesson plan in case of unforeseen events. E.g. Bad weather
- ❖ Informing tutors – Make sure your tutor knows where you are, what you are doing and for how long.

HEALTH AND SAFETY

- ❖ Make sure your CRB and First Aid Certificates are in your folder with other qualifications
- ❖ When you have an induction with a school or club, make sure that you go through the first Aid procedures.
- ❖ On induction, find out where the first Aid kits are and where the Accident Report book is.
- ❖ Go through Fire and Evacuation procedures on your induction with the school or club.
- ❖ Use a register, making sure that any child's medical conditions are recorded.
- ❖ Ask the children if they have any injuries.
- ❖ Make sure that the children are wearing correct footwear and that they have their shoe laces tied.
- ❖ Children are not to wear jewellery (i.e. rings, bracelets, body piercings or watches).
- ❖ Children are not to chew gum during a session.
- ❖ Minimum of two coaches must stay on site after a session has finished, making sure that all children are accounted for when leaving.

APPEARANCE

- ❖ No Jewellery (Earrings, Rings, Piercings etc. Watches are accepted).
- ❖ Appropriate Footwear: Trainers or football boots if on the grass.
- ❖ Laces Tied at all times
- ❖ Any College Clothing (Polo shirt, Millennium Volunteers tracksuits or navy blue/black tracksuit bottoms, Hoodies) to be worn when coaching.
- ❖ Hair Tied Back (Women Coaches)

EQUIPMENT

- ❖ Check the correct amount of equipment before the session
- ❖ Transport the equipment in the appropriate bag e.g. athletics in athletics bag
- ❖ Make sure all equipment is returned back the same day or before 9am the following day
- ❖ Sign out Deeside athletics equipment if necessary

IN FRONT OF CHILDREN

- ❖ Respect for the children, children to coaches, teachers and each other
- ❖ Respect for the rules and equipment
- ❖ No Foul Language
- ❖ Check facility – make sure everywhere is clean and safe for the children
- ❖ Encourage, motivate, fun, encourage, Remember INSTEPS and SMILES
- ❖ Include everyone and make sure that there is Maximum Participation
- ❖ Stick to time in the session plans
- ❖ Bring lesson plan to sessions
- ❖ Bring a whistle to sessions
- ❖ Adapted sport rules – tag rugby, tri golf, mini tennis etc

I understand the code of conduct fully and I will be a safe, fun and inclusive organiser. I will respect the code of conduct and will follow the rules set by myself and my peers when I go out to coach in the community:

Dragon Sports Organisers Signature

Date

sports coach UK

certificate of attendance



sports council wales
cyngor chwaraeon cymru



The National Coaching Foundation
Great Coaches... Great Sport

sports coach UK
is pleased to confirm that

has attended

Safeguarding & Protecting Children

on

7th November 2003

Patrick Duffy
Chief Executive

070088

**Well
Done**

Completed the following 2 hour modules:

Officiating Sportshall Competitions

Date

Tutor

Leading Sportshall Activity Sessions

Date

02/10/08

Tutor

Event Management aspects of Sportshall

Date

Tutor

Assisting at a Sportshall Event

Date

Tutor

Sportshall

Child Protection Procedures

For Schools,
Central Support Staff,
Leisure Services and
Youth and Community Service

Revised 2006



CHILD PROTECTION PROCEDURES

All schools, units and youth and community service provision within the County hold a copy of the All Wales Child Protection Procedures. The supplement containing the Flintshire Local Children's Safeguarding Board, (LCSB) procedures for Education Staff is to be found together in the All Wales Child Protection Procedures folder.

The "ICS INTEGRATED CHILDREN'S SERVICES REFERRAL FORM" can be obtained from Children's Services Duty and Assessment Team.

All those working in the field of Education have a special duty of care and an individual as well as a professional responsibility to protect children. This responsibility cannot be devolved and it is essential for all to participate in interagency support.

It is also essential for all Education staff to be fully aware that investigation of any Child Protection issue is the responsibility of the Statutory investigating agencies which are Children's Services and the Police.

If after having made a referral, the referrer is unhappy that action has not been taken to protect a child who is **suffering significant harm** (see definition below) the referrer should bring **his/her concerns to the Manager of the Duty and Assessment Team if necessary use a different referral route.**

DEFINITION OF CHILD ABUSE

Child abuse is **significant harm** to a child below the age of 18 years, (19 years if at a Special Needs school).

The definition of significant harm, (drawn from S 39 of the Children Act 1989) and the categories of abuse used for child protection registration are as follows:

SIGNIFICANT HARM

harm means ill treatment or the impairment of health or development;

ill treatment includes sexual abuse and forms of ill treatment which are not physical.

development means physical, intellectual, emotional, social or behavioural development;

health means physical or mental health; and

Where the question, of whether the harm suffered by a child is significant, turns on the child's health and development, his health or development shall be compared with that which could reasonably be expected of a similar child. (Working Together 2000).

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm can also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health in and to a child whom they are looking after. The situation is most recently described using the term fabricated or induced illness by carer

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

'Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. 'It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

IMMEDIATE ACTION TO BE TAKEN IF YOU SUSPECT A CHILD HAS BEEN ABUSED OR IS AT RISK OF SIGNIFICANT HARM

Notes

Professionals cannot remain anonymous when making referrals, although members of the public are able to request this.

The following section is particularly applicable to Schools but clearly outlines the referral process for all Education and Recreation staff, (separately referred to in sections below).

If the child has made a disclosure, the child should be listened to but must NOT be asked leading questions (see "Listening to the child" box below).

- 1 If a disclosure has been made or member of staff suspects that a child has been abused or is at risk of suffering abuse, the Headteacher (or deputy in his/her absence) must be **immediately** informed of the concern
- 2 The Headteacher, or in his/her absence the Deputy Headteacher, or designated person for Child Protection should **inform by telephone, without delay**, the Manager or Duty Social Worker, of the Duty and Assessment Team at the Children's Services Office in Connah's Quay (01352 701000). (Out of Hours, i.e. after 5.00 PM, contact 01352 753 403)
- 3 It is important to make it clear that the intention is to make a child protection referral in accordance with the LCSB procedures. Children's Services will then assess the situation and they will decide whether to proceed by way of a child protection investigation or to offer services on a "child in need basis". (In the latter case parents consent will be needed)
- 4 Information provided by the referrer should include;
 - the child's name, address and date of birth,
 - the name, address and phone number/s of those with parental responsibility,
 - name/s and dates of birth of other siblings, if known,
 - any other names used,
 - Name and status of the referrer,
 - the nature and reason/s for the concern and
 - any information affecting the safety of staff.
- 5 The referral must be confirmed and sent in writing within 2 working days using the "ICS INTEGRATED CHILDREN'S SERVICES REFERRAL FORM, (see second paragraph of this advice leaflet). A copy of the Child Protection Referral should be sent to the Manager of the Inclusion Welfare Service.

A referral to Positive Outcomes Service for a multi-agency forum can be made as an independent service contact POS - Tel: 01352 704966.

- 6 The local Community Health Department to be informed (Responsibility Children's Services).
- 7 If there are obvious injuries these should be recorded and if it is then deemed appropriate by Children's Services a referral for a medical examination will be made by them after the child has been interviewed unless the injuries are very serious and warrant an immediate response. In an emergency or when injury is severe, a 999 Ambulance and Police call should be made.
- 8 All discussions and the outcomes must be recorded as soon as possible.
- 9 If in doubt share your concerns without delay with Children's Services Duty Officer. If an Inclusion Welfare Officer or School Nursing Sister is available, they may be able to assist with any immediate action required but it remains the Headteacher's responsibility to ensure that the action outlined above is taken.
- 10 The Children's Services Department should advise what action will be initiated and the position the referrer should take regarding communication with parents i.e. at what point parents should be contacted and by whom.
- 11 If after discussion there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm there should be a strategy discussion involving the Children's Services department and the Police, and other agencies as appropriate, in particular any referring agency.
- 12 A representative from the school and/or the Education, Children's Services and Recreation Directorate will normally be required to attend and participate in any resulting Child Protection Conference.
- 13 If the school is unable to attend a child protection conference a written report should be submitted, keeping to factual information and not opinion or rumour. Schools have all been issued with relevant School Report Forum.

ACTION TO BE TAKEN BY YOUTH WORKERS AND LEISURE DEPARTMENT STAFF

- 1 If a disclosure has been made or a member of staff suspects that a child has been abused or is at risk of suffering abuse, that member of staff should follow the same procedures as indicated in Immediate Action Section above (For "Headteacher" substitute "Manager for Leisure staff or Youth Worker in Charge")
- 2 During out of hours (i.e. after 5.00 pm) the Duty Manager will contact the Children's Services Emergency Duty Social Worker on the out of hours number, 01352 753 403.
- 3 A departmental representative will be required to attend any resulting Child Protection Conference.
- 4 The referral must be confirmed and sent in writing within 2 working days using the ICS INTEGRATED CHILDREN'S SERVICES REFERRAL FORM.

ACTION TO BE TAKEN BY CENTRAL SUPPORT STAFF

e.g. Inclusion Welfare Officers, Behaviour Support Teachers, Youth Access Staff, Education Psychologists, Peripatetic Teachers and any other staff not attached to schools.

If in a school situation a disclosure has been made, or member of staff suspects that a child has been abused or is at risk of suffering abuse, the Headteacher should be immediately informed of the concern and the school-based procedures should be followed.

- 1 If the disclosure or concern is "out of the school situation" the same procedures should be followed without delay as described for Headteachers in the Immediate Action Section above.

- 2 The referral must be confirmed and sent in writing within 2 working days using the ICS INTEGRATED CHILDREN'S SERVICES REFERRAL FORM
- 3 The referrer should, at the earliest opportunity, inform the Headteacher of this action.

ALLEGED ABUSE BY A MEMBER OF STAFF

In the course of their duties staff may encounter suspicions or allegations of child abuse where the alleged abuser is a colleague from their own or another agency.

When it is alleged or suspected that a pupil has **suffered significant harm**, (see above) caused by a member of staff employed by The Education, Children's Services and Recreation Directorate, the following procedure should be followed immediately.

- 1 The Headteacher/Manager or deputy in his/her absence, should be informed.
- 2 All suspected abuse must be reported to, the Manager or Duty Social Worker, of the Duty and Assessment Team of Children's Services (Tel 01352 701000 or out of hours, after 5.00 PM, 01352 753 403) or the Police.
- 3 **Agencies must not undertake their own internal enquiries** but must refer on as described above,
- 4 **"Agencies must not make their own decisions about whether a concern that involves a particular member of their own staff is a disciplinary issue or a child protection matter.**

Such complex considerations should only take place with the involvement of Children's Services and the Police".

(All Wales Child Protection Procedures para 2.1.1 Page 24 [page 23 in Welsh Version]).

ACTION TO BE TAKEN BY ANY MEMBER OF STAFF EMPLOYED BY THE DIRECTORATE WHEN CONCERNED ABOUT SITUATIONS NOT COVERED BY THE ABOVE.

- 1 Occasions may arise when staff are concerned that the normal procedures may not apply or be followed, e.g. if it is alleged that the abuse involves a Headteacher, Manager or senior member of staff. In such situations:
 - a Inform, without delay, the appropriate Chief Officer of The Education, Children's Services and Recreation Directorate based at County Hall.
 - b Alternatively, request a "confidential" interview with the appropriate Chief Officer or Director of The Education, Children's Services and Recreation
- 2 In cases of professional abuse, the action to be taken may be guided by the agency's own procedures on whistle blowing, and these should be referred to. (All Wales Procedures para 2.1.2)

SHARING CONCERNS

"Concerns" as opposed to "known facts" can and should be shared with the investigating agencies (Police and Children's Services). Such concerns will not necessarily trigger an investigation but are more likely to cause the investigating agencies to make further enquiries. Concerns from a number of sources/agencies which, individually, may not be of great significance, can build up a picture, which suggests that the child may be suffering harm.

DEALING WITH A DISCLOSURE

LISTENING TO CHILDREN

DO

Show that you have heard what they are saying and that you take their allegations seriously. Encourage them to talk and listen without questioning or prompting them.

Encourage the child/young person to allow another person to be present.

Remain calm. Reassure them that they are not to blame and are right to tell.

Be clear about your own position and what action you must take, (you work for a department that has a shared responsibility to protect children and young people).

Inform the child/young person that you will have to pass the information on.

Write down what you have been told, using the exact words if possible.

Make a written note of the date, time and place and people who were present at the discussion

Keep drawings, paintings etc. that the child/young person may do to show what happened to him or her

Report your concerns immediately to the person with designated responsibility for child protection. Ensure your concerns are immediately reported to Children's Services duty and assessment team.

If the alleged abuser is a person with professional responsibility for children or young people discuss your concerns with that persons line manager. If you feel that this is inappropriate, or you are not satisfied with the response that you get, contact the relevant person in Children's Services.

It is important that you do not ignore or dismiss suspicions about another professional. Seek support for yourself from your line manager

LISTENING TO CHILDREN

DON'T

Don't prompt or ask them leading questions. This can contaminate evidence. The task of questioning them must be left to specially trained professionals.

Don't interrupt or stop a child who is freely recalling significant events.

Don't make a child repeat their account Don't expose the child/young person to mass examination by staff to verify any injuries

Don't promise to keep what you have been told secret. Reporting concerns is not a betrayal of trust.

In your reporting do not make assumptions or put words into a child/young person's mouth.

Don't show shock or disquiet

Don't confront the alleged abuser

Don't dismiss your concerns or worry that you may be mistaken. It is better to have shared your misgivings with someone with experience and responsibility to make an assessment.

Don't discuss individual cases with personal friends or acquaintances, who may be able to identify the family concerned. It is not appropriate to do so because of the high standard of confidentiality that must be maintained in child protection cases.

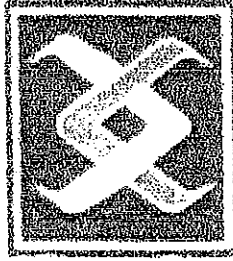
Addresses.

Children's Services - Duty and Assessment Team Manager, Civic Centre, Connah's Quay, (Tel 01352 701000 or , after 5.00 PM, 01352 753 403)

Police - 01352 711669 or 999

Education - Children's Services and Recreation, County Hall, Mold, CH7 6ND. (01352 704011)

Health - Flintshire Children's Health Center, Catherine Gladstone House, Hawarden Way, Mancot CH75 2EP. 01244 538 883.

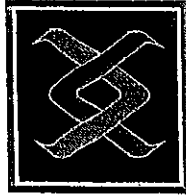


TO WHOM IT MAY CONCERN

This is to certify that _____ in successfully completed a CRB scrutiny on 30.09.08.
The official documentation is held on record within the department.

She is therefore permitted to work with children under the age of 18 years in her role as an
Athletics coach.

nt.



HSE approval No: 1687/96

FIRST AID AT WORK

This is to certify that I Hyn sydd i dystio bod

*has been awarded a Certificate in First Aid at Work approved by the
Health and Safety Executive in accordance with the
Health & Safety (FIRST AID) Regulations 1981*

VALID FOR 3 YEARS FROM DATE OF ISSUE

Signed:

____ Instructor

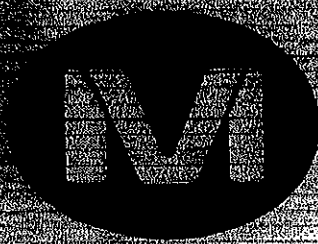
Daniel B Jones MBA CEng FIET

Principal/Chief Executive
Pennaeth/Prif Weithredwr

Date
Dyddiad

14th December 2007

50hrs certificate
tystlyson



Millennium Volunteers
Gwirfoddolwyr y Mileniwm

was a Millennium Volunteer with
roedd yn Wirfoddolwr y Mileniwm gyda

*Attendance at NGB coaching courses, Assisting with
the organisation & running of county Primary school
athletic festivals, Coaching various sports in Primary
schools and community clubs*

from
0
01 June/Mehefin
2008

to
tan
11 December/Rhagfyr
2008



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Millennium Volunteers is a national initiative offering young people opportunities
to help themselves and their communities.

Mae Gwirfoddolwyr y Mileniwm yn gymmun cenedlaethol o'r 1000 o lywodraeth Cymru.

Millennium Volunteers is a national initiative offering young people opportunities to help themselves and their communities.

sports leader certificate



This is to certify that

Candidate Number

C200095/8 : 592632

has qualified for

**SPORTS LEADERS UK LEVEL 2 AWARD
IN COMMUNITY SPORTS LEADERSHIP**

National Accreditation Number 500 / 1617 / 9



QCA

Qualifications and
Curriculum Authority



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Rewarding Learning

A

re

S

Date

07 October 2008

Linda C. Plowright

Linda Plowright
Chief Executive



.....

.....

Has attended *Medi mynychu*

DRAGON SPORT HYFFORDHANT TREFNYDD

ORGANISER TRAINING CAMPAU R Ddraig



SPONSORED BY

Steddiar gan
Llywodraeth Cymuned Cymru
Sponsored by
Welsh Assembly Government


28.10.2008