

# LEISURE CENTRE SCHEME



## DEVELOPMENT TOOLKIT

### SECTION 2 QUALITY MANAGEMENT



PROUD TO BE PART OF BRITISH GYMNASTICS



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## Section 2 – Quality Management

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**PROUD TO BE PART OF BRITISH GYMNASTICS**

# MINIMUM OPERATING STANDARDS

*The following is offered as a starting point for your minimum operational standards. More detailed information regarding these subjects can be found at our website.*

## Coaching guidelines:

- All coaches must be members of British Gymnastics appropriate to the level of their qualification. Find more info go to [> Membership > Benefits > Roles Levels and Fees](#)

Award Scheme Coach	Bronze
Level 1	Silver
Level 2 or above	Gold
- **All registered activity should be led by a discipline specific Level 2 coach (for example: Pre school sessions should be led by a Level 2 Pre School coach).**
- All coaches must hold a current Enhanced CRB (this should be done in the usual way as employees of the organisation and NOT through BG. This is different in BG registered Gym Clubs).
- All coaches must observe their own qualification limitations and work within these boundaries (specific to the syllabus from their coaching course. For example: General Gymnastics Level 2 coaches are only permitted to work within the level of this qualification). Find more info go to [> coaching > downloads](#)
- Assistant Level 1 coaches should also be discipline specific (for example: Trampoline Level 2 coach leads the sessions and directs a Trampoline Level 1 with a group).
- General Gym / Artistic coaches cannot coach Trampoline or Pre School sessions and vice versa.

## Coach to Gymnast Ratios:

There are a number of diverse factors to consider when making recommendations with regard to the ratio of participants to coach in Gymnastics and Trampolining activities. These factors might include: the age and stage of development of the participants, the level and type of activity, the experience of the participants and coach and the type of facility and equipment available. However, the coach in charge must always carry out a risk assessment of each situation and must determine a ratio of participants for each coach that is reasonable, safe and effective. Please note that there should always be at least two responsible adults present at the session.

To ensure that a safe and effective coaching situation is maintained, British Gymnastics recommends the following reasonable ratio of participants to coach:

### Pre-School Classes

For independent child classes, a ratio of eight participants to one coach is recommended. This can be increased proportionally to the number of qualified assistant coaches, i.e. 8 per additional directly supervised assistant coach. For classes where the parent, guardian or carer is participating with the child, a maximum ratio of 20 children to one coach is recommended.

### Gymnastics Classes

Suitably qualified British Gymnastics coaches or teachers must supervise all



gymnastics activities. Coaches must be qualified to the level of performance of the participants in the specific discipline of the sport. The recommended maximum number of participants to one apparatus/station is 8 participants. Where more than one apparatus/station is to be supervised, the coach in charge must carefully assess the following:

- The age, stage of development, experience, varying ability and number and discipline of the participants.
- The coaches' own qualifications and experience.
- Their ability to observe, advise, support and respond to the difficulties of anyone in the gymnastics area.
- The level and type of activity and suitability of the apparatus arrangements.

Normally, one coach would not be expected to supervise more than 16 gymnasts, without other suitably qualified coaches being in attendance. However, where a directly supervised and qualified Assistant Coach is used, in addition to the supervising coach, each additional Assistant Coach may supervise a maximum of 8 participants (i.e. qualified lead coach = 16 gymnasts plus 8 gymnasts with AC = 24 in total).

### **Trampoline Classes**

All trampolining activities must be supervised by a suitably qualified British Gymnastics coach. It is incumbent upon the coach in charge to ensure that trained spotters of suitable size are provided at each side not protected by alternative safety measures such as end decks. The recommended maximum number of participants to one trampoline is

8 participants. Where more than one trampoline is to be supervised, the coach in charge must carefully assess the following:

- The age, stage of development, experience, varying ability and number and discipline of the participants.
- The coaches' own qualifications and experience.
- Their ability to observe, advise, support and respond to the difficulties of anyone in the trampoline area.

Normally, one coach would not be expected to supervise more than 16 recreational trampolinists, without other suitably qualified coaches being in attendance. The coach in charge must also ensure that the person/s sliding in the "push in mat", if not a qualified coach, is trained, experienced, of sufficient maturity and familiar with the performer.

### **Coaching People with a Disability**

When working with people with disabilities, a competent assessment of the risk to the individual and other participants must be made when determining the ratio of gymnasts to coach. Depending on the nature of the disability, one-to-one supervision may be necessary. For further information on Disability please refer to the BG guidance on the Equality Act 2010.

### **General Comment**

When groups are warming up, cooling down or working on low risk activities on a floor area, the ratio may be increased within the bounds of safety.

### **Assessing risk and setting up equipment**

It is recommended that suitable risk assessments are carried out when planning and setting up all sessions. Some useful forms to support you with this can be found on our website >Downloads>Health Safety and Welfare Downloads:

- Risk Assessment
- Large apparatus safety inspection checklist
- Club fit for purpose checklist





# TRAMPOLINE CODE OF PRACTICE

## Example Guidance Regarding Equipment

### Setup and Putting Away

#### Key Safety Driver

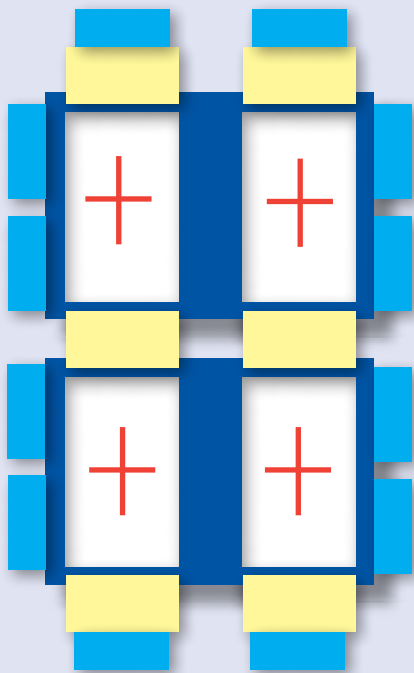
There are two main designs of trampoline, with different risks. People putting trampolines away should be particularly aware of three major risks:

1. While folding the frame ends in, the risk of their arms becoming trapped between the frame end and frame.
2. While using lift-lower roller stands, the risk of being struck by the lever.
3. Where lift-lower roller stands are not available, the need for good lifting practice to reduce the risk of back injury.

It is suggested that all manual handling of trampolines should be undertaken under the supervision of a person trained in safe handling by a qualified coach or tutor. To the inexperienced, the weight and stored energy of the frame can be surprising; particularly close supervision is required of inexperienced assistants. It is common practice for children to assist under supervision of trained persons, and this may be a valuable learning experience in handling equipment. However particularly close supervision is therefore required while this experience is gained (i.e. beware that children may not have the general experience of adults).

### EXAMPLE TRAMPOLINE ARRANGEMENT

A school with four trampolines, six large safety mats, 12 floor mats and a 14m x 14m hall chose the following setup:



A small mat covered the hole in the centre.

### Equipment Arrangement

The arrangement of trampolines should be chosen with regard to best overall safety considering relevant issues:

- Headroom
- Risk of hitting walls
- Lighting
- Other activities (particularly ball sports)
- Providing safety mats at the end of each trampoline
- Manual handling of equipment (and practicability), particularly where equipment must be moved regularly.

The best overall layout will depend on the availability of equipment, the facility, and the time available. Clearly the best overall safety will be different in purpose-built, permanent trampolining facilities and schools using trampolines within time-limited individual classes.

Generally it is beneficial to provide safety mats at each end of the trampoline, supported where possible at trampoline level; this is the first priority for available safety mats (floor mats behind end-decks may be beneficial where high jumping takes place). Additional push-in mats are a valuable aid in the teaching of new skills. An overhead rig is useful in the teaching of advanced somersaults.

Where available and practicable, floor mats beside the trampoline help keep feet warm, and provide some cushioning in the event of tripping from the trampoline.

Equipment should be checked regularly and inspected (typically annually). Defects that affect safety should be rectified before the equipment is returned to use. Where trampolines may be accessed by third parties, effort should be made to prevent unauthorised use.

Coaches/teachers should be aware of the emergency plans at the facility.

### EXAMPLE SAFETY CHECKS

#### Suspension

- The sharp edge of springs should be on the underside of the trampoline (not pointing up)

#### Safety matting

- Frame pads are attached to the frame
- Pads retain foam throughout

#### Beds

- Are in acceptable condition (run fingers along centre box to quickly check to loose stitching)

#### Frame

- Allen screws, hinge pins, T-joints and chains are present/tight
- Frame is level
- Leg braces are inserted

#### Roller stands

- Castors and wheels move freely
- Safety catches engage positively

### Safe Coaching Practice

#### Key Safety Driver

Trampolining should be supervised by a coach or teacher holding an appropriate British Gymnastics (or predecessor organisation) qualification. They may exceed their qualification as part of the process of gaining the next qualification, but only under the mentorship of an appropriately qualified coach. The coach or teacher is responsible for any delegation of duties (e.g. other pupils using a push-in mat for each other; pupils assisting a coach as a second supporter).

In the teaching of new skills it may be necessary to consider the performer's technique, skills and understanding, and the profile of skills already learned. To assist the coach or teacher's memory where large numbers of pupils participate, a record may need to be kept of progress. British Gymnastics provide Award Scheme sheets for this purpose.

### Developing Challenge

It is common when increasing one area of difficulty, to reduce another. For example:

- A pupil with experience of linked double somersaults may perform simple skills, then single somersaults, before performing their full performance when experiencing a new type of trampoline for the first time.

### Example standards of behaviour for a recreational trampolining group

- Treat everyone with respect
- Only practice skills you have been taught by your coach/teacher
- Be sensible and do not dare others to try new skills the teacher has not taught
- Never go underneath a trampoline
- Wear appropriate sports clothing; keep nails short, hair tied back; remove all jewellery
- Pay attention when around the trampoline
- Inform coach/teacher of any pre-existing injury or medical condition (including recent head injuries)
- Only use the trampoline when your coach/teacher is present

#### Key Safety Driver

The coach or teacher should constantly judge the appropriate degree of difficulty to progressively challenge the performer at a rate appropriate to their individual abilities.

Activities such as teaching new skills; linking skills in sequence; increasing jump height; increasing duration of activity; and first usage of a different type of trampoline may increase the degree of challenge. Difficulty should be developed progressively and varied to the experience and skills of the trampolinist.

Advise pupils of suitable sports clothing, and that jewellery that could cause injury is not to be worn.

Set clear expectations of behaviour and practice within the session, and monitor these as practicable.

Consider the whole group, including those not jumping on the trampoline. If individuals are asked to act as spotters, instruct in the importance of paying attention, and the intention to either break a fall, or move aside as appropriate. It is not normally practicable to provide realistic training in the breaking of falls. If individuals are not asked to act as spotters, advise alternative activities, or the importance of paying attention.



# PROGRAMME CONTROL AND ORGANISATION

*The key to a successful programme is preparation. Sessions should be thoroughly planned to ensure the safest possible environment is maintained and that participants receive a challenging and positive experience*

*"In recent research conducted by British Gymnastics on why participants drop out of the sport the key reason stated was they found sessions 'boring and repetitive' i.e. there's too much waiting around or the same activities get done over and over again. This is not a criticism of coaches but facts given by those participating in the research. The research showed that coaches that are able to ensure sessions are not boring/repetitive and are fun/enjoyable are most likely to retain gymnasts. By planning sessions thoroughly, being both resourceful and creative, we can give ourselves the best chance at keeping participants in the gym"*

**Seyram Atubra**  
Researcher, British Gymnastics

The following tools are provided to help you to achieve this.

## Sample Year Plan

This can be adapted to suit your own programme.

## Sample Week Timetable

This can be adapted for the age, ability, level facility, space and time available and is linked to the year plan. We advise that once the timetable is set it is reviewed regularly and adhered to where possible.

## Sample Session Plan

This should be detailed showing each activity and skill with progressions and supporting activities showing all equipment needed and its set up.

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**THIS EDITABLE  
YEAR PLAN**

## SAMPLE YEAR PLAN

This can be adapted to suit your own programme.

*This is a sample plan, therefore phases should be set to suit your own programme and coincide with regional and local events. Events can be informally delivered but should be well planned and conform to relevant BG guidelines. Proficiency Award Scheme work should underpin all other activity and should continue throughout the year through the Badge Weeks\*. Each of the phases and event types link to each other. For example, the Key Step competition routines use the skills from the Proficiency*

*Award Scheme, in sequence. Similarly, the skill acquisition required to achieve badges will enable group routines to be constructed for festival events. The provided model will provide an exciting, varied and challenging calendar. It will also be very full. Sites may choose to start with a slightly less ambitious programme (for example one event per term) and build up to what is offered here as a maximum for any participant training regularly for one hour per week.*

	September					October					November					December														
Phase 1	Phase 1: Focus on Proficiency Awards. General preparation during weeks 1 and 2. Badge fortnights should be used to check off as many skills from relevant badge as possible (first week) and consolidate, clarify and finalise attainment of badge (second week). The event at the end of this term is an Awards week, which will see all badges and certificates achieved throughout the year* awarded with parents invited in to see the participants perform some of the skills involved and help celebrate their achievements.																													
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Friday																														
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Sunday																														
	H	W1	W2	W1	W2	B	B	W1	H	W2	W1	W2	W1	B	B	E	H													
	January					February					March					April														
Phase 2	Phase 2: Festivals (GymFusion). Centres are encouraged run their own festival event during the first half term and then enter and take part in the BG regionally organised GymFusion** event (**BG Bronze membership is a minimum requirement to access GymFusion events).																													
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	H	W1	W2	W1	B	B	E	H	W1	W2	W1	B	B	W2	W1	E	H													
	May					June					July					August														
Phase 3	Phase 3: Competition. This phase could also involve two events – an intra competition (own gymnasts at own venue) during the first half term and an inter competition (between sites) in the second half term. BG Key Step and Next Step resource is available for your use and covers all aspects of running a competition including routines, judging, certificates, apparatus set up, letters to parents etc.																													
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Key:	W1 = Session plan Week 1					W2 = Session plan Week 2					B = Badge Week					Training Phase (changeable to suit)					E = Event					H = Holiday				



**SAMPLE WEEK TIMETABLE**

Choose rotations that suit your participants, coach's strengths, apparatus available and your year plan phase. For example Dance and Group work during festival phase. Keep in mind that a floor rotation should be timetabled in every week as all foundation skills for all disciplines begin with basic and varied preparatory floor work.

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WEEK TIMETABLE**

**Pre School Week 1 Session 1**

**Based on six rotations, six coaches each with a group of up to 8 participants**

Time	0 ~ 10	10 ~ 20	20 ~ 30	30 ~ 40	40 ~ 45	Index	Coach
Apparatus							
Warm up	All					A	
Floor		A	F	E		B	
Low Box/Hand App		B	A	F		C	
Low Beam/Dance		C	B	A		D	
Floor		D	C	B		E	
Low Bars/Group		E	D	C		F	
Trampette		F	E	D			
Cool Down / Song					All		

**Trampoline Session 1**

**Based on one trampoline, one coach and up to 16 participants**

Time	0 ~ 6	6 ~ 14	14 ~ 22	22 ~ 30	30 ~ 38	38 ~ 46	46 ~ 54	54 ~ 60
Rotations								
Warm up - Mats	All							
Trampoline		A	C	B	A	C	B	
Mats with Trampoline Proficiency Work Cards, example: Flexibility / Strength		B	A	C	B	A	C	
Mats with Trampoline Proficiency Work Cards, example: Shapes / floor based preps		C	B	A	C	B	A	
Cool Down								All

**General Gymnastics Week 1 Session 1**

**Based on six rotations, six coaches each with a group of up to 8 participants**

Time	0 ~ 10	10 ~ 25	25 ~ 40	40 ~ 55	55 ~ 60	Index	Coach
Apparatus							
Warm up	All					A	
Floor		A	F	E		B	
Vault /Hand App		B	A	F		C	
Beam/Dance		C	B	A		D	
Floor		D	C	B		E	
Bars/Group Wk		E	D	C		F	
Trampette		F	E	D			
Cool Down					All		

**SAMPLE SESSION PLAN**

This should be detailed showing each activity and skill with progressions and supporting activities showing all equipment needed and its set up.

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**THIS EDITABLE  
SESSION PLAN**

SAMPLE Session Plan									
Date:		Time:		Duration:		Participant:Coach	Max 8:1	Age range:	
Session focus:	General: Fitness, coordination, balance, flexibility, strength Skill specific: Overall: Have fun in a safe environment						Theme:		
Pre session checks									
First aid kit present and complete	Nearest phone	Fire procedure noted	Fire exits clear	Equipment checked	Appropriate attire coach	Appropriate attire participants			
Personal delivery focus (advice from Mentor / Lead Coach)									
Focus not only on 'what' I deliver but 'how' and ensure the session is learner led. Check participants understanding, use questions. Involve them in the learning process e.g. "How can we travel like a horse"? Create a rapport with children using basic communication skills such as eye contact and use of names + high fives! Be enthusiastic and enjoy the session. Keep to the session plan as much as possible, be assertive.									
Session plan									
Time and activity		Progressions and <i>*teaching points</i>				Apparatus and notes			
Complete pre session check list as above before start									
Insert here the time and activity for example:  <b>Warm up 10 minutes</b>		Insert here what you will ask the participants to do, and how. Be specific, for example:  <b>Hands on hips with good body posture tilt head upwards and then downwards to warm up the neck taking care to avoid fast movements</b>				Insert here the apparatus and organisation, for example:  <b>Participants will hold hands to form a circle then release to perform the activity Use floor area or area of mats away from walls and other apparatus.</b>			
Plan each activity like this, so here may be Forward Rolls or Seat Drop etc		Skill progressions, technique, technical points and safety considerations will continue to go here				Specific apparatus set up and participant coordination and control will continue to go here			
Then end with: Session appraisal and safe dispersal of participants		Recap, what we have done... Goal set, if applicable Praise Areas of focus next time e.g. more listening! Safe dispersal, wave off							
Self reflect		Use quality indicators							



## MARKETING

We have found through our site visits to date that gymnastics and trampolining have a very low profile across the Leisure Centre sector. Our partnership will enable us to work together to tell your customers more directly and effectively about your programme. It will also allow us to spread the word throughout the local and wider community to attract new participants.

**You must take the lead on this.** We will provide a framed certificate of registration for you to display in a prominent and appropriate position. We will also provide a branded Leisure Centre Scheme banner stand free of charge, which we expect will take up permanent residence, again in a prominent position and ideally in your reception area.

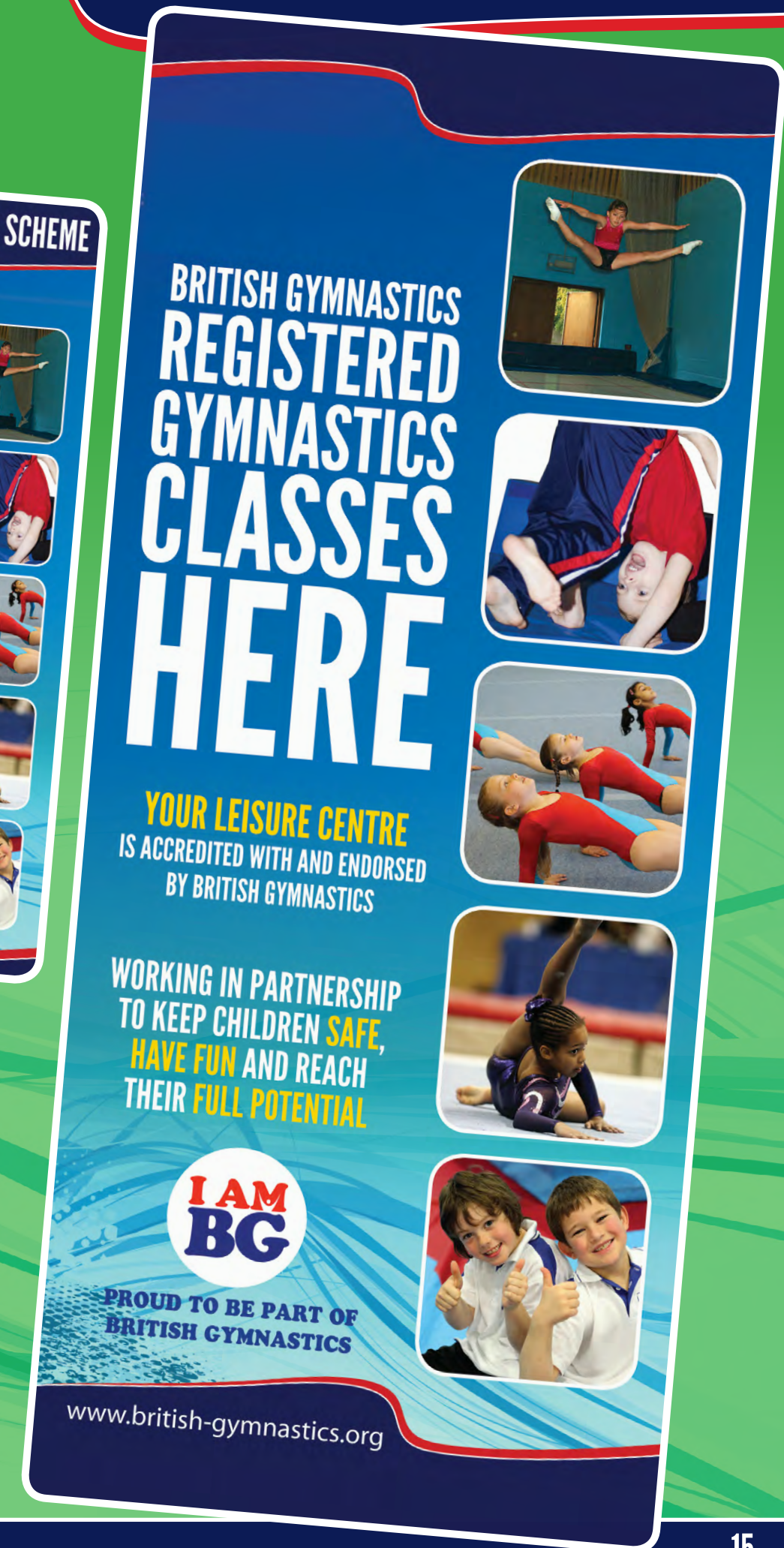


### Dedicated Leaflets and Posters:

These should be continually available at site, displayed and kept up-to-date. This is something we will check when we visit your site. These can be ordered through your Management Group in the usual way (as with other posters) and can be customised to represent your programme (for example trampoline or gymnastics). They are also available to customise and download at our website.

### Communicating to the local and wider community:

Please contact your local development officers who can help you to distribute your information through all relevant local initiatives and channels. Again, please take the lead on this. The development teams are ready to help you but cannot do so unless you ask them. This is offered in addition to methods you already have in place.







**PROUD TO BE PART OF BRITISH GYMNASTICS**

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