

TRAMPOLINING CODE OF PRACTICE



Example Guidance Regarding Equipment

Setup and Putting Away

Key Safety Driver

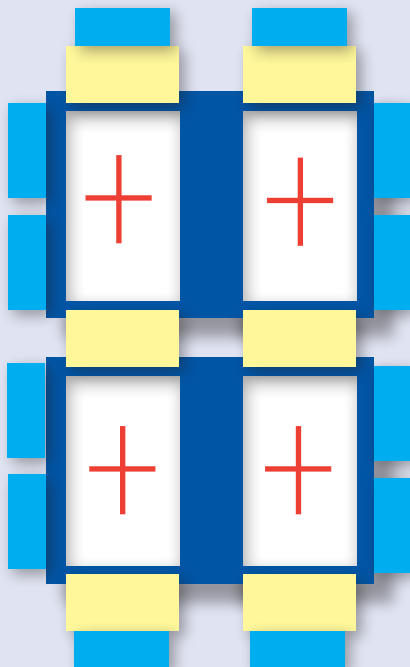
There are two main designs of trampoline, with different risks. People putting trampolines away should be particularly aware of three major risks:

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

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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.

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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.

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.

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.

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

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.