

New Hope COMMUNITY BIKES

Ride Smart Program Risk Management Manual



About Us

New Hope Community Bikes is a registered charity that exists to: provide safe cycling education, affordable transportation through refurbishing donated bikes, and teach basic repair skills to promote cycling as a sustainable and affordable transportation alternative.

Equitable Access Policy

Contact: Manager

Procedure: Equal Access for All

New Hope Community Bikes believes that all individuals should have equal access to learning, and program opportunities. New Hope Community Bikes will make learning opportunities and programs available to everyone regardless of any barriers posed by social, geographical, ethno-cultural/linguistic, gender or socioeconomic factors, or physical, intellectual, cognitive, emotional or other challenges.

New Hope Community Bikes is committed to ensuring that its services and programs are accessible to diverse communities. This involves review of current outreach, communications, program planning and evaluation, to ensure goal is being met.

In addition, New Hope Community Bikes will take into consideration provision of services to disadvantaged individuals, lowincome persons, families in poverty, and equityseeking communities. *(For example: free events, pay-what-you-can events, etc.)*

New Hope Community Bikes is committed to ensuring that those involved in the delivery of services and programs have the knowledge, understanding and skills to work with and provide services to members of diverse communities, particularly equity seeking communities.

Ethics Policy

Contact: Manager

Purpose:

Ensures that the organization will take all reasonable measures to operate within accepted ethical standards.

Policy: The organization's organizational values of respecting the dignity of all people and loving our neighbour are the basis of our moral commitment to the protection of service users, students, volunteers, employees and the public from unethical behaviour.

The organization has developed policies and procedures to ensure the ethical conduct of all people associated with the organization. All employees, students and volunteers are expected to conform to accepted ethical standards when engaging in activities related to the care of people, publication, fundraising, accounting and research.

The organization identifies issues of ethics and responds to them in accordance with organizational values and all relevant legislation.

This policy applies to all employees, volunteers and service users engaged in the work of the organization for the duration of their employment or volunteer experience or service use.

Safety Information

Contact: New Hope staff present on school visit

New Hope Community Bikes is committed to taking every reasonable effort to eliminate hazards that could cause accidents and injuries. Employees will receive information, training and competent supervision in their specific work tasks to protect their health and safety and the health and safety of students they are supervising.

New Hope Community Bikes will endeavour to maintain a safe program by:

- Providing appropriate training for all staff.
- Providing safety procedures and abiding by all occupational health and safety regulations as required by law.
- Providing proper safeguards in order to eliminate and/or control any physical hazards that may exist.

Procedure: Bicycle Safety Check

The following safety check will be performed on every bike prior to sale, rental and/or student use.

Ensure that the following nuts, bolts and bike systems are tight with a wrench or appropriate technique:

- Wheel nuts/Quick Release Skewer - Check with wrench, Quick Release should read CLOSED and leave an indent on hand when closing
- Hub movement - move wheel laterally from side to side, there should be no movement side to side.
- Headset and Steering Bolts - twist handlebars while holding front wheel in place
- Crank bolts - move cranks from side to side
- Brake cable bolts - Squeeze brake lever as hard as possible, cable should not slip
- Tire Pressure - press firmly down into the rim with thumb, should not be able to touch the rim.
- Chain lubrication - ensure that chain travels freely and is free of rust.

Cycling Safety Plan

Taken from Ontario Physical Education Safety Guidelines - OPHEA

Contact: Manager/Teacher/New Hope Staff present at school

Cycling takes place on paved surfaces (e.g., sidewalks, bike paths, roads).

Equipment

- A fully stocked first aid kit must be readily accessible.
- A working communication device (e.g., cell phone) must be accessible.
- Determine that all equipment is safe for use.
- The following statements refer to student-owned bicycles or bicycles supplied by New Hope Community Bikes.
 - equipment must conform to local bylaws
 - bikes must have working brakes and properly inflated tires
 - bicycle size must be appropriate for the rider

A properly fitting bicycle helmet certified by a recognized safety standards association (e.g. CSA, CSPC, Snell, ANSI, ASTM, BSI, AS) must be worn.

Clothing/Footwear

- Appropriate clothing and footwear must be worn.
- Clothing must not encumber proper use of bicycle chain.
- Clothing must be adequate for outdoor activity.
- No open-toed shoes or sandals.
- No hanging jewelry.

Facilities

- Determine that all facilities are safe for use.

Special Rules/Instructions

- Be aware of students whose medical condition (e.g., asthma, anaphylaxis, cast, previous concussion, orthopaedic device) may affect participation (see Generic Section).
- Instruction must be given on the proper position of a bicycle helmet (e.g., brow of helmet is at eyebrow level).
- Skills must be taught in proper progression.
- Emphasis must be placed on controlled riding.
- No audio devices (e.g., MP3 players).

- Teacher/supervisor must be aware of weather forecast.
- Cycling must be cancelled or moved to indoor location in adverse conditions.
- Racing must not be done as an in-class activity.
- Students must be aware of an emergency procedure in case of an accident (e.g., any sign of difficulty, dismount and walk bike until it is safe to resume riding).
- Before involving students in outdoor activity, teachers must take into consideration:
 - environmental conditions (temperature, weather, air quality, humidity, UV rays, insects)
 - accessibility to adequate liquid replacement (personal water bottles, water fountains) and student hydration before, during and after physical activity
 - previous training and fitness level
 - length of time and intensity of physical activity
- Students must be made aware of ways to protect themselves from environmental conditions (e.g. use of hats, sunscreen, sunglasses, personal water bottles, insect repellent, appropriate clothing).
- Instruct participants to keep a safe distance from each other (e.g., 2-3m) to prevent interference/tripping one another.

Student's Responsibilities

Students are to conduct themselves in ways that show respect for the safety and well being of both themselves and others.

From the Education Act:

A pupil shall:

- be diligent in attempting to master such studies as are part of the program in which the pupil is enrolled;
- exercise self-discipline;
- accept such discipline as would be exercised by a kind, firm and judicious parent; and
- show respect for school property.

Foolhardy behaviour, the use of alcohol, and the non-medical use of drugs, including performance enhancing drugs, must be viewed as safety hazards and must be strictly forbidden at all times.

This prohibition extends to all curricular activities, whether they take place inside school or off school property, (e.g. cross-country skiing field trip), or in the gym (e.g. basketball activity).

Students must understand how to follow safety procedures and why they should do so.

All students/participants are expected to take increasing responsibility for their own safety as they mature. The standards of safety are affected by the student's skill and understanding.

Concussion prevention and management

Taken from Ontario Physical Education Safety Guidelines - OPHEA

Contact: Manager/Teacher

A concussion:

- is a brain injury that causes changes in how the brain functions, leading to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty concentrating or remembering), emotional/behavioural (e.g., depression, irritability) and/or related to sleep (e.g., drowsiness, difficulty falling asleep);
- may be caused either by a direct blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness); and,
- cannot normally be seen on X-rays, standard CT scans or MRIs.

Any time a student/athlete is involved in physical activity, there is a chance of sustaining a concussion. Therefore it is important to take a preventative approach encouraging a culture of safety mindedness when students are physically active.

Listed below are strategies for concussion injury prevention:

- Primary – information/actions that prevent concussions from happening (e.g., rules and regulations, minimizing slips and falls by checking that classroom floor and activity environments provide for safe traction and are obstacle free);
- Secondary – expert management of a concussion that has occurred (e.g., Identification, and Management - Return to Learn and Return to Physical Activity) that is designed to prevent the worsening of a concussion;

Identification

a) Initial Response

If a student receives a blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull, and as a result may have suffered a concussion, the individual (e.g., teacher/coach) responsible for that student must take immediate action as follows:

Unconscious Student (or where there was any loss of consciousness)

- Stop the activity immediately – assume there is a concussion.
- Initiate Emergency Action Plan and call 911. Do not move the student.

- Assume there is a possible neck injury and, only if trained, immobilize the student before emergency medical services arrive. o Do not remove athletic equipment (e.g., helmet) unless there is difficulty breathing.
- Stay with the student until emergency medical services arrive.
- Contact the student's parent/guardian (or emergency contact) to inform them of the incident and that emergency medical services have been contacted.
- Monitor and document any changes (i.e., physical, cognitive, emotional/behavioural) in the student. o Refer to your board's injury report form for documentation procedures.

If the student regains consciousness, encourage him/her to remain calm and to lie still. Do not administer medication (unless the student requires medication for other conditions – e.g., insulin for a student with diabetes).

Conscious Student

- Stop the activity immediately.
- Initiate Emergency Action Plan.
- When the student can be safely moved, remove him/her from the current activity or game.
- Conduct an initial concussion assessment of the student (e.g., using "Appendix C-2 – Sample Tool to Identify a Suspected Concussion").

b) Initial Concussion Assessment

Following a blow to the head, face or neck, or a blow to the body that transmits a force to the head, a concussion should be suspected in the presence of any one or more of the following signs or symptoms:

Possible Signs Observed	Possible Symptoms Reported
<p>Physical</p> <ul style="list-style-type: none"> • vomiting • slurred speech • slowed reaction time • poor coordination or balance • blank stare/glassy-eyed/dazed or vacant look • decreased playing ability • loss of consciousness or lack of responsiveness • lying motionless on the ground or slow to get up • amnesia • seizure or convulsion • grabbing or clutching of head <p>Cognitive</p> <ul style="list-style-type: none"> • difficulty concentrating • easily distracted • general confusion • cannot remember things that happened before and after the injury • does not know time, date, place, class, type of activity in which he/she was participating • slowed reaction time (e.g., answering questions or following directions) <p>Emotional/Behavioural</p> <ul style="list-style-type: none"> • strange or inappropriate emotions (e.g., laughing, crying, getting angry easily) <p>Sleep Disturbance</p> <ul style="list-style-type: none"> • drowsiness • insomnia 	<p>Physical</p> <ul style="list-style-type: none"> • headache • pressure in head • neck pain • feeling off/not right • ringing in the ears • seeing double or blurry/loss of vision • seeing stars, flashing lights • pain at physical site of injury • nausea/stomach ache/pain • balance problems or dizziness • fatigue or feeling tired • sensitivity to light or noise <p>Cognitive</p> <ul style="list-style-type: none"> • difficulty concentrating or remembering • slowed down, fatigue or low energy • dazed or in a fog <p>Emotional/Behavioural</p> <ul style="list-style-type: none"> • irritable, sad, more emotional than usual • nervous, anxious, depressed <p>Sleep Disturbance</p> <ul style="list-style-type: none"> • drowsy • sleeping more/less than usual • difficulty falling asleep

b) Steps to take following an initial assessment

If sign(s) are observed and/or symptom(s) are reported and/or the student fails the Quick Memory Function Assessment

Teacher/Volunteer/Staff Person Response

- A concussion should be suspected – do not allow the student to return to play in the activity, game or practice that day even if the student states that he/she is feeling better.
- Contact the student's parent/guardian (or emergency contact) to inform them:
 - o of the incident;
 - o that they need to come and pick up the student; and,
 - o that the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day.
- Monitor and document any changes (i.e., physical, cognitive, emotional/behavioural) in the student. If any signs or symptoms worsen, call 911. o Refer to your board's injury report form for documentation procedures.

If signs are NOT observed, symptoms are NOT reported AND the student passes the Quick Memory Function Assessment

Teacher/Volunteer/Staff Person Response

- A concussion is not suspected - the student may return to physical activity.
- However the student's parent/guardian (or emergency contact) must be contacted and informed of the incident.

Information to be Provided to Parent/Guardian:

- Parent/Guardian must be:
 - informed that signs and symptoms may not appear immediately and may take hours or days to emerge;
 - the student should be monitored for 24-48 hours following the incident; and,
 - if any signs or symptoms emerge, the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day.

Risk Management Matrix

	Activity	Hazard Identification	Risk Assessment (1 low - 3 high)	Elimination or Control Measures	Who	When
3	Ride Smart In-class bicycle safety education	Bike fitting and safety check	1	Students will be taught how to check the safety of a bicycle and fit it to their height. Students complete school board approved waiver prior to participation.	Staff, Volunteers	At schools
4	Ride Smart Cycle Safety Education Program - Out of classroom	User related hazards: Improper use/ lack of competency, falling from bike, improper use, poor handling skills, moving parts on bike.	3	Students will be taught how to check the safety of a bicycle and fit it to their height prior to riding. Helmets will be provided and fitted. Students complete school board approved waiver prior to participation. Certified instructor will teach skill building activities to gauge abilities and minimize risk.	Instructor	At Schools for Ride Smart Programs
5	Ride Smart Cycle Safety Education Program - Out of classroom	Bicycle related hazards: moving parts, proper maintenance, useability	2	Safety checks will be performed each day by students and by staff before bikes are put into use. Bikes will be sized appropriately for user.	Instructor, volunteers, students	At Schools for Ride Smart Programs
6	After School Bike Repair for Ride Smart Classes	Moving parts, mild chemicals, lifting bikes, improper tool use, liability associated with repair.	2	Only manual hand tools are used by students. Cleaning solutions are biodegradable and diluted to safe contact levels. NHCBS Staff to provide instruction about tool use and safety. Work that involves moving parts such as adjusting gears while wheels are spinning will be done by trained mechanics. Mechanics will complete a 10 point safety check upon completion of repair.	Instructor, Volunteers, students	During program at schools
7	Working with students and vulnerable population in schools	Individual safety	1	Staff and volunteers will be required to have a police check including vulnerable sector check. Staff and volunteers will not be alone with students.	Instructor, volunteers	Before program begins