



CANADIAN RED CROSS

AQUATIC SAFETY PLAN

GUIDE FOR

WATERFRONT

OPERATIONS

2019



Disclaimer

The *Aquatic Safety Plan Guide & Template for Waterfront Operations* is provided only as an information service by The Canadian Red Cross Society (hereinafter the “Society”) in order for the Society to further its humanitarian mission to “improve the lives of vulnerable people by mobilizing the power of humanity in Canada and around the world.” The *Aquatic Safety Plan Guide & Template for Waterfront Operations* is current only as of 2019.

The *Aquatic Safety Plan Guide & Template for Waterfront Operations* is a risk mitigation tool based on federal and provincial/territorial legislation, guidelines, and expectations around the planning needed to manage the risks associated with aquatic-related safety incidents, and the training needed to respond appropriately to these incidents if they occur.

The *Aquatic Safety Plan Template for Waterfront Operations* is a risk preparedness strategy that helps to promote safety. The Template is meant to be adapted by the Recipient for their particular context. Use of the Template does not guarantee the prevention of aquatic-related safety incidents or replace other strategies for promoting aquatic safety.

Users of the *Aquatic Safety Plan Guide & Template for Waterfront Operations* should consult with a qualified lawyer and/or their local health department if they need clarification on their own legislative requirements.

The Goal of Canadian Red Cross Swimming & Water Safety

The goal of Canadian Red Cross Swimming & Water Safety is to improve the quality of life by giving people the skills to make safe choices, increase physical fitness, prevent injuries, and act in emergency and rescue situations.

The Fundamental Principles of the Red Cross

Humanity: We serve people, but not systems.

Impartiality: We care for the victims and the aggressors alike.

Neutrality: We take initiatives, but never take sides.

Independence: We bow to needs, but not rulers.

Voluntary Service: We work around the clock, but never for personal gain.

Unity: We have many talents, but a single idea.

Universality: We respect nations, but our work knows no bounds.

Acknowledgements

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The Canadian Red Cross Society (CRCS) has made reasonable efforts to ensure the contents of this publication are accurate and reflect the latest in available scientific research on the topic as of the date published. The information contained in this publication may change as new scientific research becomes available.

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Definitions

Aquatic Instructor – Specialist	A staff member tasked with teaching swimming lessons or leadership courses in an aquatic environment. These may include private or group lessons, lifeguard clubs, sport groups, lifeguard and/or assistant lifeguard courses, or any other aquatic program that needs specialized instruction.
Aquatic Safety Plan (ASP)	A customized plan to ensure and enhance the health and safety of waterfront patrons and staff. It identifies and ensures that the protocols are well documented, and provides a clear tool to create collective understanding of the waterfront's health and safety practices.
Aquatic Safety Team	A network of people working at the waterfront and in the emergency medical services (EMS) system that prevent, prepare for, respond to, and assist in an emergency at a waterfront. The team is composed of lifeguards, other waterfront staff, and local EMS personnel.
Beach Captain/Aquatic Leader	Though titles vary between facilities and jurisdictions, in this document "Beach Captain/Aquatic Leader" refers to the most senior person in the organization who is responsible for the waterfront operations and its staff.
Emergency Response Plan (ERP)	A plan developed to deal with major emergencies. The plan should include measures to provide safety of patrons, staff, and facilities. The plan should include a list of all possible emergencies, required actions, written procedures, the staff responsible, and the resources available.
Lifeguard	A person with a recognized Canadian Lifeguard Certification who is assigned to protect life and promote safety in a supervised aquatic environment.
Lifeguard Team	A team that is formed when two or more lifeguards are on duty at a waterfront at the same time.
Programmer	An individual who specifically works with various aspects of aquatic program development including but not limited to: research, planning, organization, implementation, and evaluation of aquatic programs and staff.
Policy and Procedure Manual (P&P Manual)	A manual that outlines the various organizational philosophies, standards, and guidelines used to achieve day-to-day and long-term objectives.
Special Features	Extra features that can be at a waterfront. Special features may include waterslides, rope swings, docks, floatable toys, etc.

Swimming Area	An area at the waterfront designated for swimming and beach use by patrons. It is usually marked with signs, ropes, or other buoyant objects to keep motorized boats out of the area and define the area that is monitored by lifeguards.
Swimming Instructor	Responsible for planning, coordinating, and teaching learn-to-swim and water safety courses.
Training Partner	Red Cross Training Partners may be large or small businesses, community or municipal organizations, corporations, or other organizations that have an agreement with the Red Cross to conduct training with Red Cross certified Instructors and/or Trainers.
Waterfront	Waterfronts are open-water areas regulated for public recreational use, including oceans, lakes, rivers, and ponds, and some non-traditional pools or man-made bodies.

Introduction to the *Aquatic Safety Plan Guide & Template for Waterfront Operations*

The Canadian Red Cross (CRC) has developed the *Aquatic Safety Plan Guide & Template for Waterfront Operations* to help guide you through the process of objectively reviewing and/or developing your risk management system to make the waterfront safer for the people who use it.

Since the CRC is a national organization, all the information in this Guide and Template is provided based on general information and guidelines. The Guide and Template have been developed to ensure that they cover general provincial/territorial legislation and regulations. However, because each province/territory has its own legislation and regulations, it is recommended that Beach Captains/Aquatic Leaders ensure they understand all of the legislation and regulations applicable to their particular waterfront and staff.

The *Aquatic Safety Plan Guide & Template for Waterfront Operations* is based on the assumption that the Beach Captain/Aquatic Leader is operating the waterfront in accordance with provincial/territorial and federal swimming waterfront regulations, legislation, and standards.

It is important to also note that there are aquatic industry standards in each province/territory. An **industry standard** is a **generally accepted requirement that is followed by the members of an industry**. If there is an industry standard in your area, your waterfront can be held accountable to that standard.

The operation of a waterfront can pose a variety of inherent safety risks and issues. As the Beach Captain/Aquatic Leader, you are responsible to provide a safe and low-risk environment for patrons, employees, and members of the aquatic safety team. The risks associated with a waterfront can include, but are not limited to, the following:

- Injuries to patrons and members of the aquatic safety team
- Loss of waterfront assets
- Legal action against the waterfront operation and its staff

Minimizing and eliminating risk begins with injury prevention. As the Beach Captain/Aquatic Leader, you must understand how the actions and behaviours of aquatic staff play a critical role in the overall injury prevention plan at the waterfront. You must also understand the role that you play in supporting your staff in this effort.

Policy and Procedure Manual (P&P Manual) or Aquatic Safety Plan (ASP)

Each province/territory and waterfront will have its own language for job positions, job titles, and document titles. It is important to note that in some provinces/territories, a Policies & Procedures Manual (P&P Manual) is the same as an Aquatic Safety Plan (ASP). If your province/territory requires an Aquatic Safety Plan, be sure to include “Aquatic Safety Plan” in your document’s

official title. In addition, ensure you include all of the information in your Aquatic Safety Plan that is required for federal and provincial/territorial legislation, regulations, and standards.

The goal of the *Aquatic Safety Plan Guide & Template for Waterfront Operations* is to assist operators and staff to identify waterfront-specific hazards and to understand staff roles, responsibilities, and standard operating procedures to ensure safe and effective operation. The waterfront's completed, customized Aquatic Safety Plan should be made readily available to waterfront employees to ensure that each employee understands and complies with the Aquatic Safety Plan. Each staff member should be trained on the Aquatic Safety Plan.

How to use the *Aquatic Safety Plan Guide & Template for Waterfront Operations*



The Guide portion of this tool prompts the Beach Captain/Aquatic Leader to address each section in the Template portion. The *Aquatic Safety Plan Guide & Template for Waterfront Operations* offers resources and examples that could be used or modified to support a waterfront operation in establishing its own Aquatic Safety Plan. The CRC reviews legislation annually to ensure that relevant and current information is included in the *Aquatic Safety Plan Guide & Template for Waterfront Operations*.

The *Aquatic Safety Plan Guide & Template for Waterfront Operations* provides general information, some of which might not be applicable to your waterfront operation. If there is a section that isn't relevant to your waterfront operation, you can customize the Template by simply deleting the irrelevant portion.

Resources



Each province/territory has additional legislation and/or regulations on the safe operation of waterfronts. Your province/territory will determine where to obtain these resources which can include, but are not limited to, the following:

- Federal, provincial, or territorial recreation associations
- Your provincial/territorial public health act, waterfront standards, regulations, etc.
- Local health authorities
- Building codes
- Fire regulations
- Parks bylaws
- Training Partner and /or Affiliate resources

Aquatic Facilities

Due to the different challenges associated with operating indoor/outdoor aquatic facilities, the CRC has created a separate resource to meet these requirements. Please refer to the *Aquatic Safety Plan Guide & Template for Aquatic Facilities*.

Risk Management

Waterfront Operations

In addition to the obvious potential hazards inherent in an aquatic environment, various additional risks are associated with water activities. To reduce the potential for injury, waterfront operations must include risk management steps in their operating procedures.

Risk Management

Risk management involves **identifying and evaluating dangerous conditions or behaviours that can cause injuries at your waterfront, and using strategies to minimize or eliminate them.** Understanding basic risk management concepts will help you to fully comprehend the risks at your waterfront and develop a plan for reducing these risks. As the Beach Captain/Aquatic Leader, you should work with your aquatic safety team, senior management, the organization's risk manager, legal department, and an insurance professional to develop your waterfront's risk management plan.

Generally, the term "risk management" describes the responsibilities and efforts of the entire staff to:

- Prevent injuries to patrons and staff.
- Protect assets (including revenue) against losses.
- Minimize legal liability.

Understanding the Legalities

By working with your management team and applying basic risk management principles, risks can be minimized or eliminated at the waterfront. A typical risk management process has the following components:

1. Identify the risks.
2. Evaluate the risks.
3. Select methods to address the risks.
4. Implement risk management procedures.
5. Monitor and review the risks.

1 Identify the Risks

Begin by surveying the waterfront. As you check the area, talk with your staff members about what risks they believe are present. Assess all of the possible emergency situations that can occur and the potential risks associated with these emergencies. Consider the following risk factors:

- Any equipment being used, such as rescue tubes, extraction boards, head immobilization devices, oxygen, automated external defibrillators (AEDs), personal protective equipment, rescue boards rescue equipment, lesson equipment, etc.
- Any additional structures in the area, such as diving boards, docks, waterslides, swing ropes, inflatables, lifeguard towers and chairs, etc.

- The environment in or around the waterfront, such as tides, currents, undertows
- The conditions in and around the waterfront, such as change room facilities, sidewalks, etc.
- The types of communication used at the waterfront, such as signs, telephones, radios, alarms, whistle signals, and hand signals
- When the area would need to be evacuated during emergencies such as storms, fires, wind, or lightning
- When rescues would need to be performed
- How initial care for all possible emergencies will be provided
- How crowd control will be managed for patrons and bystanders
- What risks might exist during times when the waterfront is closed, such as security, trespassing, and building access for staff

The risk identification process must also include all staff working at the waterfront and patrons using the area. Remember to include the following:

- All staff such as management, volunteers, concession attendants, and security personnel
- Other types of patrons using the waterfront

Familiarize yourself with the provincial/territorial legislation and regulations, aquatic industry standards, and any other applicable guidelines that apply to the waterfront. Document the process that you use to identify risks. Keep in mind that risk identification is not a one-time process. It should be an ongoing practice that is conducted at regularly-scheduled intervals and documented each and every time.

2 Evaluate the Risks

Some risks have the potential to lead to serious physical or financial loss. Others can seem less serious but are more likely to occur (e.g., patrons falling and injuring themselves). You can evaluate the likelihood and severity of risks in several ways. Evaluate the previous records and incident reports, and analyze past emergencies. Review how your team responded and the results of its actions. This information can help you develop a better picture of the risks of certain aquatic activities and structures or areas.

3 Select Methods to Address the Risks

Once you have identified and evaluated risks, you need to decide what to do about them. You may decide to accept the risk, reduce the risk, or transfer the risk to another party.

Accepting Risk

Management often accepts that risks can and will occur frequently. An example would be users who are not aware of the hazards at the waterfront. An example is there isn't a way to be consistent at the waterfront due to variety of users, water conditions, and weather whereas at a swimming pool there are controlled hazards that can be mitigated.

Reducing Risk

Risk reduction is a primary part of risk management. You need to regularly examine policies and procedures and evaluate the waterfront's operation to reduce the occurrence and extent of incidents and injuries.

Some of these policies and procedures should include, but are not limited to, the following:

- Screening and selecting qualified staff
- Competence of staff and consistency of staff training for the areas and activities they supervise
- Employment guidelines and job descriptions
- Workplace injury prevention and illness prevention programs
- Equipment inspections, maintenance checklists, and records
- Federal, provincial, or territorial laws, local bylaws and codes, and other standards of care
- Warning signs
- Records and reports

Transferring Risk

Transferring a risk means moving financial and other liability risks from one organization to another. This is done when risks cannot be completely eliminated and if they have expensive consequences even when they are reduced. Examples of transferring risk include the following:

- Insurance for property damage
- Liability insurance in case of negligence by any waterfront staff member
- Accident insurance for patrons' medical expenses following incidents occurring on the premises
- Workers' compensation for staff medical expenses

Risks can also be transferred through a contract with a professional organization to provide specific services. For example, a waterfront might be contracted for a special event such as a triathlon. Many of the risks associated with a triathlon could therefore be transferred from the waterfront to the organization that is hosting the event. The contract would make the triathlon responsible for any liability claims resulting from candidates participating in the event.

4 Implement Risk Management Procedures

A key component of risk management process involves developing and implementing operational procedures that will help management and staff make changes to eliminate, minimize, or transfer risks at the waterfront.

Such procedures may include the following:

- Practising Emergency Response Plans through in-service training
- Documenting all staff qualifications
- Documenting all staff training opportunities and attendance
- Documenting incidents at the waterfront

- Regularly and consistently evaluating, assessing, and correcting all staff in their job duties
- Continually evaluating the results of emergency responses
- Compiling the manufacturers' safety and maintenance information on all equipment and incorporating that information into your operational procedures and Policies & Procedures Manual/Aquatic Safety Plan

5 Monitor and Review the Risks

Risk reduction is a primary part of risk management. You need to regularly examine policies and procedures, and re-evaluate the waterfront's operation to reduce the occurrence and extent of incidents and injuries.

Legal Considerations



Beach Captains/Aquatic Leaders and staff are often concerned about the possibility of a lawsuit as the result of an incident. A **lawsuit** is a legal procedure designed to settle a dispute or seek relief. If the waterfront has experienced an incident involving death or injury, you and your staff may be named as defendants in a lawsuit. However, an understanding of the legal principles involved in your responsibilities can help you avoid liability.

Because of their job definition, lifeguards have a legal responsibility to act when an emergency occurs at the waterfront. The public expects lifeguards to help keep patrons safe by preventing incidents and injuries and by recognizing and responding to people in need.

As a Beach Captain/Aquatic Leader, your responsibilities include providing regular in-service training by a qualified Instructor or trainer for your lifeguards and aquatic team, as well as identifying and correcting deficiencies in waterfront standards and procedures. If these responsibilities are not fulfilled, you may be exposing inadequacies and increasing the risk that people may get injured.

Some steps that you should take to fulfill your responsibilities include the following:

- Maintaining records of all staff training events and the staff's performance
- Keeping copies of all staff certifications on file
- Conducting and documenting training for the use of all equipment specific to the waterfront
- Providing a Policies & Procedures Manual or Aquatic Safety Plan to staff, and posting a sign-off sheet for staff to ensure that they understand their roles and responsibilities listed in the Policies & Procedures Manual and/or Aquatic Safety Plan
- Conducting and documenting training for Emergency Response Plans, including but not limited to simulated responses to:
 - Patrons in distress in the water, or in change rooms
 - First aid emergencies (minor and major)
 - Water rescues

- Evacuations
- Customer service issues
- Conducting and documenting training in policies and procedures for special groups using your waterfront (e.g., swim teams, SCUBA lessons, dive teams, summer camps, adapted aquatics, and school groups)

The public will expect a certain standard of care from the lifeguards who look out for their well-being. This standard of care is based on training guidelines developed through lifeguard training organizations, provincial/territorial legislation and regulations, and/or industry standards. The standard of care requires lifeguards to properly communicate information and warnings in order to educate the public, prevent injuries, recognize a person in need of care, rescue a person in need of assistance, and provide first aid according to their level of training or their province/territory's level of training.

As a Beach Captain/Aquatic Leader, you are responsible for meeting the standards of care for your profession. Even when responsibilities are performed exactly as trained, a person who is injured at the waterfront could file a lawsuit to challenge whether you and your aquatic safety team performed the duties correctly. In such cases, a court might compare what you did or did not do with the current standard of care. By recognizing risks, and establishing practices to deal with them, you will be providing the public with a professional aquatic safety team that is acting in the best interests of patron safety.

Negligence

In a lawsuit, a court might determine whether you or the staff have been negligent by not following the required standards of care during an incident. The court may ask whether a reasonably prudent person, using current professional practices, would have acted in the same manner under the same circumstances—an industry standard. This applies not only to the actions of the lifeguard/aquatic team, but also to the actions of the individuals who supervise the team. This standard of care may include assessing whether or not:

- Adequate supervision is present.
- Beach Captains/Aquatic Leaders are aware of, and in the process of rectifying, a dangerous condition.
- Rules and clear warnings have been posted or have been drawn to the attention of patrons.
- All staff have received proper training and certification.
- Policies and procedures are in place, trained, understood, and enforced.

Negligence is defined as:

- **Failing to do what a reasonable and prudent person would do in the same or similar circumstances, or**
- **Doing something that a reasonable, prudent person would not have done in the same or similar circumstances.**

Negligence includes failing to provide care, providing care beyond the scope of practice or level of training, providing inappropriate care, and failing to control or stop any behaviours that could result in a person being injured or that could cause further harm or injury.

In general, there are four components that must be present for anyone to be guilty of negligence:

1. The person had a duty to avoid reasonably foreseeable harm.
2. The person's actions or inactions were a breach of duty (infraction or violation of a law, obligation, or standard).
3. The breach was the cause of harm.
4. Damage (harm) to another resulted.

The Beach Captain/Aquatic Leader has a duty to the public to provide trained and qualified staff according to your provincial/territorial requirements.

In addition, you have a duty to oversee staff and ensure that they have been informed of their responsibilities, that they carry out their duties in a professional manner, and that they follow policies, procedures, codes, laws, and standards.

You must also clearly communicate all expectations and job duties to the aquatic safety team.

If you fail in any of these duties, you have committed a breach of duty. Neglecting this duty can cause an injury or improper care to be provided, resulting in harm.

Confidentiality

Any time staff care for an ill or injured person, they might learn information about the person, such as medical conditions, physical problems, and medications being taken. The person's right to privacy is protected by keeping information about the person confidential. Other staff, patrons, insurance investigators, or lawyers may ask questions. Your aquatic safety team should discuss the person or the care provided only with Emergency Medical Services (EMS) personnel directly involved in the person's care, with the waterfront operation management, or with the waterfront operation's legal counsel if required. Become familiar with the applicable privacy legislation in your province/territory. Sharing personal information with individuals not directly associated with a person's medical care may constitute a breach of a person's privacy.

Records and Reports

Records and reports are essential for protecting the waterfront operation as well as possibly preventing a lawsuit. Staff should complete all necessary records and reports in a timely fashion. Accuracy in record keeping is essential for effective risk management. A fundamental principle in risk management is: if it is not written down, then a record does not exist. The absence of records makes it difficult to prove details about a situation or incident after one has occurred. Being able to access and provide previous documentation of all training and risk management efforts is very important in the event you must prove you have met your

responsibilities and legal requirements. Additional information on records and reports is available in the following section on Documentation.

Documentation

Refer to Appendix for Sample Documents.



While operating a waterfront, proper documentation is an important part of due diligence to reduce your risk of incidents. Some documentation is required by law, and other documentation is recommended as an internal practice.

Records and reports can have many different purposes which include, but are not limited to, the following:

- To provide information for decisions about equipment maintenance and replacement
- To provide information for operating schedules and staff schedules
- To document staff training throughout the year
- To document procedural changes
- To document waterfront area improvements
- To research the causes and prevention of injuries and fatalities
- To provide a basis for budget recommendations and future expenditures, along with their justifications
- To comply with provincial/territorial legislation and regulations requiring specific sanitation and maintenance records
- To document incidents and injuries in order to comply with the law, inform waterfront risk management programs, and support or defend possible legal actions
- To identify areas within the risk management program which require changes and/or improvements

Each waterfront operation has its own forms and a requirement for a set number of copies of each form. Although reporting systems differ, the content of the forms is usually similar. As the Beach Captain/Aquatic Leader, you must be able to explain the forms, guide others in the use of the forms, and provide training on how to complete the forms, as well as ensure they are properly filled out.

Documents that all facilities should have include, but are not limited to, the following:

- Incident/Accident Report
- First Aid Report
- Refusal of Treatment Report (contact the waterfront/organization's legal department for this report)
- Customer Service Report
- Near Miss Report
- Water Rescue Report
- Suspected abuse of a patron

- Media Communication Plan
- Health and safety checklists
- Waterfront daily report
- Statistical reports (number of swimmers during swims and operational hours)
- Change room and other amenity checks
- Request for service/work orders
- Occupational Health and Safety (OH&S) Inspection Reports
- Any other documents required by federal, provincial/territorial, or local regulations

As the Beach Captain/Aquatic Leader you are also responsible for completing and maintaining other waterfront documentation, which may include, but is not limited to, the following:

- Pre-employment forms
- Copies of current certifications
- Orientation records
- In-service training records
- Staff evaluation forms
- Incident report forms
- Maintenance records and checklists
- OH&S forms
- Purchasing records
- Other documents relevant to the operation of the waterfront

Aquatic staff must complete records and reports accurately and thoroughly. All records and reports must be signed, dated, filed, and kept in accordance with your provincial/territorial regulations, your waterfront's record-keeping policies, and the requirements of the law. The CRC recommends contacting your organization's legal department for more information in regards to what is considered a document, a report, and a record; the difference between electronic versus paper records; and the length of time to keep the records on file.

As the Beach Captain/Aquatic Leader you should review all reports, especially incident reports, and take immediate action to correct any hazardous conditions. You might also need to forward copies of certain reports to other departments for review and for record-keeping purposes.

Safety Checks



To help reduce the risk of a hazardous situation at the waterfront, staff should perform and record routine safety checks. A safety check also is used to ensure all equipment and special features are safe for patrons and staff use, and that rescue and first aid equipment is ready in the event of an emergency.

The safety checklist is the guide for performing a safety check. At a minimum, the checklist must be based on provincial/territorial legislation. However, the list can be expanded to include the following:

- Communication equipment
- First aid equipment

- Safety and rescue equipment
- Maintenance equipment
- Change rooms
- Recreational equipment and special features (toys, waterslide, swinging rope, climbing wall, diving boards, docks, etc.)

How to Build a Team

Teamwork is a shared sense of spirit in a group of individuals, working together toward a common goal. Being part of a successful team that achieves its goals can often enable staff to strongly identify with one another and experience a sense of pride in their work. However, a group of people working together is not automatically a team.

As the Beach Captain/Aquatic Leader, you are responsible for helping your staff become a successful team by creating, developing, and maintaining a sense of teamwork among the group. If you were previously an employee with a team that you are now supervising, you should not expect to have the same relationship with that team that you once had. However, you should not set yourself apart from team members, and you should always consider and refer to the team as “our team” rather than “my team.”

Through knowledge and respect, a leader supports the team and seeks to advance both the team and every individual within it.

Interacting With Your Team

Creating a team environment begins with your interaction with, and attitude towards, the staff. Wherever appropriate in your daily routine, use the following techniques to help strengthen your team and improve your leadership skills as you interact with others:

- Check things out for yourself. Regularly schedule specific time for working with the team.
- Observe your team in action and help out with unpopular tasks.
- Have regular meetings. Do not underestimate the power of communicating. There is no such thing as communicating too often. Your team will benefit from your knowledge and experience, and you will benefit from the team’s feedback and observations. Regular meetings are a great way for sharing these observations.
- In-service training, lifeguard competitions, Instructor theme days, etc., are good ways to build the team. Activities that bring the group together will help build team relationships.
- Have your staff evaluate you. You gain insight into how your team views you as a leader when you have team members fill out evaluations that assess your leadership qualities and effectiveness.
- Participate in staff orientations and in-service training. These sessions provide you and your staff with an opportunity to get to know each other, and your participation sends the message that you care about training.
- Be available and approachable. Talk with the staff and be present as much as possible. The more accessible you are, the more comfortable the staff will be in approaching you with a problem or issue.
- Treat everyone fairly and do not show favouritism. While speaking to one or more members of the team, never criticize or demean team members who are not present.

Delegating

Delegating tasks does not mean getting others to do things that you find boring or unpleasant. Instead, delegation helps you multiply your efforts by dividing your duties. Through delegation,

the team can accomplish common goals, and everyone can share in the rewards and recognition that result. In addition, delegation can give individual team members the opportunity to learn new skills and be successful.

Coaching

As a Beach Captain/Aquatic Leader, you are expected to help individual team members improve their performance. By observing the leadership principles of coaching, you can resolve performance problems in a positive manner. **Coaching is a process by which a Beach Captain/Aquatic Leader provides staff with information about what they are doing well, areas or behaviours they could improve, and steps for making those improvements.**

Ultimately, coaching is getting staff to suggest and find their own paths to improvement whenever possible.

Your ability to be an effective coach is an important skill. To effectively coach your staff, you must be able to clearly describe both the behaviours you observe and the behaviours you would like to see. This challenges you as a Beach Captain/Aquatic Leader to be concrete and descriptive, leaving no room for misunderstanding with the team member.

The aquatic team is entitled to receive feedback that is both positive and corrective. If an employee is not measuring up to the expected, agreed-upon performance level, they need to be informed about it. Meet with the staff member as soon as possible. For example, if a lifeguard's patron surveillance is ineffective, and if they are creating an unsafe environment, you will need to correct the situation immediately.

If problematic performance and/or behaviour continue after your discussion, follow the waterfront operation's disciplinary procedures. Speak with your supervisor or your human resources department about further corrective actions that may be needed.

Conducting Performance Evaluations

Refer to Appendix for Sample Documents.



A written performance evaluation is usually completed on a quarterly or annual basis, or at the end of a season. It should serve as a review of the staff member's overall performance over that period and should include the results of any on-site evaluations. Written performance evaluations should recognize what the staff member does well and assess areas where improvement is needed.

These evaluations should be used to determine the additional training that your staff will require to perform their jobs effectively. Evaluations can also be conducted by an independent, qualified third party.

Staff are evaluated on the basis of specific criteria, such as the following:

- Knowledge of all job responsibilities
- Participation in orientations, in-service training, and staff meetings
- Co-operation and attitude:
 - Ability to work with the supervisors, Beach Captain/Aquatic Leader, and other staff members
 - Acceptance of authority and responsibilities
 - Being a team player
- Attendance and reporting to work on time
- Contribution to team goals
- Dependability
- Judgement (ability to decide how to act in emergencies, good problem solving skills, knowledge about when to consult a higher authority)
- Patron relations
- Initiative (ability to act on their own as needed)
- Appearance (cleanliness and proper uniform)
- Overall work performance
- Knowledge in OH&S
- Emergency Response Plan preparedness
- Lifeguarding skills:
 - Fitness skills
 - Rescue skills
 - First aid
 - Scanning and surveillance
 - Rotations
 - Patron issues
 - Rule enforcement
 - Communication skills
 - Teamwork
- Instructor skills:
 - Patron issues
 - Rule enforcement
 - Communication skills
 - Teamwork
 - Lesson Planning
 - Teaching and using progressions and appropriate teaching skills and activities
 - Safety Supervision of classes, modeling appropriate behaviour, proper formations, proper use of equipment, and use of an aid
 - Evaluation of lessons

An evaluation form is used to document a staff member's job performance. A copy of this blank form should be included in your waterfront's Policies & Procedures Manual/Aquatic Safety Plan. It should be specific enough to inform the staff member what job performance is expected.

When completed, review the form with each employee, forward copies to your human resources

department (or other process as outlined by your organization), and provide a copy to the staff member.

While evaluating skills, be sure to provide the staff with feedback on their performance. Focus on the skill, not the person performing it, so that staff do not perceive the feedback as negative. Be sensitive to the situation. Providing skills-based feedback while in presence of others can be a good learning experience for team members; however, personal corrections that are meant for specific employees should be discussed in private. Following is an example of a method of providing corrective feedback:

1. Describe what you observed. Tell them what was done correctly. Then, describe any areas for improvement. Do not overwhelm the staff member with a long list of problems. Start with what will result in the most improvement.
2. Make suggestions for improvement.
3. Allow time for questions or clarification.
4. Give an opportunity to practise correctly, set goals for improvements, and make sure that you complete a follow-up with the employee.

Using Problem Solving and Decision Making Skills

Problem solving and decision making skills are critical for all members of the team. Because of your leadership role, the team will bring problems to you and expect them to be resolved. You can improve your problem-solving skills and make informed decisions by practising a decision making model. The following “Four Steps to Decision Making” model can be a useful tool for helping staff to understand what is involved in a decision and how to make informed decisions:

1. Identify the problem.
2. Identify possible solutions for the problem. Never assume there is only one way to solve a problem. If applicable, brainstorm with your aquatic team to develop possible solutions.
3. Name pros and cons for each possible solution. Evaluate the alternatives. Which will work best? Do you have resources for each solution?
4. Decide which solution is best. Select the preferred solution. Implement the solution. Be sure to communicate clearly with everyone involved when the solution involves a change in policy or procedure.

After any decision is made, perform a follow-up evaluation. Wait long enough to give the solution a chance to work, and then determine whether the problem has been solved without creating new problems. If the solution is not working as well as you had hoped, re-evaluate the problem—you might need to try an alternative solution.

Motivating Your Team

Motivating your team is an important aspect of effective leadership. By setting the tone and leading by example, you create an effective atmosphere where motivation can take place. In addition, you can take steps to inspire and motivate with the following practises:

- Show enthusiasm for your job and for the team
- Develop goals
- Promote positive communication

- Provide ongoing feedback
- Provide ongoing coaching, mentoring, and training practices
- Recognize and reward positive behaviours and performance



Developing Goals

Team members work together more effectively when they share a common goal. By establishing goals, you provide the staff with the focus and direction they need. To develop goals, do the following:

- Know the overall vision and mission of your organization, and communicate it to the team.
- Ask the staff how they can contribute to the vision/mission.
- Discuss which values each individual team member views as important.
- Create an environment in which every team member feels “safe” to contribute to the discussion.
- Make sure that the goals you and the entire team develop are challenging, obtainable, and consistent with the waterfront’s vision/mission statement.
- Make sure that the goals are meaningful to the group.

Each goal that you and the team establish should be a SMART goal:

- S** Specific (one idea, not different ideas presented together)
- M** Measurable (progress can be evaluated)
- A** Attainable (challenging, but achievable)
- R** Relevant (compatible with the Beach Captain/Aquatic Leader’s goals and the waterfront’s mission)
- T** Time-oriented (can be achieved within a defined period, before a proposed deadline)

Once the team has agreed on the goals, you need to provide the necessary resources and support to help the team accomplish these goals.

Communication

Effective communication is an important skill that enables the team to better understand and connect. It allows the team to build respect and trust and resolve differences, and it fosters

environments where problem solving, caring, and creative ideas can thrive. Always keep in mind that you are the role model for how to behave and react during different situations.

As a Beach Captain/Aquatic Leader, it is important to ensure that there is effective communication to support the team's work. Consider the different layers of communication that occur at your waterfront.

- Learn and use the names of new staff immediately. Not using a person's name can give the impression that you are impersonal or not interested in the growth, development, progress, or success of the individual.
- While communicating with members of your team, be concise and definite with what you say. Get right to the point instead of indirectly talking around the subject.
- Respect the feelings and ideas of the person with whom you are speaking.
- Work to keep the communication moving in both directions instead of one person doing all the talking.
- Remember to actively listen. Sometimes, you need to pause to give the other person time to clarify their thoughts and find the words to express them.
- Be specific when requesting tasks to be completed or procedures to follow.
- Ask questions to maintain the focus. If someone is communicating vaguely, ask questions to help that person focus specifically on the topic.
- Repeat the statement back to the person to verify your understanding.
- Always discuss sensitive issues, confidential information, or personal information in private.
- Have staff complete self-evaluations, so they can make self-improvements as needed.
- Don't take sides or jump to conclusions until you have all of the information. Once you have the facts, you will be in a better position to support the staff and work on solutions. Be sure to summarize your collective agreement, solutions, and timelines.
- Take the time to provide complete and correct information.
- Encourage comments and provide feedback.
- Be open for questions.
- Be decisive.

Ongoing Feedback

Formal and informal coaching sessions should take place every few weeks. They can last from five to 60 minutes and may cover:

- Progress made toward objectives and developmental goals
- Recognition for a job well done
- Correction or additional direction if the objectives are not being met
- Acknowledgment of progress toward objectives that were changed or eliminated
- Requests for additional support, training, resources, etc.

Ongoing Coaching, Mentoring, and Training Practices

Create a year-round process to encourage a positive environment in which your staff can accomplish their goals. Here are some guidelines to follow when you establish your staff performance communication process:

- Make it easy to understand, communicate, and administer.

- Provide a professional approach to staffing.
- Make sure that staff know their work is acknowledged and valued.
- Provide a non-threatening environment based on respect.
- Time your evaluation and feedback appropriately.
- Assess an action plan based on the needs of the individual.
- Provide the opportunity for staff to review all policies.

Partnering new staff with more experienced staff can be rewarding as well as an important experience for both employees. Scheduling new staff on a mentoring shift is an integral part of new employees' orientations. Some of the benefits of mentorship include the following:

- It provides the new employee with a resource person while they are becoming accustomed to policies and procedures, administrative duties, and expectations.
- It provides more senior staff with opportunities for growth and leadership development plus a sense of being valued and trusted by supervisors and the Beach Captain/Aquatic Leader.
- It helps new employees to understand, and be welcomed into, the waterfront culture.
- It assists Beach Captains/Aquatic Leaders in orienting/developing new employees.

Mentoring provides new staff with the opportunity to focus on learning from an experienced employee and helps them expand their knowledge. Mentoring also demonstrates and promotes a sense of accountability. Through this process, staff members develop personal values and goals that coincide with waterfront values and goals.

Discipline and Documentation

Discipline should begin with acknowledgement of the situation and be followed by a process of discussion, documentation, and consequences. The process and the expected outcomes should be clearly communicated to staff upon hiring and reiterated if discipline is required. Each situation requiring progressive discipline must be assessed on a case-by-case basis to ensure that the appropriate disciplinary action is taken. Considerations should include the seriousness of the issue that requires corrective action and whether previous disciplinary measures have been taken.

The sequence of steps in the progressive disciplinary process could include:

1. Verbal warning
2. Written warning
3. Disciplinary suspension
4. Termination



Documentation is important when disciplining staff. Be sure to check your waterfront's policies or human resource policies and include this information in your Policies & Procedures Manual so that all staff are aware of the process.

Section 1 – General Waterfront Information

Complete “Section 1 – General Waterfront Information” of the *CRC Aquatic Safety Plan Template for Waterfront Operations* in order to build your customized Aquatic Safety Plan.

Aquatic Safety Plan Information

The *Aquatic Safety Plan Template for Waterfront Operations* will prompt you to record when your waterfront’s Aquatic Safety Plan was created, who created it, where the Aquatic Safety Plan is located on site, who reviewed the plan, and when it was submitted and approved by the required health authority, if applicable.

Annual Review of the Aquatic Safety Plan

The CRC recommends reviewing your Aquatic Safety Plan annually to ensure that it includes all correct and current waterfront procedures and aligns with federal and provincial/territorial legislation and regulations.

The Beach Captain/Aquatic Leader can delegate the task to other team members with specific information on how to review, update, and make changes to the Aquatic Safety Plan. The Aquatic Safety Plan should be considered a living document that will require changes and additions at regular intervals.

The Aquatic Safety Plan should include a section indicating the date of the last review and the last update.

Waterfront Information

Refer to Appendix for Sample Documents.

The *Aquatic Safety Plan Template for Waterfront Operations* will prompt you to capture useful key information about your waterfront. Suggested information to capture may include, but is not limited to, the following:

- Waterfront name
- Waterfront owner/operator
- Waterfront location: physical address, mailing address, and phone number
- Seasonal opening and closing dates
- Map of the waterfront's supervised areas (where lifeguards are scheduled for supervision) and unsupervised areas (where there is no lifeguard scheduled)
- Amenities (e.g., types of change rooms, etc.)
- Muster points/meeting areas

Feature Operations

List any feature at the waterfront that is not listed above. Examples may include waterslides, rope swings, climbing walls, diving platforms/towers, floating docks, and inflatable play features. Include safety rules, emergency shut-offs, and other considerations for each feature.

Operating Permit (if applicable)

Some waterfronts might have to have a valid operating permit issued by the health authority in the province/territory. If required, the operating permit must be posted in a prominent place. All requirements in the operating permit set out by the health authority must be complied with. It is important to note the dates on the operating permit and to add this information to the Aquatic Safety Plan Template.

Renovations

If there have been any renovations, upgrades, or other changes to the waterfront and its amenities, it should be noted in the Aquatic Safety Plan Template.

Managing Swimmers

Some waterfronts do not restrict public access; therefore the number of swimmers can vary drastically day-to-day from a few hundred to a few thousand, depending on the size and location of the waterfront. The Aquatic Safety Plan should outline specific methods for regulating and redirecting swimmers to less congested areas when possible. This may include closing access points to congested zones and opening access points in less congested zones, as well as opening additional guard stations, moving existing guard stations, and the use of foot patrols.

Section 2 – General Staff Information

Complete “Section 2 – General Staff Information” of the *CRC Aquatic Safety Plan Template for Waterfront Operations* in order to build your customized Aquatic Safety Plan.

Mission Statement and/or Vision Statement

Refer to Appendix for Sample Documents.

A **mission statement** is a **statement of the core purpose of the organization**. It describes an organization’s purpose by answering the questions, “What business are we in?” and “What is the purpose of our business?”

A **vision statement** provides **strategic direction and describes goals that the organization wants to achieve in the future**.

All organizations should have a mission statement and a vision statement. If you are unsure of your organization’s mission and vision statements, check with your human resource department or other applicable department. If the organization doesn’t have a mission or vision statement, consider creating them with your staff.

Code of Conduct for Staff

Refer to Appendix for Sample Documents.

A **Code of Conduct** for staff is a **set of guidelines intended to support the staff regarding an organization’s expectations of employee behaviour towards co-workers, supervisors, and patrons**. A code of conduct should be designed with the organization’s mission and vision statements and its values.

Some organizations have had the staff create the Code of Conduct to deepen their ownership of the organization’s expectations. Once the Code of Conduct has been created, it is approved by all staff and by the management team for use. The Code of Conduct can be reviewed on an annual basis to ensure that it continues to meet the goals of the team.

In the *Red Cross Swimming & Water Safety National Program Standards* there is more information regarding the Standard of Behaviours for Certification, the standard by which their behaviours is measured.

Position of Trust

A **position of trust** refers to **any position of authority in which there is an opportunity for power to be misused**. Include in your Aquatic Safety Plan any policies or statements that refer to appropriate Instructor/lifeguard behaviours while they are working with the public. For example, all staff will act in accordance to the “Red Cross Standards of Behaviours for Instructors” and the “Red Cross Lifeguard Code of Conduct”, as per the *Red Cross Swimming & Water Safety National Program Standards*.

Organizational Chart (Org Chart)

Refer to Appendix for Sample Documents.

An organizational chart (org chart) illustrates how an organization’s structure is designed. It shows staff the reporting structure, allows employees to understand how they fit into the organization, and indicates the lines of communication for staff.

Job Descriptions

Refer to Appendix for Sample Documents.

A **job description** is a tool that details the duties, tasks, responsibilities, and functions of a particular job position. It outlines the purpose of the position, where it fits into the mission of the organization, the details of how work is to be accomplished, and the requirements necessary to do the particular job. It also provides information as to whom an employee’s position reports to within an organization, as well as other specific information including working conditions, minimum qualifications, whether there are supervisor responsibilities within the role, and other essential duties.

Ultimately, a job description provides a basis for performance reviews and it helps staff understand their role within the organization. It is important to keep job descriptions current and review them periodically to ensure they are meeting the needs of the waterfront and the organization.

Job Description Checklist

The main components of a position description include, but are not limited to, the following:

- Position title
- Department and/or program
- Direct supervisor
- Job summary
- Major responsibilities

- Qualifications, education, and experience necessary to perform the job satisfactorily
- Indication as to whether the employee supervises other employees
- Indication of the employee's level of decision making or accountability for each task
- The tools, equipment, and machines that the employee would be responsible for operating, safekeeping, and/or maintaining
- Relationships with other employees, volunteers, management, and other internal and external contacts
- Financial responsibilities
- Working conditions
- Minimum age as per a province/territory's legislation and regulation requirements
- Certifications required as per a province/territory's legislation and regulation requirements

New Hire Orientation

Refer to Appendix for Sample Documents.



The new hire orientation is your first opportunity to provide guidance to a new team member. This session should occur prior to the first shift.

Be sure to provide the following information to your employee before the orientation session:

- Purpose of the orientation
- Start date, time, and duration
- Any specifics regarding the orientation (parking, dry land and/or wet training, training location, etc.)
- Any special needs (whether they should bring a meal or if there is food available on-site, whether to bring a swimsuit and towel, shoes, whistle, instructing supplies, wetsuit fins, mask, etc.)
- A reminder to bring copies of their certifications if they have not already done so

Before conducting an orientation, consider how long it will take to cover the material. Be sure to set up a location conducive to learning, and plan time for questions, discussion, breaks, and a tour of the waterfront. To prepare for the orientation, organize the appropriate forms, equipment, and supplies, which may include, but are not limited to, the following:

- Staff Policies & Procedures Manual or Aquatic Safety Plan
- Orientation checklist
- Review of job description
- Hours of work, overtime, paid leave versus unpaid leave, benefits, etc.
- Uniform requirements
- Appropriate employment forms (check with your human resources department or other applicable resource to ensure you have all the forms required for new staff members)

As the Beach Captain/Aquatic Leader, either you or a designated team member will be responsible for orienting the staff so that they understand their responsibilities and your expectations. The orientation should include the following elements, but you may have additional items to add:

- A personal welcome: New hires should be made to feel comfortable. Introduce them to each other and to the other management or staff present. Let them know that you will help them adjust to the waterfront and job.
- Training checklists and training shifts scheduled
- A tour of the waterfront, to view and discuss the following:
 - Hazardous areas.
 - Location of safety equipment, telephone, first aid kits, lesson supplies, public supplies, etc.
- A review of lifeguarding information, including the following:
 - Lifeguards' areas of responsibility.
 - Lifeguards' office and break area.
 - Dress code (uniform).
 - Sun protection (sunscreen, sunglasses, hats, umbrellas, etc.).
 - Correct posture while working in the lifeguard station.
 - How to perform an appropriate rotation.
 - How to operate equipment (rescue equipment, etc.).
 - Opening and closing the waterfront area.
 - Hand and whistle signals.
 - Radio procedures
 - Waterfront operation-specific training.
- A review of instructional information, including the following:
 - Class locations.
 - Instructor supplies and equipment.
 - Hand and whistle signals.
 - Dress code (uniform).
 - Sun protection (sunscreen, sunglasses, hats, umbrellas, etc.).
- Training in the Policies & Procedures Manual/Aquatic Safety Plan and all Emergency Response Plans.
- Scheduling, including the following:
 - Posting of schedules.
 - Meals and other breaks.
 - Time off procedures.
 - Call-in procedures.
 - Substitution procedures.
 - Time sheets.
- In-service training schedules and certification renewal opportunities.
- Building security policies if applicable
- Methods of staff evaluation, corrective action, and disciplinary steps.
- Review of job descriptions and responsibilities so that staff have a clear understanding of what is expected of them.

- Other training programs (e.g., Oxygen Administration).
- A review of the waterfront's reporting organizational structure.
- Discussion of maintenance procedures and related safety protocols, if applicable to the job description.
- Guidelines for daily activities and the supervision required for each (e.g., swim lessons, large groups, day camps, parties, etc.).

New hires should leave the orientation session with a clear understanding of what is expected of them. Follow up with your new staff to ensure that all of their questions have been answered.

Staff Qualifications

A waterfront's Aquatic Safety Plan must meet the minimum requirements of its province/territory's legislation and regulations to ensure that standards are being met. Please refer to the legislation and regulations in your province/territory so your waterfront has met all mandatory certifications, training, and minimum staff requirements during operation.

Depending on what the waterfront specifically offers, some waterfronts may require qualifications over and above the provincial/territorial minimum requirements. For example, the waterfront operation may require their lifeguards to be certified in Oxygen Administration because they have oxygen in their first aid kits and because administering oxygen is part of the waterfront's Emergency Response Plan. While creating the Aquatic Safety Plan, make sure that you indicate all the necessary waterfront-specific certification requirements (e.g., Oxygen Administration, etc.).

Some waterfront operations may require staff to become recertified before their certification expiry date. Make sure that you have included information on recertification in your Aquatic Safety Plan Template.

Assistant Lifeguard Definition and Qualifications

One example of an assistant lifeguard definition could be: "A person who is responsible to assist a lifeguard to supervise patron safety."

Examples of the qualifications that are accepted as assistant lifeguard certifications could include, but are not limited to the following:

- Assistant lifeguard certification accepted (as per waterfront, and provincially/territorially recognized organization or provincial/territorial standards)
- First Aid, CPR Level C/AED certification accepted (as per waterfront, and provincially/territorially recognized organization or provincial/territorial standards)
- Other specified training certification that is required in order to be employed

Lifeguard Definition and Qualifications

One example of a lifeguard definition could be: “A person who is responsible for the safety and supervision of patrons in, on, and around the water at a waterfront, who is responsible for preventing and responding to emergencies.”

Examples of the qualifications that are accepted as lifeguard certifications could include, but are not limited to, the following:

- Lifeguard certification accepted (as per waterfront, and provincially/territorially recognized organization or provincial/territorial standards)
- First Aid, CPR Level C/AED certification accepted (as per waterfront, and provincially/territorially recognized organization or provincial/territorial standards)
- Other specified training certification that is required in order to be employed

Swimming Lesson Instructor Definition and Qualifications

One example of a swimming lesson Instructor definition could be: “A person who is responsible for conducting and developing session and lesson plans for swimming instruction for all levels and ages. They also ensure compliance with program and waterfront safety procedures and deal with patrons’ questions and concerns regarding swimming lessons.”

Examples of the qualifications that are accepted as swimming lesson Instructor certifications could include, but are not limited to, the following:

- Instructor certification accepted (as per waterfront, and provincially/territorially recognized organization or provincial/territorial standards)
- First Aid, CPR Level C/AED Certification accepted (as per waterfront, and provincially/territorially recognized organization or provincial/territorial standards)
- Assistant lifeguard or lifeguard certification accepted (as per waterfront, and provincially/territorially recognized organization or provincial/territorial standards)
- Other specified training certification that is required in order to be employed

Specialized Aquatic Instructor Definition and Qualifications

One example of a Specialized Aquatic Instructor definition could be: “A person who is responsible for an Instructor-led program at the waterfront. An aquatic Instructor may also include but is not limited to Aquafit Instructors, SCUBA Instructors, Lifeguard Instructors, coaches, etc.”

Examples of the qualifications that are accepted as Specialized Aquatic Instructor certifications could include, but are not limited to, the following:

- Instructor certification accepted (as per waterfront, and provincially/territorially recognized organization or provincial/territorial standards)
- First Aid, CPR Level C /AED Certification accepted (as per waterfront, and provincially/territorially recognized organization or provincial/territorial standards)
- Assistant lifeguard or lifeguard certification accepted (as per waterfront, and provincially/territorially recognized organization or provincial/territorial standards)
- Other specified training certification that is required in order to be employed

Beach Captain/Aquatic Leader Definition and Qualifications

A **Beach Captain/Aquatic Leader** is a staff member who is responsible for assisting with training and leadership of the staff and acts as the “authority-on-duty”. The Beach Captain/Aquatic Leader is knowledgeable about the waterfront’s procedures, policies, and the Aquatic Safety Plan, and is responsible for the staff while on shift. The Beach Captain/Aquatic Leader is also responsible for acting in an emergency, and has the ability to close the waterfront area or an amenity (if required).

Please refer to your province/territory’s legislation and regulations to define the Beach Captain/Aquatic Leader certification, training, and/or other requirements. Some examples of Beach Captain/Aquatic Leader requirements include, but are not limited to, the following:

- Minimum age requirement
- Lifeguarding certification
- First aid certification
- Swimming Instructor certification
- Lifeguard Instructor or Instructor Trainer certification

Other Staff Qualifications

Other training programs that could be required for employment could include, but are not limited to, the following:

- Injury Prevention program
- WorkSafe, OH&S, and Young Worker programs
- Violence in the Workplace
- WHMIS/Transportation of Dangerous Goods (TDG)
- Oxygen Administration
- Psychological First Aid
- Customer Service
- Specialized equipment training

Record Keeping for Staff Qualifications

Refer to Appendix for Sample Documents.

Staff certifications should be kept on file in accordance with the waterfront organization’s human resources policies and procedures, as well as the provincial/territorial legislation, regulations, and standards.

Uniforms

While on duty, the uniforms that staff members wear must be easily distinguishable from other waterfront patrons, swimmers, and non-emergency staff. As well, Lifeguards should be easily distinguishable from the Instructors or assistant lifeguards, and the Beach Captain/Aquatic Leader should also be easily identified.

One of the best ways to make staff stand out is through recognition of the colours on the uniform they wear on duty, or the required equipment used while on duty.

Lifeguard Uniforms

The following are examples of a lifeguard's uniform.

- Issued and approved uniforms may include the following elements:
 - Shirts
 - Tank tops
 - Vest
 - Shorts
 - Approved warm clothing
- Appropriate shoes
- Bathing suit
- Whistle
- Fanny pack containing small first aid items, gloves, and pocket mask
- Rescue tubes or rescue cans (or other reaching assist)
- Sun/UV protection (e.g., a sunhat, polarized sunglasses, sunscreen, umbrella, or other protection to avoid sun exposure)
- Swim goggles, wetsuit, swim fins/snorkel/mask

Assistant Lifeguard Uniforms

The following are examples of an assistant lifeguard's uniform.

- Issued and approved uniforms may include the following elements:
 - Shirts
 - Tank tops
 - Vest
 - Shorts
 - Approved warm clothing
- Appropriate shoes
- Bathing suit
- Whistle
- Fanny pack containing small first aid items, gloves, and pocket mask
- Rescue tubes or rescue cans (or other reaching assist)
- Sun/UV protection (e.g., a sunhat, sunglasses, sunscreen, umbrella, or other protection to avoid sun exposure)

Instructor Uniforms

The following are examples of an Instructor's uniform:

- Whistle
- Buoyant aids and reaching assists
- Bathing suit and shirt or rash guard for identification purposes
- Sun/UV protection (e.g., a sunhat, sunglasses, sunscreen, umbrella, or other protection to avoid sun exposure)

Other Staff Uniforms

The following are examples of other staff that might require uniforms:

- Management
- Volunteers

Section 3 – Lifeguards

Complete “Section 3 – Lifeguards” of the *CRC Aquatic Safety Plan Template for Waterfront Operations* in order to build your customized Aquatic Safety Plan.

Safety Supervision and Injury Prevention

A lifeguard's primary responsibility is to ensure the patrons' safety in, on, and around the water. This responsibility is performed by using effective surveillance and scanning, preventing incidents through rule enforcement, and ensuring coverage of the lifeguard's zone of responsibility. Lifeguards can provide public education, and recognize patron behaviours or situations that might lead to an incident occurring at the waterfront.

Lifeguarding requirements may differ for every waterfront and province/territory. In your waterfront operation's Aquatic Safety Plan, you must provide specific details on the components below:

- Describe the orientation and training required for lifeguards.
- Describe the opportunities for in-service and other training.
- Provide information on staffing levels and schedules for times when the waterfront is supervised.
- Develop written lifeguarding procedures that staff are trained on.
- Describe the Emergency Response Plan procedures and training.
- List any site-specific training that the lifeguard will require.
- Include training and information on Aquatic Safety Plan procedures.
- List any additional training for lifeguards who supervise specialized programs or features.

For lifeguards who supervise specialized programs or features (e.g. waterslide, inflatables, or waterfronts with tides, drop offs, currents, or boats mixed with swimmers in water) additional training needs to be offered as determined by provincial/territorial legislation, manufacturer's recommendations, or industry standards for your area.

RID Factor

At supervised swim areas, most drownings happen when neither lifeguards nor patrons have noticed that a person has slipped below the surface of the water. Except for unconscious drownings, drownings in areas where lifeguards are on duty usually result from one or more of three causes summarized by the **RID Factor: Recognition, Intrusion, and Distraction**.¹

- **Recognition** refers to **the failure of the lifeguard to recognize the instinctive drowning response**. Your lifeguards should learn to tell the difference between someone who is swimming or playing safely in the water and someone who needs to be rescued. Lifeguards should not expect the person or other swimmers to call for help. By conducting regular in-service training that reinforces a lifeguard's patron surveillance and rescue skills, you can increase the lifeguards' recognition skills.
- **Intrusion** refers to **the intrusion of secondary duties on the lifeguard's primary responsibility of patron surveillance**. While lifeguards regularly have to perform other duties as part of their job (e.g., maintenance or administrative tasks), these duties must not be performed while lifeguards are responsible for patron surveillance.

Never ask or require lifeguards to perform secondary responsibilities, such as maintenance tasks, while performing patron surveillance. A lifeguard cannot perform adequate surveillance duties while performing other tasks such as cleaning, conducting swim tests, or testing water. There should be another lifeguard scheduled to perform these additional activities.

- **Distraction** refers to **the lifeguard's distraction from patron surveillance duties**, which may include talking with other lifeguards or friends. While lifeguards might think having a brief conversation is harmless, during this time, they might miss the 20–60-second struggle of a drowning person.

Lifeguards must not have social conversations while conducting patron surveillance. Lifeguards on surveillance duty must not be allowed to read, talk on cellphones, send text messages, play games, or listen to individual music devices with headphones. Music can be played in the entire area but should not be loud enough to disrupt effective communication.

If there are any issues with staff, make sure that you speak to them off rotation so that it won't create a distraction for them. However, if their behaviour is a major concern, correct the issue immediately.

¹ Adapted from Pia, Francesco "Frank", Ph.D. "The RID Factor as a Cause of Drowning." *Parks and Recreation*, June 1984: 52–57, 67.

Lifeguard Positions and Rotation

Refer to Appendix for Sample Documents.

During shifts, the system used for rotating lifeguards should be clear and carried out professionally and safely at all times. In addition to helping ensure lifeguards take breaks, periodic rotations from one station to another help lifeguards stay alert and decrease fatigue. The rotation will be dependant on the number of stations and lifeguards working during the shift.

Do not rotate all lifeguards simultaneously, since this can lead to breaks in the scanning of the area. Lifeguards must not interrupt patron surveillance while rotating from one station to another. Each lifeguard conducting patron surveillance should remain at their position until they are relieved. The last lifeguard that is relieved goes off surveillance duty by completing the final rotation.

During the rotation, each lifeguard should carry their own rescue tube, rescue can or other rescue equipment. If this is not possible, then the rescue tube/rescue can is passed from the lifeguard on duty to the relieving lifeguard during the rotation. Patron surveillance must always be maintained while the rescue tube/rescue can is removed and passed on to the relieving lifeguard.

When lifeguards rotate from station to station, or move to some other duty or break, they must move in a timely, efficient, and safe manner. Rotations should be easy to understand and follow. Rotations should take place on a regular schedule and follow a defined pattern that covers all stations. At the waterfront there are sometimes large distances to travel to move from station to station. Take this into consideration when scheduling rotations.

To ensure adequate surveillance of patrons, each lifeguard position will have an area of responsibility for scanning. The lifeguard position and rotation will depend on the number of lifeguards at the waterfront and must be specific to the waterfront's requirements. All positions and rotations should be listed in the Aquatic Safety Plan. In regards to locations and rotations, in order to ensure that waterfront requirements are met, training should be conducted for all staff.



While creating lifeguard positions, some factors to consider could include the following (keeping in mind that factors fluctuate for the waterfront depending on the weather, the time of day, and the number of people at the waterfront):

- Where will the lifeguard be positioned?
- Are there elevated stations?
- How high are the elevated stands?
- What blind spots are present at each position?
- What are the high-risk areas?
- How long will it take the lifeguard to scan their area of responsibility?
- What is the size of the swimming area?
- How long will it take for a lifeguard to respond to a problem?
- What is the size and shape of the area for which they are responsible?

- What is the water depth?
- How clear is the water?
- What are the water conditions?
- What are the weather conditions?
- How many patrons are at the waterfront?
- What types of activities will be happening?

Lifeguard Stations

Patron surveillance might be performed in an elevated lifeguard chair, while stationary or roaming, or while in shallow water. The goal is to provide optimum coverage. A lifeguard must be in a position to recognize and respond to an emergency at all times.

Lifeguard stands should be located where lifeguards can observe patrons easily and react quickly to any situation in their area of responsibility. Lifeguard stands are for the use of lifeguards only. When not in use, the stands should be closed to the public for safety reasons. Beach Captains/Aquatic Leaders should sit in the lifeguard stand or stand in the lifeguard positions during various times of day to better judge the placement and positioning of the lifeguard stations. This will help the Beach Captain/Aquatic Leader ensure the placement allows the lifeguards to always have a clear view of their area of responsibility. Knowing what your lifeguards can and cannot see is extremely important. You need to establish a system of coverage that places the lifeguards where they can provide the best possible safety for the patrons.

Elevated Stations

Elevated lifeguard stations usually provide the most effective position for patron surveillance because they offer an excellent place for scanning the area of responsibility. This is particularly important at a swimming area where a single lifeguard is conducting patron surveillance. An elevated stand provides a much better view of patron activities than a ground-level lifeguard station.

The area under, around, and directly in front of the stand must be included in the scan. Lifeguards need to carefully watch the water area directly in front of and below the lifeguard stand because it is a potential blind spot. The area surrounding an elevated lifeguard stand must be kept clear at all times.

Ground-Level Stations

At some waterfronts, lifeguards might be assigned to a walking patrol, a fixed location, or a position in the water. In these positions, the view of the entire swimming area is limited, and patrons might be hidden from view by play structures or other patrons. The primary purpose of ground-level stations is for lifeguards to be close to patrons. In these positions they can easily make assists and enforce safety rules for patrons.

Lifeguards can be stationary and assigned to specific areas, or they can be required to roam around the area. Roaming lifeguards may be needed where many swimmers are concentrated, where water depth suddenly changes, or in the water.

At a waterfront location, lifeguards in certain stations might have specific responsibilities. For example, a lifeguard in a lifeguard tower or lifeguard chair might be responsible for:

- Supervising their designated swimming zone
- Dealing with public relations
- Responding to water rescues and first aid needs
- Communicating with other lifeguards

A lifeguard doing ground level walking patrol might have the following responsibilities:

- Patrolling along the shoreline
- Dealing with public relations
- Responding to water rescues and first aid needs
- Communicating with other lifeguards

Scanning

Refer to Appendix for Sample Documents.

Scanning is the visual technique for watching patrons in the water and is an **active process**. Lifeguards must know the layout of the waterfront, understand the blind spots and high-risk areas, and find a way to clearly see all areas.

A lifeguard's head should be actively moving while scanning. Scanning should be practised frequently to ensure that waterfront requirements are met. The scanning patterns accepted at the waterfront should be clearly stated in the Aquatic Safety Plan.

The following are guidelines for promoting effective scanning:

- Make sure that each lifeguard knows and understands the area that they are responsible for scanning, including other lifeguards/assistant lifeguards, and Instructors.
- Make sure that the lifeguard is scanning the assigned area of responsibility.
- Lifeguards should move their head and eyes and look directly at each area. Looking at the patrons helps lifeguards recognize when someone is in distress.
- Make sure that all assigned areas of responsibility overlap between lifeguards, and that the number of lifeguards at the waterfront is sufficient to cover the entire area.
- Promote active postures while on duty as this helps keep the lifeguards alert.
- Identify conditions that affect visibility, such as glare from the sun, cloudy water, or shadows on the water that occur at different times of the day. You should also be aware of areas that cannot be seen or are difficult to see. Adjust the position of the lifeguards accordingly, or add more lifeguards.

- Reduce the effects of fatigue: rotate your lifeguards frequently by scheduling appropriate breaks. Heat and the sun are significant factors that lead to fatigue, so be sure to provide protection by supplying shaded areas and/or a cool place at the waterfront.
- Reinforce the principle of distress recognition by conducting regular in-service training. Lifeguards must not wait for patrons or other lifeguards to indicate that someone is drowning. Often times, a drowning person may be surrounded by others who are unaware that a drowning is happening near them. Sometimes new lifeguards feel unsure of themselves and mistakenly wait for patrons or more experienced lifeguards to tell them that someone is in trouble.
- Make sure that lifeguards do not interrupt scanning an area of responsibility, unless they have to interrupt their scanning during an emergency or to educate someone about a hazardous activity. The waterfront's Emergency Response Plan should address backup coverage for times when a lifeguard must make a rescue or provide care. If only one lifeguard is conducting patron surveillance and must educate someone about a hazardous activity, the lifeguard should do this while maintaining scanning and supervision. The lifeguard must get the patron's attention, explain the hazard, and provide alternative actions that are permitted. Getting the patron's attention should take only a few seconds, and it can be done while the lifeguard is still scanning. If the patron needs a detailed explanation, the lifeguard should call for backup.
- A patron may approach a lifeguard on surveillance duty to ask a question or to get help with a problem. Simple questions can be answered quickly while scanning continues. For more detailed questions, the lifeguard should continue to scan, and direct the patron to another staff member for assistance, or call for another lifeguard to assist with the surveillance.

Surveillance During Events

Refer to Appendix for Sample Documents.

Competitive Events

Participants in competitive events, such as triathlons, water skiing, surfing competitions, swim meets, water polo games, and lifeguarding games/competitions, etc., usually have good swimming skills, but they still need effective surveillance. The lifeguards need to adapt their scanning techniques to the event's specific needs, and if possible another lifeguard should be scheduled to assist with the event. General patron surveillance for beachgoers must also be considered.

An idea could be to host a coaches' meeting prior to the event to reinforce any important information regarding the waterfront's policies and procedures and to identify any risks. It is important to make sure that a waterfront representative such as the Beach Captain/Aquatic Leader or supervisor is in attendance and speaks at this meeting to review information and answer questions. Post signs with specific rules, regulations, and procedures as appropriate. This helps maintain consistency and safety for all coaches and teams at the waterfront.

During practice sessions and competitions, a large number of swimmers might be in the water or on the land. You should determine the number of lifeguards on duty based on staffing policies.

Other ways to help ensure a safe environment for everyone during an event include the following:

- Know and understand the rules and regulations for events and the safety policies for the competitive program.
- Plan how to perform a rescue, if needed.
- Ensure event officials are familiar with the specific hazards of the location, the Aquatic Safety Plan, and the Emergency Response Plan
- Schedule pre-event training for all staff, officials, and volunteers
- Schedule additional staff for the event, specifically experienced lifeguards
- Communicate with local conservation officers to ensure you have adequate coverage if the event is likely to draw larger crowds than usual
- Communicate with the Municipality or County to ensure there are adequate public facilities, trash and recycling receptacles for the duration of the event

Large Groups

When large groups plan to come to the waterfront, you should work closely with the group's representative prior to the group's arrival to develop a written agreement that establishes a clear understanding regarding how much and what type of supervision is required. Elements covered by the agreement could include, but are not limited to, the following:

- Whether the group must have current liability insurance on file at the waterfront
- The responsibilities of your lifeguard team
- The responsibilities of the staff members or group supervisors of the visiting group
- Waterfront rules
- A system for classifying swimmers according to their abilities
- A system for monitoring the group's activities while at the waterfront
- A leader-to-participant ratio

When large groups or day camps visit the waterfront, it is recommended that a swim test be conducted. This screening process should be performed before swimmers enter the water to determine in which activities individual group members can participate or which waterfront locations they can access.

When the group arrives, you must take specific measures to ensure their safety and your lifeguard team's safety, including:

- Checking in with staff
- The group leader giving the name of their supervisor(s) or leader(s) and the total number in their group
- Identifying the person in charge of the group (this person will be your primary contact should anything occur)

- Reviewing the rules with the entire group (this is especially important if the group has never been to your waterfront)
- Providing information regarding the swim test requirements
- Explaining to the visiting group that all supervisors or leaders must actively supervise their group in, on, and around the water at all times

Primary and Secondary Zone of Responsibility

Refer to Appendix for Sample Documents.

All waterfronts should have established zones of responsibility for lifeguards who are providing surveillance. The zones will vary depending on the number of lifeguards required and can be listed as primary zone, secondary zone, mixed zone, or backup coverage.

When establishing zones some items to consider are:

- All areas of the water that are covered and can be seen by the lifeguard
- Overlapping coverage when more than one lifeguard is on surveillance
- Lifeguards should have unobstructed views of their zone
- Allowing the lifeguard to respond quickly within their zone

Lifeguard Shifts

Lifeguards should take scheduled breaks from active surveillance. As a Beach Captain/Aquatic Leader, in order to provide a safe environment for patrons, you will need to determine what works best for your waterfront, keeping in mind that movement, transition, and rotation are ways to keep lifeguards alert and attentive during surveillance.

Lifeguard shifts on active surveillance differ between activities, industry standards, and employment standards. As the Beach Captain/Aquatic Leader, be sure to check with your province/territory's employment standards to ensure that you are within the labour standard limits when scheduling lifeguards for shifts.

Scheduling breaks should take into consideration that lifeguards are out in the sun and other outdoor environments, which has an effect on the lifeguard's body. If a lifeguard needs to take a break, leave their area, or leave the waterfront during a break, they should notify the other lifeguards.

Number of Lifeguards Required

There is no rule for determining the number of lifeguards required to supervise a waterfront. It may be impossible to provide adequate lifeguards or other safety personnel to ensure the safety of all waterfront users at crowded waterfronts. Some factors to be considered when deciding the number of lifeguards required include, but are not limited to:

- Length of the shoreline
- Depth and width of the swimming area
- Number of persons in, on, or around the water
- Distribution of the swimmers (distance from shore, distance apart)
- Swimmer activities (sun tanning, swimming, playing frisbee, etc.)
- Water conditions (temperature, wave size & type, existence of currents, etc.)
- Weather conditions (air temperature, amount of sun, prevailing winds, etc.)
- Potential hazards (submerged rocks, holes, sandbars, etc.)
- The experience and training of the lifeguards on duty
- Larger and more complex waterfronts require more lifeguards, often with increased or specialized training.
- Waterfronts with very large swimmer loads generally require more staff.
- Distance to the nearest hospital or enhanced medical care.

Below is an example for the number of lifeguards required in the province of Quebec:²

- 1 lifeguard must be stationed for every 125 metres of supervised beach
- Add 1 lifeguard and one assistant lifeguard (who could also just be another lifeguard) per every additional 125 metres of supervised beach

Please note: Even when on a break, lifeguards are required to respond to emergency situations at all times.

Lifeguard Communication – Whistles, Arm Signals, Radios, Verbal Communication

Effective communication with patrons and other lifeguards and staff is essential for helping to prevent injuries. Lifeguards use many forms of communication, including whistles, arm signals, radios, and verbal communication. The forms of communication you should use depend on the size of your waterfront. All staff should be trained on the waterfront-specific forms of communication.

² Publications Québec's website, "Règlement sur la sécurité dans les bains publics ; Loi sur le bâtiment," <http://legisquebec.gouv.qc.ca/fr/ShowDoc/cr/B-1.1,%20r.%2011/> (accessed April 2019).

Section 4 – Instructors

Complete “Section 4 – Instructors” of the *CRC Aquatic Safety Plan Template for Waterfront Operations* in order to build your customized Aquatic Safety Plan.

Safety Supervision and Injury Prevention

An Instructor’s primary responsibility is to ensure the swimming lesson participants’ safety in, on, and around the water during swimming lesson times.

In your waterfront’s Aquatic Safety Plan, you must provide specific details on the components below:

- Describe the orientation and training required for Instructors.
- Describe the opportunities for in-service and other training.
- Provide information on staffing levels and schedules for programs.
- Develop written instructing procedures that staff receive training on.
- Describe the Instructor Emergency Response Plan procedures and training for staff.
- Describe any site-specific training that the Instructor will require. Include training and information on Aquatic Safety Plan procedures.

Prior to commencing employment duties, and through regular in-service training, Instructors must receive training and information on the Aquatic Safety Plan procedures.

Note: some municipalities may outsource their swim programs. In these instances, instructional staff may report directly to the Recreation Programmer or private agency rather than being an employed member of the lifeguard team. In these cases, communication between all programs and agencies is essential.

Lifeguard Requirements During Aquatic-Led Programs

Some waterfronts may require the swimming Instructors to also have their assistant lifeguard or lifeguard certification to teach; some waterfronts will have additional lifeguards on duty; and some may use the Beach Captain or other position to assist with any issues that arise during a lesson program or to provide help to an Instructor as needed.

Class Sizes

Class sizes may vary depending on the type of instructional program, the number of Instructors, or other staff or volunteers that may be available. The Red Cross Swim program recommends specific class numbers depending on the level of instruction, supplemental Instructors available, and program type. Other programs may recommend similar class sizes. Consult your program standards for more information.

Class Locations

Locations of each class will depend on the type of instruction required, the number of participants, and the area available. Reviewing the lesson plans and requirements may mean lessons rotate space during program time.

Communication

All instructional staff should be aware of how to communicate during lessons. Communication between staff is required for any emergencies as well as requests for assistance, changes in lesson set-ups, or when it's lesson-ending time. It is imperative to ensure that each Instructor has a whistle as part of their uniform and has access to other staff members not teaching, the Beach Captain, or a telephone.

Instructor Emergency Response Plan

The Aquatic Safety Plan should have information that describes the Instructor's role and responsibilities in the event of an emergency. Some points to consider include the following:

- **Role** – Is the Instructor a sole responder or part of a lifeguarding team?
- **Responsibility** – How will the remaining class participants be supervised?
- **Limitations in the Instructor's emergency response** – i.e., Does the Instructor have a lifeguard certification that allows them to respond to an emergency?

Section 5 – Staff Training

Complete “Section 5 – Staff Training” of the *CRC Aquatic Safety Plan Template for Waterfront Operations* in order to build your customized Aquatic Safety Plan.

As a Beach Captain/Aquatic Leader, you are responsible for making sure that your team is prepared to work at the waterfront. By scheduling, developing, and conducting in-service training on a regular basis, you can improve your staff’s skills. Ongoing training should be provided because skills can degrade without repetition and/or reinforcement.

In-Service Training

In-service training helps staff maintain their knowledge and skills at the appropriate level. Staff have a professional responsibility to attend in-service training. While planning your in-services, make sure that you are aware of and meet any provincial/territorial legislation and regulations regarding the frequency of in-service training as well as topics that are required to be reviewed and/or practiced.

An effective in-service training program begins with long-term planning. Factors such as the length of your season, budget, operational hours, and the availability of your staff will influence your planning decisions.

Try to make your in-service training fun, informative, and challenging. Use creativity while conducting the training. For example, bring in a guest speaker to talk about a current trend, or divide your staff into teams and have fun, skill-based competitions. During in-service training, you could also conduct simulated emergencies involving other agencies, such as EMS personnel, the fire department, or RCMP.

Documentation



Make sure that documentation is completed for all staff training. If staff are unable to attend, a policy needs to be created for when a staff member needs to be trained on the in-service items, if they are able to work prior to being updated on the in-service items, and how they become informed on the in-service topic.

Also, if staff are not able to perform required skills, the Beach Captain/Aquatic Leader should have a meeting with the staff member to work on an improvement plan.

Documentation around staff training may include, but is not limited to, the following:

- In-service attendance records—sign in sheets to verify attendance, meeting notes, etc.
- Performance results for each training activity
- Policy for missed in-services and follow-up plan
- In-service lesson plans, meeting notes, support material
- Follow-up timeline

Scheduling

Regular in-service training, skills checklists, fitness skills checklists, and simulated emergencies could be completed monthly, quarterly, annually, or seasonally. Orientation training at seasonal facilities should be conducted prior to opening. Your waterfront's in-service training schedule could include:

- Number of in-service sessions per season
- Calendar of all in-service sessions planned
- Topics for in-service training
- Details on which employees are required to attend

In-Service Session Ideas



- Introduction of new staff
- Administrative procedures and requirements (i.e., paperwork)
- Union/human resources/employee assistance information sessions
- Seasonal review of the policies and procedures
- Prevention and public education
- Patron surveillance
- Rules and regulations
- Policies and procedures
- Fitness
- Emergency Response Plans
- Leadership
- Professionalism
- Professional development
- Use of rescue tubes, rescue cans, rescue boards or other rescue equipment
- First aid treatment sessions
- Spinal sessions
- Team building
- Educational opportunities
- Opportunities to share with and learn from peers, including roundtable sessions
- Teaching parent and tot classes
- Teaching swimming lessons with themes
- How to effectively use evaluation tools for swimming lessons

Due to the environment of a waterfront it is recommended to always have a lifeguard assigned the responsibility of lifeguarding the in-service training. All training should be done during quieter times at the waterfront and always within the designated swimming area.

Section 6 – Best Practices

Complete “Section 6 –Best Practices” of the *CRC Aquatic Safety Plan Template for Waterfront Operations* in order to build your customized Aquatic Safety Plan.

Good communication strategies help to protect patrons from injury at the waterfront. These strategies require that staff inform patrons about the potential for injury, educate patrons about inappropriate behaviour, and enforce rules and regulations.

Rules

Rules are created to ensure the health and safety of waterfront patrons and staff. When creating the rules and regulations, you need to review and consider provincial/territory legislation and regulations, health authority regulations, manufacturers’ recommendations, and other applicable policies, procedures, and standards.

For patrons, rules of conduct fall into two groups:

1. General behaviour expected of patrons anywhere at the waterfront
2. Specific behaviours expected of patrons when using certain equipment and structures

Make sure that your lifeguards clearly understand the waterfront’s rules and their rationale so that they can explain to patrons why certain behaviours are dangerous.

Train your lifeguards to use these steps to prevent patrons from engaging in risky behaviour:

- **Explain the hazard or danger.** Simply telling patrons not to do something often does not work. People usually understand and co-operate when they know the rationale.
- **Explain an alternative safe behaviour or activity.** For example, tell patrons to swim between the flags on the beach (the designated swim area) instead of swimming outside of the flags, as the lifeguards are not actively supervising that area.

Signage and Rules

Signage can be an effective tool to educate and warn patrons about rules, hazards, and any risks that could cause injury. Signs should be posted to: warn patrons of risks; inform patrons how to properly use equipment; and communicate rules and regulations for preventing behaviour that can lead to injury. However, do not assume that all patrons will read and understand posted rules.

Signs should have information on when lifeguards are and are not on duty, and the hours they are on duty.

The waterfront signs should also include information on the swimming area, as well as the types of flags used at the waterfront and a definition of what each flag means.

Signs must be posted in highly visible areas at all access and exit points and must outline all the rules for the waterfront and its amenities. Post rules and regulations at all entrances to the waterfront.

Signs should be posted in a consistent format that is easy for patrons to read and understand. Consider using symbols, pictures, braille, and/or a second language on signs in order to meet the needs of your patrons.



When including the waterfront rules in the Aquatic Safety Plan, be sure to include all of the amenities and their rules. Examples of signage and rules may include the following:

- General rules
- Swimming zones
- Hours when lifeguards are on duty
- Reminder that parents/guardians must supervise their children at all times
- List of permitted small inflatable objects (weather dependant)
- Equipment restrictions in the swimming zone, including boats, jet skis, kayaks, canoes, skim boards, or other watercraft
- Flag information
- Emergency telephone location
- Rules and restrictions for pets on the beach
- Rules regarding the use of buoy lines.

Other educational signs with the following rules and/or information might also be applicable to the beach/land area:

- No unauthorized vehicles
- No barbecues or fires on the beach
- No glass
- No alcohol, smoking, or drugs
- No animals
- No inappropriate photo taking or video recording
- Bacterial best practices

Enforcing Water Safety Rules at Waterfronts

Where public attendance is unrestricted, and bather loads can exceed manageable numbers, it can be challenging to enforce water safety rules. In these cases, signage should make clear to patrons, and caregivers of minors particularly, that supervision is a shared responsibility. Some strategies for preventing rule infractions include the following:

- Post signage reinforcing the responsibility of the caregiver to supervise and enforce safety for their own children or party.
- Post signage recommending use of the buddy system for all swimmers of all abilities.
- Post signage suggesting the use of a Personal Floatation Device (PFD) or lifejacket by all non-swimmers.

- Post signage explaining the meaning of all beach flags and symbols.
- Provide a lifejacket or PFD rental area.
- Ensure public education campaigns are bilingual and inclusive.
- Schedule regular foot patrols to engage in positive conversation with caregivers who do not demonstrate clear understanding of the Within Arms Reach rule, or who appear to violate common safety practices at the waterfront.

Boat Buoys

Boat buoys show boaters that the area is a boat-free area for the safety of swimmers. If boats do come into the swimming area they should be asked to remove themselves.

Swimming Within the Zone

The swimming zone is an area for swimmers only and is the area that is supervised by a lifeguard during the hours of operation. Swimming areas should be marked with rope and buoys so that swimmers know where the swimming area is located, and watercraft know not to enter that area. The swimming area should also be free of any debris, rocks, or other hazards. If hazards cannot be removed, then they should be clearly marked.

By defining the safe swim area with rope and buoys, it is clear to patrons and staff where supervision begins and ends. Unsupervised areas may not be included in rescue procedures, and the appropriate signage should indicate this.

Beach Flags

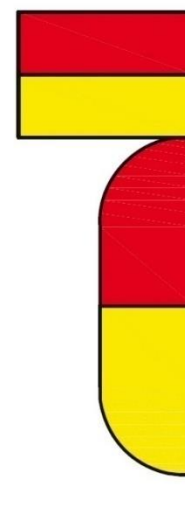
Refer to Appendix for Sample Documents.

A flag system is only appropriate for a supervised waterfront because conditions can change rapidly, and flags may need to be changed frequently. Different coloured flags are used to communicate information about swimming conditions. The following is a commonly used system:

- Red Slash – the activity is prohibited
- Yellow Background – warning or caution
- Green Border – the activity is permitted

Flags on shore may be used to mark off the swimming area or to communicate hours of staff presence. The water area between the flags is designated as the swimming area. The advantage of this system is the flexibility because flag positions can be changed by the lifeguards depending upon conditions.

A swimming area notification flag with feathers is ideal for long, supervised swimming areas so there is added visibility of the swimming area.



**Example 1 –
Swimming area
notification flag with
feathers**

The Role of Conservation Officers, Police Officers, and Bylaw Officers

Conservation and Bylaw officers enforce federal and provincial laws at public parks and in rural municipalities. When patrons violate environmental laws, or fail to comply with the rules and regulations outlined for safe public use, Conservation or Bylaw officers may be required to intervene. Some examples of these violations include public smoking or the use of drugs or alcohol by patrons, or the presence of domestic pets off-leash in restricted areas. At some public waterfronts, Conservation and Bylaw officers will patrol independently, but in cooperation with the lifeguard team, effectively contributing to the Aquatic Safety Team. When additional support is required by either party, local or federal police, fire, and paramedic services may be contacted.

Breath Holding and Hypoxia Training

The practices of breath holding preceding underwater swimming and extended breath holding in the water are dangerous activities. These actions can put the body in a state of hypoxia which can result in hypoxic underwater blackout.

Voluntary hyperventilation dangerously deregulates the brain's control of breathing and lowers the blood's carbon dioxide level. Hyperventilation does not increase the oxygen level in the blood. After a person takes a series of rapid and deep breaths and then attempts to swim a long distance, oxygen is quickly used up. The person will then become unconscious before the carbon dioxide level rises to the level that triggers the urge to breathe.

It is advised to not allow swimmers to participate in contests, games, or repetitive activities to see who can hold their breath the longest. Patrons should receive information and explanation of the risks associated with breath holding preceding underwater swimming and with extended breath holding in the water.

Diving

Diving should only take place in known water of a safe depth in relation to the height of the individual. If the depth of the water is unsafe for diving activities in general, access to platforms, docks, and bridges (often used for as diving platforms) should be blocked or marked accordingly with clear visual signage, e.g.: "Caution: No Diving."

Where rock formations and reefs are present, flags and danger buoys with the same visuals should be anchored. Lifeguard staff should enforce a feet-first only policy at shallow waterfronts. Where depth is sufficient for diving, lifeguard staff should assess the depth of the water daily by entering feet-first and examining the area. Staff should then post the appropriate signage, with particular focus on areas known for shifting sandbars, or when major storms have recently occurred, and debris is likely to have moved in.

Divers Alert Network

The Divers Alert Network (DAN) is a network of recreational divers. Membership is required. DAN's mission is to provide emergency medical assistance to divers, and to promote diving safety.

DAN has a physician who specializes in diving on call at all times to help with diagnosis and treatment of suspected SCUBA-related illnesses. The DAN hotline number is 1-919-684-9111. If you have a membership, contacting DAN can provide valuable information for assessment and treatment of a patient with a known or suspected diving injury.

Recognizing Diving Buoys

A diving buoy informs you that diving activities are taking place in the area. Buoys come in a variety of shapes and colours. A white buoy with a square red flag and white diagonal stripe is commonly used in Canada. All boaters in the area must take early and substantial action to keep well clear of the buoy and pass at a slow speed. If you work in an area where SCUBA diving takes place, you should be familiar with the type of buoy used.

Public Relations Demonstrations

At the waterfront it is also a good idea to provide lifeguard demonstrations to the public. Lifeguards can be scheduled to perform certain skills while another lifeguard or the Beach Captain/Aquatic Leader explains to the public the skills that are being performed. This is also a good time to connect with the waterfront patrons and chat with them about safety regulations, water safety, sun safety, or anything else that would provide public education to the patrons. Some examples of skills that could be demonstrated are:

- Paddleboard rescue with CPR
- Rescue can rescue
- Water or land spinal injuries and the use of an extraction board
- Choking
- Use of AEDs
- Paddleboard skills
- First aid scenarios

Section 7 – Policies and Procedures

Complete “Section 7 – Policies and Procedures” of the *CRC Aquatic Safety Plan Template for Waterfront Operations* in order to build your customized Aquatic Safety Plan.

Every waterfront will create their own Policies & Procedures Manual or Aquatic Safety Plan based on its provincial/territorial legislation and regulations, but also based on the waterfront operation’s requirements. Following is an example list of some policies. Some policies and procedures must be created with both internal and external users in mind, and the Beach Captain/Aquatic Leader may need to create separate policies and/or procedures to ensure that both audiences are addressed in the Policies & Procedures Manual or Aquatic Safety Plan.

- Staff cellphone use
- Camera use
- Appropriate computer use, programs to access, internet use, email etiquette, email communication, email storing, confidentiality, record keeping, etc.
- Registered program fees, cancellation policies, refund policy
- Money handling policy
- Program registration guidelines, confidentiality of records and information
- Program supplies, equipment, inventory
- Waterfront operations supervised times schedule
- Working alone
- Theft and vandalism
- Building security—lock-up procedure, alarm codes, building keys/access cards.
- Disclosure of child abuse & suspected child abuse—report of child abuse
- Biohazard exposure—needles, vomit, fecal matter, blood, body fluids, etc.

Section 8 – Water Quality Management

Complete “Section 8 – Water Quality Management” of the *CRC Aquatic Safety Plan Template for Waterfront Operations* in order to build your customized Aquatic Safety Plan.

Microbiological Water Sampling

For all information listed in this section, please refer to your province/territory’s legislation and regulations to learn about requirements for waterfront operation. Also check with your local health authority. Samples must be collected and submitted in compliance with provincial or federal schedules. Lifeguard staff may be tasked with collecting these samples for submission.

In order to ensure the safety of the patrons using the waterfront, water sampling may be required. A water sampling process should be in place to ensure that sampling is conducted on a regular schedule as required. Depending on the location of the waterfront, this may be conducted by federal or provincial employees such as conservation officers. At privately owned and operated waterfronts, lifeguard staff may be required to conduct this testing. In any case, the water sampling information is sent to the required health authorities for assessment. If samples do not meet the federal or provincial water quality standards, a process should be in place for taking corrective measures at the waterfront. This may include closing the waterfront to public access, chemically treating, manually cleaning, or aerating the water. Some cleanup operations will not yield results for long periods of time. Authorities may permit the waterfront to remain open, under the condition the appropriate signage is posted for the public to make educated decisions about swimming in these waters.

Water Clarity

For all information listed in this section, please refer to your province/territory’s legislation and regulations for requirements regarding the operation of your waterfront. Also check with your local health authority.

It is important to note that at waterfronts clean water is not necessarily clear water. Healthy aquatic ecosystems, many of which are popular waterfront sites, can exist within fresh water, salt water, and brackish water systems which appear murky or dark in colour. Healthy water can range in colour from clear blue to muddy brown. If sand or clay is present, water is likely to appear much murkier than where rock is present. At all waterfronts, as water depth increases, it becomes too dark to observe the bottom.

Microbiological Water Sample Report Documentation



For all information listed in this section, please refer to your province/territory’s legislation and regulations for requirements regarding the operation of your waterfront.

Microbiological water sample reports should be kept on file for reference. Good record keeping also helps the waterfront to track trends in water quality.

Section 9 – Weather Conditions

Complete “Section 9 – Weather Conditions” of the *CRC Aquatic Safety Plan Template for Waterfront Operations* in order to build your customized Aquatic Safety Plan.

Poor Weather Condition Procedure

During severe weather conditions such as heavy rain, fog, hail, high winds, thunder or lightning, conditions may become unfavorable for swimming. The lifeguards should follow the procedure to close the waterfront area to ensure that the swimmers and staff are evacuated from the water area and moved to safety.

Inclement Weather

Lifeguards and Instructors are responsible for the safety of swimmers during the scheduled hours of operation regardless of the weather, unless the weather becomes severe.

Heat Advisory/Extended Hours

In the event of a heat advisory, the beaches can remain open with extended hours, but the safety of the staff is taken into consideration. Where possible, allow longer breaks more frequently. Double and even triple rotations allow for frequent breaks to re-hydrate and replenish electrolytes. Make sure staff are:

- Drinking plenty of fluids.
- Eating in order to replenish salts and electrolytes.
- Staying in the shade and keeping sun exposure to a minimum as well as applying plenty of sunscreen.

Remember that a long day in the sun will leave staff drained and exhausted. Keep these things in mind when determining tasks that need to be completed.

Section 10 – Occupational Health and Safety (OH&S)

Complete “Section 10 – Occupational Health and Safety (OH&S)” of the *CRC Aquatic Safety Plan Template for Waterfront Operations* in order to build your customized Aquatic Safety Plan.

WHMIS

WHMIS stands for Workplace Hazardous Materials Information System and it is a **comprehensive plan for providing information on the safe use of hazardous materials used in Canadian workplaces.**

Information is provided by means of product labels, Material Safety Data Sheets (MSDSs), and worker education programs.

The key elements of the system are hazard classification, cautionary labelling of containers, the provision of SDSs, and worker education and training programs.

SDS

A **Safety Data Sheet (SDS)** is a technical document that contains information on the **potential hazards (health, fire, reactivity, and environmental) of a chemical product and how to work safely with the chemical product.** It is an essential starting point for the development of a complete health and safety program. It provides detailed and comprehensive information on a controlled product related to: health effects of exposure to the product; hazard evaluation related to the product’s handling, storage, or use; measures to protect workers at risk of exposure; and emergency procedures.

The data sheet may be written, printed, or otherwise expressed, and must meet the availability, design, and content requirements of WHMIS legislation.

The data sheet is the second element of the WHMIS information delivery system and is intended to supplement the alert information provided on product labels. The third element of the system is the education of employees in hazard information on controlled products, including instruction in the content and significance of information on the SDS.

Employer Responsibilities

The employer is responsible to:

1. Ensure that an up-to-date supplier SDS is obtained from the supplier the first time a controlled product is received in the workplace.
2. Evaluate the SDS received to determine its date of production. The data sheet must be dated within three years of the current date.
3. Maintain up-to-date SDSs:

- a. As soon as is practical, but no later than 90 days after new hazard information becomes available to the employer
 - b. At least every *three years*
4. Ensure a copy of all data sheets which are required for the workplace are made *readily available* at the work site to:
 - a. Workers who may be exposed to the controlled product
 - b. The occupational health committee (OHC)
5. Ensure that the employee who works with a controlled product or in proximity to a controlled product is instructed in:
 - a. The content required on the SDS
 - b. The purpose and significance of information contained in the SDS

Instruction must ensure that employees know procedures for the safe use, storage, handling, and disposal of controlled products, including procedures in the event of an emergency involving a controlled product.
6. Provide information to a doctor or nurse who requests this information for purposes of making a medical diagnosis or rendering medical treatment in an emergency.

Worker Responsibilities

Following training by the employer, the worker is responsible to:

1. Follow the safe work or preventative measures as instructed by the employer.
2. Know where the SDSs are located and how to find pertinent information on safe use and first aid measures.

Hazard Assessments

A **hazard** is **anything that can cause injury or illness to staff or patrons, or damage to property**. A **hazard assessment** is **the process of identifying the hazards so they can be eliminated or controlled**. A hazard assessment helps identify the risks of a practice, behaviour, or substance. A hazard assessment is important because it creates awareness of the risk, identifies who is at risk, defines how severe the risk is, and specifies what preventative measures need to be in place to eliminate or control the hazard.

Hazard assessments should be conducted when a new process is created, a new feature or product is brought into the waterfront, new chemicals are being used, or there is a change to an existing process or activity.



For more information on hazard assessments, please refer to cchohs.ca/oshanswers/hsprograms/risk_assessment.html

Personal Protective Equipment

In order to reduce the potential for injury and disease transmission, always use the correct protective barrier device between yourself and any harmful or infected material(s).

Personal protective equipment may include, but is not limited to, the following:

- Non-latex or safety gloves
- Goggles
- Safety glasses
- Workplace-specific safety equipment
- Protective footwear

Emergency Showers and Eye Wash Stations

Emergency showers are designed to **flush the user's head and body**. They should *not* be used to flush the user's eyes, because the high rate or pressure of water flow could damage the eyes in some instances.

Eyewash stations are designed to **flush the eye and face area only**.

The need for emergency showers and/or eyewash stations is based on the properties of the chemicals that workers use and the tasks that they do in the workplace. A job hazard assessment or analysis can provide an evaluation of the potential hazards of the job and the work areas. The selection of protection—emergency shower, eyewash station, or both—should match the hazard.

Chemical Storage

Safety Data Sheets (SDSs) contain general recommendations for the safe storage of a hazardous product. These recommendations provide a good starting point for deciding where and how the product should be stored. The storage conditions in your workplace should be based on workplace-specific factors: the hazards of the product (health, fire, and reactivity), the amounts in storage, types of containment (bulk or smaller containers), and the way the product is used.

General Safe Storage Guidelines

- Keep storage areas well ventilated and away from sources of heat and direct sunlight.
- Use chemically-resistant structural materials in the storage area and ventilation system (e.g. corrosion-resistant).

Storage Practices

- Use approved containers. Be aware of any special venting requirements (e.g., for flammables and corrosives).
- Do not store incompatible materials together.
- Do not store materials in a fume hood unless the hood is dedicated to that purpose.
- Do not store chemicals in a domestic refrigerator or freezer.

Administrative Controls

- Keep an inventory of materials in storage and their amounts and locations.
- Keep the storage area separate from work areas and emergency exits.
- Ensure all stored materials are properly labeled.
- Ensure everyone is aware of emergency procedures.
- Ensure appropriate spill control and fire protection equipment is readily available in or near the storage area.
- Use secondary containment trays to contain potential spills.
- Keep empty containers closed. Empty containers may contain hazardous residue.
- Restrict access to chemical storage areas to authorized personnel only. Keep highly hazardous materials under lock and key.
- Maintain good housekeeping and minimize clutter.
- Inspect storage area and containers regularly for signs of leaks, corrosion or other damage. Report damaged containers for removal by specialists.
- Ensure storage area doors are labeled to notify patrons that the area is for staff only, and ensure the doors are closed at all times.
- Ensure storage area doors meet building and fire code regulations (e.g., fire rating, self-locking, etc.).

Chemical Handling

Staff who use chemicals in the workplace must be trained in WHMIS as well as in the procedures for using chemicals. This includes training for proper use, proper storage, protective measures, use of personal protective equipment, and the first aid care that each product may require. Staff should also be able to answer questions regarding the hazards of using certain products and materials. In regards to certain products and materials, specific information and handling procedures can be found in the WHMIS manual as well as the SDS information attached to all chemicals.

Some requirements for chemical handling include the following:

- Current WHMIS certification
- Use of necessary personal protective equipment before coming into contact with the chemical(s)
- A well-ventilated work space
- Training in specific chemicals and their handling procedures
- An understanding of the chemical's intended use and correct application (e.g., always add the chemical to water)

Near Miss

A **near miss** is an unplanned event that did not result in injury, illness, or damage—but had the potential to do so. A faulty process or management system, as well as worker carelessness, can be the root causes for the increased risk that leads to the near miss.

Many safety activities are reactive and not proactive, and some organizations wait for losses to occur before taking steps to prevent a recurrence. Near miss incidents often precede loss-producing events but may be overlooked since no harm resulted (no injury, damage, or loss). An organization may not have a reporting culture where employees are encouraged to report these close calls. Thus, many opportunities to prevent unsafe incidents are lost.

History has shown repeatedly that most loss-producing events (incidents), both serious and catastrophic, were preceded by warnings or near miss incidents. Recognizing and reporting near miss incidents can significantly improve worker safety, enhance an organization's safety culture, and create improvements at the waterfront.

What are Best Practices in Establishing a Near Miss Reporting System?

- Leadership must establish a reporting culture reinforcing that every opportunity to identify and control hazards, reduce risk, and prevent harmful incidents must be acted on.
- The reporting system needs to be non-punitive and, if desired by the person reporting, anonymous.
- Investigate near miss incidents to identify the root cause and the weaknesses in the system that resulted in the circumstances that led to the near miss.
- Use investigation results to improve safety systems, hazard control, and risk reduction, and to share lessons learned. All of these represent opportunities for training, feedback on performance, and a commitment to continuous improvement.
- Near miss reporting is vitally important to preventing serious, fatal, and catastrophic incidents that are less frequent but far more harmful than other incidents.

How Can Employers Encourage Workers to Participate in Near Miss Reporting?

- Create a near miss reporting policy and procedure that is communicated to all employees with the backing of senior management.
- Promote a culture of reporting with the support and help of all managers and supervisors.
- Educate employees on the reason why near miss reporting is a necessity, the important role that each employee plays, and the process for reporting.
- Ensure that the near miss reporting process is easy to understand and use.
- Continue to communicate on the importance of near miss reporting, encouraging the participation of all employees.
- Use near miss reporting as a leading indicator and report back to the organization on the positive steps taken to improve workplace safety.
- Reinforce with employees that near miss reporting is non-punitive.
- Consider incentives that encourage reporting and enhance the culture of reporting.
- Include near miss reporting training for new employees as a part of their orientation.
- Celebrate the success and value of the near miss reporting process with all employees!

Electrical Safety

Conducting and documenting a safety check of electrical equipment should be included as part of a daily or weekly maintenance routine.

All electrical devices should be connected to the power supply only from a ground fault circuit interrupter (GFCI) that is regularly tested by you or waterfront maintenance.

Rooms and boxes containing electrical equipment should stay locked. Only authorized personnel should be allowed in those areas.

Emergency power shut-off should be included in the waterfront's Emergency Response Plan (ERP).

Electrical safety general precautions can include, but are not limited to, the following:

- Know where all the electrical switches and circuit breakers are located and how to turn them off in an emergency.
- Test GFCIs monthly to ensure continued protection. Infrequently used and portable or cord-connected GFCIs should be tested before each day's use.
- Use battery-operated appliances instead of cord-connected appliances in and around a waterfront.

Amenities Inspection

Each day, staff should refer to a checklist and inspect all play equipment (climbing walls, waterslides, docks, play features, etc.) for hazards, and ensure that the safe operating standards are met according to the manufacturer's recommendations and instructions.

Culverts and Wells

Some waterfronts may utilize underground aerators, culverts and wells, which transfer water between bodies to improve circulation of stagnant inlets. During and after high winds and tides, wells and culverts can become exposed and should be monitored as they can present strong suction or current hazards resulting in entrapment. These areas should be marked clearly with visual signage.

A special note should be made regarding the use of commercial aerators, which should be fenced under and above the water, in an area wide enough to prevent entrapment risk altogether.

Section 11 – Maintenance and Cleaning

Complete “Section 11 – Maintenance and Cleaning” of the *CRC Aquatic Safety Plan Template for Waterfront Operations* in order to build your customized Aquatic Safety Plan.

Opening and Closing Procedure

Each waterfront operation should have an opening and closing procedure to ensure that the waterfront is safe and ready for the operational schedule to begin or close.

Seasonal waterfront opening and closing procedures are important to ensure that all items on the procedure checklist are completed prior to the season start date and closing date.

When the waterfront is closed for the season, there should be signs posted to state that the season has ended and that the area is no longer supervised by lifeguards.

Safety Checklist

Safety checks are the primary tool used by aquatic staff to ensure overall safety for the waterfront. They should be performed by trained staff using a checklist.

A **safety check** is a thorough method of assessing the condition of the waterfront and should be conducted throughout the day. These safety checks are important because they identify unsafe conditions so they can be corrected before a staff member or patron gets injured.

Safety checks should be done before opening, during daily operations, and at closing. A safety check should include an evaluation of all areas, including communication equipment, safety equipment, waterpark attractions, change rooms, recreational equipment, and play structures.

If an unsafe condition is found, it should be corrected, if possible, before the waterfront opens. If the problem cannot be corrected, the Beach Captain/Aquatic Leader should be informed immediately and the issue should be recorded on the proper form for documentation purposes. If the condition is serious, the area should be closed or the opening of the area should be delayed until the condition is corrected. Signs, ropes, or safety cones can keep patrons away from the area that is closed. Working with your maintenance staff or other appropriate personnel will help you determine the proper actions to take. All staff should be informed about the hazard so that they can direct patrons away from the area.

Conducting a Safety Check

While certain equipment and structures need to be checked daily, other safety checks can be done weekly, monthly, or annually.

You should provide a checklist for staff assigned to perform safety checks. When developing this checklist, consider the following:



- Change rooms
- First aid stations and safety equipment
- Rescue equipment, such as rescue tubes, backboards/extraction boards and immobilizers, and ring buoys and poles
- Play structures, water features, diving boards, and docks
- Water clarity, visibility, bottom conditions, currents, weather conditions
- Beachfront, lakefront, or riverfront edges and sand area
- Swimming zone and flags
- Chemical storage areas
- Operational equipment, such as lifeguard stands, towers, and chairs
- Security procedures

Addressing Unsafe Conditions

The aquatic staff members should work with the Beach Captain/Aquatic Leader to address unsafe conditions at the waterfront. The staff should be trained regarding what to look for during a safety check and should be trained on how to complete the reports as required. Staff must note any unsafe items on the safety checklist and notify the Beach Captain/Aquatic Leader or supervisor that is responsible for correcting the issues.

Preventative Maintenance

Preventative maintenance is conducted regularly on equipment to lessen the likelihood of equipment failure. It is performed while the equipment is still working, so that it does not break down unexpectedly. A Beach Captain/Aquatic Leader can create a preventative maintenance checklist that staff can conduct on a regular schedule.

Cleaning and Maintenance

The following list includes examples of the types of items that require cleaning and maintenance procedures for ensuring a clean and safe operation.

- Lost and found
- Waterslides and climbing walls
- Equipment inspection
- Shower water temperature (testing to prevent scalding)
- Chemical storage
- Sharp object hazard inspection and removal

Cleaning and Maintenance Schedule

Patrons expect the waterfront to be clean and safe. You can meet expectations by ensuring that the staff maintain a well-kept waterfront. You can do this by thoroughly following daily maintenance routines. These daily routines may vary depending on the needs of your waterfront and who has the responsibility for maintenance.

In order to ensure proactive measures for sanitary conditions at the waterfront, cleaning and maintenance schedules are required. Based on provincial/territorial legislation and regulations, facilities should identify a cleaning schedule to ensure the health and safety of patrons and employees.

A cleaning and maintenance schedule could include the following:



- Frequency of cleaning
- Chemicals and equipment used to conduct the cleaning
- Instructions on how to clean the item(s)
- Cleaning and maintenance training requirements for staff
- Required personal protective equipment (PPE)
- Other significant details for the cleaning process

Documentation



List the documentation required for maintenance, cleaning, and other schedules, including how long to keep the documents, where they are stored, and who completes the forms or can access the forms once in storage.

End of Season Maintenance

Each waterfront should have a schedule developed for the maintenance shutdown. This schedule might include: all the work that will be done, equipment and supplies required, the team that will conduct the work and the length of time for the shutdown, etc.

The following maintenance tasks should be completed prior to shutdown:

- Remove and store float lines and buoys, cleaned of all debris
- Cover culverts and wells if applicable
- Shut down aerators if applicable
- Remove, treat or winterize, and store all watercrafts
- Store all lifeguarding equipment in secure areas
- Lock down all lifeguarding stations or huts, including removal of steps up to elevated stations, to prevent public access
- Rake sand or plough if required to prevent erosion through freeze months
- Close all access points
- Remove all signage or flags and store them
- Secure all public change rooms, showers, and toilets
- Shut off running water to facilities, outdoor showers, and fountains
- Remove all garbage, lock and secure all skips and receptacles

Section 12 – Emergency Response Plan (ERP)

Complete “Section 12 – Emergency Response Plan (ERP)” of the *CRC Aquatic Safety Plan Template for Waterfront Operations* in order to build your customized Aquatic Safety Plan.

You are responsible for ensuring that the staff and other members of your aquatic team are prepared for emergencies. Part of this preparedness includes understanding, practising, evaluating, and updating the Emergency Response Plan (ERP). **ERPs are detailed, written plans that outline the roles and responsibilities of the aquatic team and other department members during emergency situations, as well as including diagrams, emergency vehicle access, focal points, safety equipment, First Aid Equipment.**

All procedures should be described in the Policies & Procedures Manual and/or the Aquatic Safety Plan. Your ERPs should be practised regularly by all aquatic team members and other departments during in-service training. The sections below describe some of the common incidents that can occur, and some recommendations you may want to include in your Aquatic Safety Plan. However, there may be other policies, procedures, and/or guidelines that your waterfront’s province/territory has legislated/regulated, which must also be included. ERPs should be reviewed regularly to ensure they meet the needs of the waterfront operation.

The Aquatic Safety Plan and ERPs should be located in an accessible place that allows for quick reference for all staff.

Roles and Responsibilities

A key element of an ERP is to identify the roles and responsibilities of your team during an emergency. When identifying the roles and responsibilities of your team, you should be able to answer the following questions:

- What prompts an action?
- Who covers the rescuer’s area?
- Who covers the swimming lesson or program at the waterfront?
- Who clears the swimming area?
- Who assists the primary rescuer by bringing equipment, if needed?
- Who calls EMS personnel or other support staff, if necessary?
- Who meets EMS personnel and where?
- Who controls the crowd?
- Are there any special circumstances at the waterfront that all staff should be aware of?
- Who makes what decisions and who has the final say?
- What are the staff’s responsibilities after an emergency?
- What are the Beach Captain/Aquatic Leader’s or other supervisor’s responsibilities after an emergency?

Practicing the ERPs

To work effectively when an emergency does occur, ERPs must be practiced. When you talk with the aquatic safety team members about your ERPs for different types of emergencies, discuss the plans' advantages and any disadvantages. Encourage staff to suggest possible improvements to the plans. Be sure to discuss topics such as patron surveillance, recognizing victims, the responsibilities of the lifeguard team or Instructor team, and back-up support. Regularly review first aid, cardiopulmonary resuscitation (CPR) and Automated External Defibrillator (AED) procedures and techniques with the staff.

Practice your ERPs regularly during in-service training. Periodically ask local emergency personnel to help you rehearse emergency plans, if possible. Hold drills for all staff involved for potential emergencies. After the drills, discuss what happened, what went well, and which areas need improvement. Document when ERPs were practiced and who was involved, including support personnel from outside the waterfront. For information on how to conduct in-service training, see Section 5 – Staff Training.

Non-Aquatic Staff Providing Assistance

Depending on the waterfront, there may be staff members who are not part of the aquatic team but are able to assist with specific roles and responsibilities at the waterfront in the event of an emergency. Ensure that each staff member's role for daily operations as well as during emergencies is clearly defined, and that all staff members at your waterfront are aware of each others' roles. If non-aquatic staff are to provide assistance during operations and emergencies, their roles and responsibilities should be explained in their orientation and training and clearly defined in their job description. Non-aquatic staff may require certification in first aid, CPR, or other areas. These certification requirements may be determined by the waterfront's or employer's requirements or by the province/territory's legislation and/or regulations.

Examples of non-aquatic staff providing assistance are:

- Meeting EMS
- Completing change room checks
- Using appropriate communication methods to relay information to other staff, supervisors, or the public, e.g., radio, public address (PA) systems, emails regarding program cancellations, etc.
- Collecting patrons' personal items during medical emergencies, evacuations, or closures

Emergency Medical Services (EMS)

Information regarding the access required for EMS should be included in all ERPs. It should also be discussed whether EMS staff who are using the waterfront's equipment should be allowed to take the equipment off site along with the person being transported by EMS. Consider whether the waterfront operation has back-up equipment, whether the EMS should leave the equipment, and whether the waterfront would have to be closed if equipment were removed, etc.

Equipment

In order to ensure that the waterfront is safe and has the correct equipment, consult your province/territory's waterfront regulations, legislation, and/or guidelines. At all times, staff should know where the safety and first aid equipment is located and be properly trained to use it. All equipment should be routinely checked to ensure that it is in proper working condition, and to ensure that supplies are safe to use. This includes making sure that all equipment and supplies are not expired, missing, or in a state of disrepair. In the event that staff members discover unsafe, broken, expired, or missing equipment, procedures should be in place for replacing these items.

Focal Point

All waterfront operations should create a focal point where the safety and first aid equipment is located so that staff have access to all the required equipment in a single location. This will make it easier to ensure that all equipment and/or supplies get brought to the incident at the same time.

Safety Equipment

Safety equipment must be placed in locations that are visible and accessible. Waterfronts must maintain safety equipment as required by their province/territory's regulations, and all safety equipment should be listed in the Aquatic Safety Plan.

The following is an example of safety equipment that may be listed in your Aquatic Safety Plan. Please note that each province/territory has its own safety equipment regulations, and these regulations must be adhered to. Please refer to applicable regulations for instructions for the following equipment:

- Dedicated emergency telephone with emergency numbers
- Two buoyant throwing assists with a 15-metre buoyant line attached
- Two reaching poles at least 3 metres in length
- Rescue tubes or rescue cans
- Rescue craft
- Masks, fins, and snorkels to search underwater for missing persons or items
- Wide-angle binoculars are considered an asset

First Aid Equipment

Waterfront operations should have first aid equipment as specified by their province/territory's legislation and/or regulations. In addition to meeting the legislated/regulated standards, waterfronts must also meet the specific needs as specified in their own Aquatic Safety Plan and ERPs. All first aid equipment should be stored in a visible and easily accessible location, and designated first aid stations should be ready to use at all times.

The following are examples of the first aid equipment that could be listed in the Aquatic Safety Plan:

- First aid kit (specify the required contents for kit per provincial regulations)

- Backboards/extraction boards, head immobilization pieces, and straps
- Automated External Defibrillator (AED)
- Oxygen tank, regulator, variety of masks, if required and legislated
- Personal protective equipment for staff (i.e., pocket masks, gloves, protective eyewear, etc.)
- Blood spill kit
- Sharps disposal container

First Aid Equipment Inventory

An adequate inventory of first aid supplies must be available at all times. In order to ensure that there is enough inventory and stock to replace used items, there should be a process to regularly check inventory and order supplies. There should be an ordering process, when items are ordered, where they are ordered from, who is responsible for ordering and how the items are delivered. Check with your provincial/territory legislation and regulations to establish the type of first aid kits required.

Personal First Aid Equipment

To respond quickly and appropriately, lifeguards or aquatic staff members should carry with them a resuscitation mask, gloves, and other small first aid supplies. These items can be carried in a hip pack as part of the aquatic staff member uniform.

Waterfront lifeguards should also have a mask, fins, and snorkel readily available for personal use during shifts.

Muster Points/Meeting Places

A *muster point/meeting place* is a designated location where all employees and patrons should assemble when an emergency occurs.

Emergency Telephone

An emergency telephone is required for contacting emergency services. The following communication equipment and resources should be in place and in proper working condition:

- A telephone that is designated for emergency contact located in a clearly visible location and indicated by signage. Depending on provincial and territorial regulations, the telephone may require a landline connection. An alternative phone (e.g., cell phone or satellite phone) should also be available and dedicated for emergency use only.
- A list of emergency phone numbers should be located beside the phone or pasted on the phone itself.
- A script and procedure for contacting EMS should be posted near the designated emergency telephone or pasted on the phone itself.

Emergency Response Plan Procedures

Natural Disasters

Municipalities/organizations have a specific natural disaster plan to follow/implement. The natural disaster plan will vary depending on the risks associated with the regional location.

Natural disasters include:

- Earthquakes
- Tornadoes
- Avalanches
- Wild fires
- Floods
- Lightning and thunderstorms
- Severe weather conditions (heavy rain and hail, high wind, and/or fog)

Drowning Person

The procedure for assisting drowning persons (conscious, unconscious, or submerged) can vary based on the size and type of waterfront you are operating. Here are some of the key points that you should identify in the waterfront procedure:

- **The necessity of the lifeguard signalling during an incident** – The signal will alert the other lifeguards and staff so they can provide assistance and initiate the ERP. A signal will also ensure backup coverage for the lifeguard who is attempting the rescue.
- **The roles of the second lifeguard** – Some waterfronts have procedures that require a second lifeguard to enter the water if the first lifeguard has entered deep water to rescue a drowning person. If the first lifeguard is entering shallow water, the second lifeguard will usually take up a position to provide surveillance for the first lifeguard's area of responsibility.
- **Which lifeguard will take over scanning once a lifeguard enters the water** – This will depend on the number of lifeguards working at the waterfront at a given time. If only one lifeguard is on duty, you need to identify who the backup person at the waterfront will be and how the lifeguard will request backup in the case of an emergency.

Missing Person

In the event that a person is reported missing, a procedure must be created for the steps to take to locate the person. The procedure must specify which staff member(s) will be responsible to assist in the search. Some key points to identify in your waterfront's missing person procedure include the following:

- Determine who will be responsible to collect the information and report about the missing person. This might be the staff member who first received the report about the missing person or the supervisor who takes the lead role in the search process.
- Gather the essential information about the missing person:
 - Name
 - Age
 - Gender
 - Phone number and/or other contact information (if necessary)

- A description of the missing person: clothing, height, colour of hair, special features
- The location where the person was last seen
- The name or a description of anybody else the missing person could have been with or could be in contact with
- Some operations have specified an in-water check to be conducted by a lifeguard immediately after receiving the report of a missing person. This is to make sure the person is not in the water. Waterfronts can be checked either from the lifeguard chair or in the water based the number of lifeguards available to do a search and/or any obstructions caused by bulkheads, play features, floating structures, etc.
- Change rooms and storage rooms and any other areas at the waterfront area should be checked by staff members.

Minor and Major First Aid Emergencies

Providing first aid must not interrupt the lifeguard's primary responsibility of patron surveillance at the waterfront area. Some of the key points to identify in your first aid procedure include the following:

- **Availability of first aid equipment** – Identify whether your staff will carry first aid equipment with them, or whether first aid incidents will be attended to at the focal point or in a first aid room.
- **Conducting basic first aid with one lifeguard on duty** – The lifeguard needs to know how to communicate with other staff so they can assist in providing first aid. When you operate with one lifeguard, the other staff members should have a minimum level of first aid training and understand their responsibility for providing assistance to the lifeguard when needed.
- **Conducting basic first aid with multiple lifeguards on duty** – Your procedure will need to outline the roles of each lifeguard in response to a basic first aid incident. If one of the lifeguards on deck is attending to the first aid incident, you will need to indicate in your procedure which lifeguard will take over and continue providing surveillance for the area of responsibility.

First aid procedures should include, but are not limited to, responses to the following:

- **AED use**
- **Anaphylaxis**
- **Assisting with medication**
- **Asthma**
- **Bone, muscle, and joint injuries**
- **Bleeding**
 - Life threatening external bleeding
 - Non-life threatening external bleeding
 - Nosebleeds
- **Burns**
- **Chest pain**
 - Heart attack

- Stroke
- **Choking**
 - Partial Choking
 - Complete Choking
 - Unresponsive Choking
- **CPR**
- **Concussions**
- **Cuts and scrapes**
- **Dehydration**
- **Diabetic emergencies**
- **Electrical shock**
- **Fainting**
- **Heat-related incidents**
- **Hyperventilation**
- **Opioid-related**
- **Poisoning**
- **Seizures**
- **Shock**
- **Unconscious, non-breathing, and/or pulseless**

Suspected Head, Neck, and Spinal Injuries

A procedure should be created for how to treat suspected head, neck, and spinal injuries.

Procedures should outline the role of each lifeguard. Here are some of the key points to identify in your procedure:

- If one lifeguard is on duty:
 - You will need to ensure that other members of the staff are familiar with the procedure and understand their role in providing assistance to the lifeguard.
 - You may need to specify how patrons at the waterfront can assist lifeguards in removing the person from the water or in clearing the other patrons from the water.
- If multiple lifeguards are on duty:
 - Your procedure will need to outline the roles of each lifeguard for responding to a suspected head, neck, or spinal injury. In your procedure, you will need to indicate which lifeguard will take over surveillance responsibilities or waterfront clearing responsibilities when one of the lifeguards on deck is attending to the injury.
 - The lifeguards have the advantage of working as a team to provide assistance.
- The lifeguards may still need to enlist the assistance of other staff members and/or patrons at the waterfront. For example, while the lifeguards are assisting the injured person, other staff members can call EMS/9-1-1 or help clear patrons from the water.

Health/Hygiene Emergencies

- Sharps procedure, containment, and removal
- Blood and bodily fluid exposure (in and out of water)

Other Emergencies

- Hostile patron
- Bomb threat
- Weapon threat
- Preventative procedure – supervised area clears

Release of Injured/Ill Person

The waterfront needs to have procedures for when to release an ill or injured person. Here are some of the key points you must identify in your procedure:

- When to call EMS/9-1-1
- Who will call EMS/9-1-1
- When it is appropriate to release the person from your care
- What instructions to give to the person when releasing them

It is advised to seek assistance from your legal department to ensure all required information is included on the patron release form.

Reports

- Incident/accident report
- First aid report
- Refusal of treatment report/patron release form
- Customer service report
- Near miss report
- WCB report—refer to provincial/territorial WorkSafe information, documents, etc.
- Water rescue report
- Suspected abuse of a patron report

Section 13 – Critical Incident Information

Complete “Section 13 – Critical Incident Information” of the *CRC Aquatic Safety Plan Template for Waterfront Operations* in order to build your customized Aquatic Safety Plan.

Prior to an Incident

Prior to any critical incident, it is important to have an up to date Aquatic Safety Plan. This will ensure that staff are trained and prepared and that they understand what to expect if a critical incident occurs.

As the Beach Captain/Aquatic Leader it is important to ensure that:

- Staff certifications are up to date and on file
- Orientations for staff are on file
- Site-specific training has been conducted and is documented and on file
- A seasonal training plan for staff has been documented and is on file
- You have specified who in your organization is responsible for preparing/training the staff
- If your employer has an employee’s assistance program (EAP) in place and that EAP personnel are specifically trained and ready to deal with critical incident stress applicable to the aquatic environment.

Immediately After an Incident



After a critical incident occurs at a waterfront, there could be an immediate or a delayed reaction of shock for everyone involved, as well as for staff that were not directly involved. It is vital to make sure that procedures are in place to ensure that everyone is well supported. Procedures could include the following:

1. Information on who to contact
 - a. Beach Captain/Aquatic Leader
 - b. Senior management
 - c. Employee Assistance Program (EAP), Peer Support, or other support system
 - d. Human resources, union representative, communications department
2. Critical incident documentation
 - a. What documents does your organization require staff to fill out?
 - b. Where do the forms go after they are completed?
 - c. Are all your previous records up to date and filed in an easily accessible location?

Examples of documentation forms:

- Incident report, first aid report, water rescue report, AED report
- Individual incident reports, witness statement reports, RCMP statement reports
- ERP used during incident

- Critical incident scene checklist
 - Map of where the incident occurred
 - Pictures and surveillance videos of incident
 - Timeline documentation
 - Other reports
 - Communication/media communication plan
3. Other documentation to prepare:
 - a. Aquatic Safety Plan
 - b. Training manuals, checklists
 - c. Staff certification and recertification process
 - d. In-service training records
 - e. Staff improvement plan
 - f. Opening/closing checklist
 - g. Daily maintenance checklist
 - h. Equipment checklist including safety and first aid equipment
 - i. AED inspection reports
 - j. Water test records
 - k. Daily attendance records
 - l. Staff schedule
 - m. Staff communication book or other records
 - n. Program schedule and location in swimming zone
 - o. Weather report
 4. Staff debrief after event
 - a. All waterfront staff should be part of the debrief
 - b. The debrief could be led by the Beach Captain/Aquatic Leader, senior management, human resources representative, union representative, EAP personnel, or another designated person
 - c. EMS who also attended the scene could be included in the debrief
 5. Incident clean-up
 - a. Who cleans up after an incident?
 - b. When is the clean up done?
 - c. Are there any other tasks that need to be taken care of at this time, e.g., photo documentation or an inventory of safety and first aid equipment?
 6. Who is responsible for closing the waterfront and re-opening the waterfront after a critical incident?
 - a. When will the waterfront re-open?
 - b. Who decides when the waterfront will re-open?
 - c. What factors will the decision be based on?
 - d. How will the re-opening be communicated to staff and patrons?
 7. Media Communication Plan
 - a. Designated person to speak to the media
 - b. Scripted information prepared to give to staff if they are approached by media
 - c. List any other steps the organization has for media relations

The Days and Weeks Following a Critical Incident

In the days and weeks following a critical incident there could be a lot of unanswered questions and staff could be very emotional. It is important to make decisions that take into consideration all aspects of the operation.

1. Post-incident investigation
 - a. Who conducts the internal organizational investigation?
 - b. Will you bring in an outside organization to investigate?
 - c. What documentation is required?
 - d. Where does the documentation go?
2. Staff follow up
 - a. What resources are available to staff? How are staff provided information on accessing resources? (e.g., EAP, Peer Support, Mental Health First Aid)
 - b. Who talks to staff about any legal perspectives?
 - c. Should you debrief staff?
 - d. If so, which staff should be involved in the debrief?
 - e. What check-in procedures do you have in place for staff?
 - f. What if one staff member notices another staff member is out of sorts and feels they cannot do their job?
 - g. What if a staff member quits or takes a leave after a critical incident has occurred?
 - h. What forms are the staff required to complete? (e.g., WorkSafe forms and notification)
3. Legal
 - a. Who in your organization is your legal representative?
 - b. Would you invite an outside organization to analyze your procedures?

The Legal Side of an Incident

Fatality Inquiry

A fatality inquiry is a legal proceeding which examines a preventable death or one which requires greater public scrutiny or investigation. A provincial court judge oversees the process. The judge does not find fault but can issue recommendations to governments and institutions to prevent similar deaths in the future. The presiding judge provides a written report after an inquiry is complete. This report:

- Identifies the deceased
- Outlines the date, time, place, and circumstances of death
- May have expert witness testimony
- May recommend how to prevent similar incidents
- Cannot make any findings of legal responsibility

Section 14 – Unsupervised Waterfronts

Complete “Section 14 – Unsupervised Pools” of the *CRC Aquatic Safety Plan Template for Waterfront Operations* in order to build your facility’s customized Aquatic Safety Plan.

Not all waterfronts are required to provide supervision with a certified lifeguard or staff member. In order to ensure that the waterfront meets the necessary requirements, please refer to your province/territory’s legislation and regulations regarding the definition of an unsupervised waterfront.

Examples of unsupervised waterfronts may include the following:

- Campgrounds
- Private beach areas
- Provincial parks

Unsupervised waterfronts are required to post information regarding environments in which there isn’t a lifeguard on duty. In addition, unsupervised waterfronts are required to provide instructions to patrons in case of emergency, such as locations of safety equipment, emergency telephones, reaching assists, etc. Unsupervised waterfronts can consult a full list of these requirements as outlined in their province/territory’s legislation and regulation.

Section 15 – Sample Reports and Records

Appendix Number	Sample Document
1.	Canadian Red Cross Website references to Provincial and Territorial Information: CRC Position Statements, Rationale Documents, Recommendations
2.	Behaviour Issues
3.	Emergency Medical Services (EMS) Script
4.	Emergency Response Plan (ERP)
5.	Opening and Closing Checklist
6.	Inventory Checklist
7.	Job Description
8.	Lifeguard Positions, Rotations, and Maps
9.	Organizational Chart (Org Chart)
10.	Refusal of Treatment Report
11.	Beach Flags
12.	Hazards
13.	Weather Tracking Sheet
14.	Radio Statements
15.	Weekly In-service Training Program
16.	Staff Code of Conduct
17.	Staff Evaluation Forms
18.	Suspected Abuse of a Patron
19.	Staff Evaluation Forms
20.	Staff Orientation Checklists
21.	Suspected Abuse of a Patron

Appendix 1 – Canadian Red Cross Website References

Provincial and Territorial Information



The Canadian Red Cross (CRC) lists all the provincial/territorial information pertaining to waterfront rules, regulations, and other must-know sites on its external website as well as its Training Partner website.

For more information on the provincial/territorial resources please refer to redcross.ca or myrc.redcross.ca

CRC Position Statements, Guidelines, Rationale Documentations, and Recommendations



For more information on the provincial/territorial resources please refer to redcross.ca or myrc.redcross.ca

Aquatic Safety Plan Template and Resources



For more information on the Aquatic Safety Plan Template and additional resources please refer to redcross.ca or myrc.redcross.ca

Appendix 2 – Behaviour Issues

Sample – Prince George, BC

People who are unknowingly offensive or unsafe should be given a warning and an explanation for what they have done wrong unless the conduct is grossly inappropriate. Individuals who are suspected of possessing a contagious infection/disease must be advised in a tactful manner.

Access to facilities or programs may be denied to our customers if on site they:

1. Cause a disturbance or are abusive/disrespectful to staff or other patrons (*knowingly offensive*). *The RCMP should be contacted if support is required.*
2. Continually break waterfront safety rules (after they have been educated and continue to disregard lifeguard direction).
3. Engage in inappropriate sexual behaviour. *RCMP required.*
4. Commit a Criminal Offence. *RCMP required.*
5. Acts of violence (*RCMP required*) or bullying.
6. Contracted contagious infection/disease or considered unsanitary (*open sores, ring worm, chicken pox, plantar wart, eye infections*).

Rationale

It is the obligation of the City of Prince George to provide a comfortable and safe environment within our aquatic facilities for all patrons and staff.

Procedures

1. When any of the above behaviours is displayed the Head Guard/Aquatic Leader (and one back up staff person if possible) will ask the individual or group of individuals to leave the facility where appropriate. No children seven years of age or under will be asked to leave unless accompanied by their parent/guardian. If incidents involve youth eight (8) years of age or older, the Head Guard/Aquatic Leader will attempt to contact the parents/guardian by phone. This attempt or contact will be recorded on the incident form for future reference.
2. If the individual(s) is/are abusive/violent or refuse to leave, the deck supervisor will call the police at 561-3300 or 911, if it is warranted, and report the details. (i.e., youth gathering, causing a disturbance, intimidating staff/public).
3. If possible, try to secure a picture of the individual(s) for future reference by staff. The law allows this as long as the individual(s) are not forced to have their picture taken, or displayed in view of the public.
4. Upon arrival, the police will attempt to secure the identification of the individual(s) involved before asking them to leave. Should the facility be unable to secure the identification of the individual, the RCMP are not at liberty to disclose that information, however the Constable's name and contact information should be recorded on the incident report for future follow up if required.
5. In the case of persons suspected of inappropriate sexual conduct (predatory behaviour), the facility supervisor and the police are to be contacted immediately. At no time is a staff member to go and question the individual. It is up to the discretion of the Aquatic Supervisor to question the individual should there be the need to gather further information.

6. Full notes of any incident should be made by staff and kept on file. These notes should be dated and signed by any staff involved and subsequently reviewed and signed by the Facility Supervisor.
7. Aquatic employees (Head Guard/Aquatic Leader) have the ability to temporarily suspend access to an individual for 48 hours and must share this information with the Aquatic Supervisor. **Longer suspensions should only be authorized by the Aquatic Manager.**
8. If the suspension involves a period beyond 48 hours staff will be made aware of the duration and any special instructions.
9. Where public safety is an issue (i.e., sexual misconduct) this information can be shared with other public municipal facilities.
10. Consideration of an appeal made by the offender should be directed to the Facility Manager.

Appendix 3 – Emergency Medical Services (EMS) Script

Dial 911 and specify police, fire, or ambulance.

State who you are, along with the address, and the call back phone #.

Hello, my name is _____ (Name) _____ at _____ (Facility) _____

The address is _____ (Facility Street Address) _____

The phone number is _____ (Facility Phone Number) _____

State the nature of the emergency. Be specific and ready to answer any questions dispatch may have.

Tell dispatch the best way to come to the waterfront.

Ask if any additional information is required.

Appendix 4 – Emergency Response Plan (ERP)

Sample – Plage Parlee Beach

Position	Beach Lifeguard 1 (BL1)	Beach Lifeguard 2 (BL2)	Beach Lifeguard 3 (BL3)	Backup
Tasks	Communicate with backup			Confirms communication with BL1
	Execute rescue or respond to first aid emergency	Responds to emergency call with all necessary equipment	Resumes BL1's supervision	Commence documentation of incident
	Begins treatment of patient	Gathers information from BL1 and helps with patient care.		Communicates with on-scene responders, EMS and security
	Transports patient to first aid station			Advise of EMS response time/arrival
	Complete patient care report			

Appendix 5 – Opening and Closing Checklist

Sample – Plage Parlee Beach

Date (DD/MM/YY) :	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Trauma/AED Bag : AED; Supplies;	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Oxy/Resus Bag : PSI; Supplies;	____ PSI <input type="checkbox"/>	____ PSI <input type="checkbox"/>	____ PSI <input type="checkbox"/>	____ PSI <input type="checkbox"/>	____ PSI <input type="checkbox"/>	____ PSI <input type="checkbox"/>	____ PSI <input type="checkbox"/>
Spare Oxy bag: PSI; Supplies;	____ PSI <input type="checkbox"/>	____ PSI <input type="checkbox"/>	____ PSI <input type="checkbox"/>	____ PSI <input type="checkbox"/>	____ PSI <input type="checkbox"/>	____ PSI <input type="checkbox"/>	____ PSI <input type="checkbox"/>
First Aid Kits: 1 to 5; Full;	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
First Aid Room: Clean; Supplies;	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Spinal Boards: ERV; Spare; Equipment;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Telephone: Shack; Mobile;	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
ERV: Lights; Siren; Diesel;	<input type="checkbox"/> <input type="checkbox"/> ___/___ Tank	<input type="checkbox"/> <input type="checkbox"/> ___/___ Tank	<input type="checkbox"/> <input type="checkbox"/> ___/___ Tank	<input type="checkbox"/> <input type="checkbox"/> ___/___ Tank	<input type="checkbox"/> <input type="checkbox"/> ___/___ Tank	<input type="checkbox"/> <input type="checkbox"/> ___/___ Tank	<input type="checkbox"/> <input type="checkbox"/> ___/___ Tank
Rescue Equip: Rescue Boards; Board Stands; Rescue Tubes; Rescue Cans; Towers;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Weather: Air Temp. (C°); Water Temp.(C°); Forecast;	____ C° ____ C° _____	____ C° ____ C° _____	____ C° ____ C° _____	____ C° ____ C° _____	____ C° ____ C° _____	____ C° ____ C° _____	____ C° ____ C° _____
Incidents: Rescues; Medicals; Missing Persons; Minors; Warnings;	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Beachgoers (Est.):	_____	_____	_____	_____	_____	_____	_____
Staff: Lifeguards on Duty; Duty Captain; Min. # of Towers; Max. # of Towers;	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
Beach Quality: Water; Sand;	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____
Filled in By (Initials):							

Duty Captain Initials:							
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- Note:** 1) S = Sun; R = Rain; W = Wind; T = Thunder; L = Lightning; F = Fog; C = Clouds
- 2) Checklist is filled out every morning by A Shift Lifeguards; checks indicate everything is in working order. A problem should be indicated by a brief description and the Duty Captain must be advised.

Appendix 6 – Inventory Checklist

Sample – Plage Parlee Beach

Equipment List 2016	
Item and (Quantity)	Brief Description of Condition
C4 Waterman Rescue Boards (6)	Good Condition. The 6 have marks on them from usage as well as marks from being burnt by the trailer tires. Purchased from 2011 to 2014.
Rescue Tubes (4)	Good Condition. 2 have marks from usage, purchased in 2013 and 2 purchased in 2015.
Rescue Cans (4)	Used Condition.
Signs and Beams (R/Y flags) (7)	Good Condition. Purchased in 2014.
Rescue Board Stands (9)	Good Condition.
AED (1)	Good Condition.
O₂ Kit (1)	Good Condition. Should look at getting a second.
Trauma Kit (1)	Good Condition. Should look at getting a second.
Spare O₂ kit (1)	Fair Condition.
Tower First Aid Kits (5)	Good Condition. Purchased in 2013.
Binoculars (4)	3 in poor Condition. 1 in good Condition. Looking to purchase new in 2016.
Spinals Boards (3)	Good Condition.
Cervical Collars (4)	New. 2 Adult and 2 Pediatric.
Lifeguard Towers (4)	Fair Condition.
Rescue Vehicle (1)	Bobcat new from 2015. Good condition.
Lifeguard/First Aid Station (1)	Fair Condition.
Beach Flags	2 Red/Yellow Zone Flags and Feathers Purchased in 2015. 2 sets of Beach Condition Flags Purchased in 2015.
First Aid Bed (0)	Looking to purchase one in 2016.
Megaphone (0)	Looking to purchase one in 2016.
Helly Hansen Rain Jackets (6)	Good Condition. Purchased in 2014.
Rain Ponchos (4)	Good Condition. Purchased in 2013.
Cold weather jackets (12)	Good Condition. Purchased in 2015.
First Aid Signs (4)	Good Condition. Purchased in 2014.
Safety Cones (20)	Poor Condition. Purchased in 2015. Need Better quality.

Appendix 7 – Job Description

Sample – Plage Parlee Beach

Position Title:

- Beach Lifeguard

Reports to:

- Beach Captain & Assistant Captains

Summary of position:

- The Beach Lifeguard supervises one of the largest supervised swimming areas in the country and responds to emergency situations throughout the provincial park.

Duties and Responsibilities:

- Supervise the designated swimming area
- Recognize, prevent and respond to potential accidents and injuries
- Perform water rescues and provide emergency medical care
- Enforce beach rules and regulations
- Respond to emergency situations throughout the provincial park
- Communicate with back-up and captain's via two-way portable radio
- Assist provincial Park Wardens as requested
- Complete weekly in-service training program
- Maintain rescue equipment
- Keep lifeguard station clean and presentable
- Keep daily records
- Attend and successfully complete the Parlee Beach Lifeguard Service Training Program

Minimum Qualifications:

- Possess a valid Pool or Beach lifeguard certification from a recognized provider*
- Possess a valid Standard First Aid, CPR level "C" and AED Certification or higher from a recognized provider**
- Possess a valid driver's license
- Being Bilingual; English and French, is an asset
- Be able to swim 500 meters in a pool in under 10 minutes
- Be able to Run 100 meters, Swim 100 meters and tow a victim 100 meters with a rescue aid in less than 6 minutes; or in less than 8 minutes during wave conditions over 3 feet.
- Lifeguarding and other relevant experience is an asset

* Lifesaving Society of Canada or the Canadian Red Cross

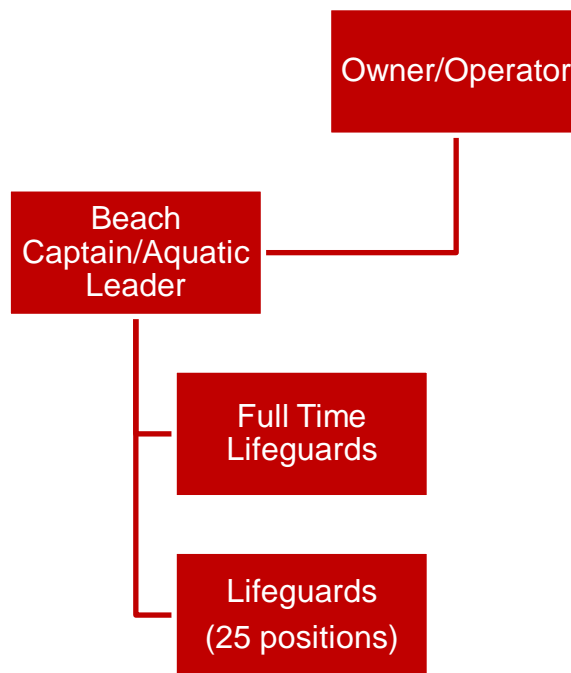
** The Canadian Red Cross, Lifesaving Society of Canada or St. John Ambulance

Appendix 8 – Lifeguard Positions, Rotations, and Maps

Sample – <http://legisquebec.gouv.qc.ca/fr/ShowDoc/cr/B-1.1,%20r.%2011/>

Length of Waterfront	Lifeguards	Assistant Lifeguards
125m	1	0
125m to 250m	2	1
250m to 375m	2	2
275m to 500m	3	2
500m to 625m	3	3

Appendix 9 – Organizational Chart (Org Chart)



Appendix 10 – Refusal of Treatment Report

Sample – St. John's, NL

City of St. John's Department of Recreation Refusal of First Aid Treatment		
For persons of legal age (Age 19+) complete Part A & Part C & Part D (as applicable):		
Part A:		
<p>I _____ refuse first aid treatment from City of St. John's Department of (Print Name)</p> <p>Recreation Staff on _____ and that I am _____ of legal age (19 years (DATE of ACCIDENT: Month / Day / Year)</p> <p>in Newfoundland and Labrador).</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> _____ Signature of Injured Person </div> <div style="width: 45%;"> _____ DATE: Month / Day / Year </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> _____ Name of Staff (Print) </div> <div style="width: 30%;"> _____ Signature of Department Staff </div> <div style="width: 30%;"> _____ DATE: Month / Day / Year </div> </div>		
For persons representing minors (Age 0-18) complete Part B & Part C & Part D (as applicable):		
Part B:		
<p>I _____ refuse first aid treatment on behalf of _____ (Print Name) (Print Name of Injured party)</p> <p>from City of St. John's Department of Recreation Staff on _____, and that (DATE of ACCIDENT: Month / Day / Year)</p> <p>I am of _____ legal age (19 years in Newfoundland and Labrador), and represent the injured person noted as parent / guardian at this time.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> _____ Signature of Parent / Guardian of Injured Person </div> <div style="width: 35%;"> _____ DATE: Month / Day / Year </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> _____ Name of Staff (Print) </div> <div style="width: 30%;"> _____ Signature of Department Staff </div> <div style="width: 30%;"> _____ DATE: Month / Day / Year </div> </div>		
Part C: Injured Person Contact Information		
Phone:	Email:	
Address:		
Part D: Witness Contact Information (if applicable)		
Name:	Phone:	
Address:	Email:	

REFUSAL OF TREATMENT FORM - FORMULAIRE DE REFUS DE TRAITEMENT

PARLEE BEACH LIFEGUARD SERVICE SERVICE DE SAUVETEURS DE LA PLAGE PARLEE

<u>LOCATION AND DATE OF INCIDENT / LIEU ET DATE DE L'INCIDENT</u>	
<p style="text-align: center;"><u>GUIDELINES TO ASSESS CAPACITY FOR REFUSING TREATMENT</u></p> <p>Name of Patient or Substitute Decision-Maker: _____</p> <p>*Patient understands what is wrong with him/her. *Patient understands the risks if no further medical attention are sought. *Patient has a plan for follow-up care. *Patient is left with a responsible adult.</p> <p><small>NOTE: If NO is answered to any of these questions, Consider Patient Incapacity. DOCUMENT WHY IN A PATIENT CARE REPORT!</small></p>	<p style="text-align: center;"><u>LIGNES DIRECTRICES SUR L'ÉVALUATION DE LA CAPACITÉ DE REFUSER UN TRAITEMENT</u></p> <p>Nom du patient ou du mandataire décisionnel : _____</p> <p>*Le patient comprend ce qui ne va pas chez lui. *Le patient comprend les risques s'il ne reçoit pas d'autres soins médicaux. *Le patient a un plan pour les soins de suivi. *Le patient est laissé avec un adulte responsable.</p> <p><small>REMARQUE : Si, la réponse est NON à l'une de ces questions, vérifiez l'incapacité du patient. CONSIGNEZ POURQUOI DANS UN RAPPORT SUR LES SOINS AUX PATIENTS!</small></p>
<u>REFUSAL OF TREATMENT</u>	
<p><i>I HAVE RECEIVED OR BEEN OFFERED TREATMENT AND I WISH NO FURTHER ACTION BE TAKEN BY THE LIFEGUARDS. I HAVE BEEN ADVISED THAT TREATMENT IS AVAILABLE IMMEDIATELY; HOWEVER, I WISH TO REFUSE SUCH TREATMENT AT THIS TIME. I HAVE BEEN INFORMED OF THE RISKS INVOLVED BY REFUSING CARE BY THE LIFEGUARDS AND I ASSUME FULL RESPONSIBILITIES FOR MY ACTIONS.</i></p>	
<u>REFUS DE TRAITEMENT</u>	
<p><i>J'AI REÇU UN TRAITEMENT, OU ON ME L'A OFFERT, ET JE SOUHAITE QU'AUCUNE AUTRE MESURE NE SOIT PRISE PAR LES SURVEILLANTS-SAUVETEURS. ON M'A DIT QUE LE TRAITEMENT EST DISPONIBLE IMMÉDIATEMENT, MAIS JE SOUHAITE LE REFUSER POUR L'INSTANT. J'AI ÉTÉ INFORMÉ DES RISQUES LIÉS AU REFUS DE SOINS PAR LES SURVEILLANTS-SAUVETEURS ET J'ASSUME L'ENTIÈRE RESPONSABILITÉ DE MES ACTES.</i></p>	
DATE & TIME/HEURE ET DATE :	<p>PATIENT (SUBSTITUTE DECISION-MAKER) /PATIENT (MANDATAIRE) (NAME/NOM, ADRESS/ADRESSE):</p> <p>SIGNATURE: _____</p>
DATE & TIME/HEURE ET DATE :	<p>WITNESS/TÉMOIN #1 (NAME/NOM, ADRESS/ADRESSE):</p> <p>SIGNATURE: _____</p>
DATE & TIME/HEURE ET DATE :	<p>WITNESS/TÉMOIN #2 (NAME, ADRESS/NOM ET ADRESSE):</p> <p>SIGNATURE: _____</p>
<p><i>I HAVE ADVISED THIS PATIENT, AND/OR THE PARTY RESPONSIBLE, OF THE RISKS INVOLVED TO THE PATIENT'S HEALTH IF TREATMENT IS REFUSED. J'AI INFORMÉ CE PATIENT ET/OU LA PARTIE RESPONSABLE DES RISQUES POUR LA SANTÉ DU PATIENT SI LE TRAITEMENT EST REFUSÉ.</i></p>	
DATE & TIME/HEURE ET DATE :	<p>PRINT NAME/NOM EN LETTRES MOULÉES : _____</p> <p>SIGNATURE: _____</p>
<p><i>I WAS WITNESS TO THE ABOVE-MENTIONED STATEMENT BEING EXPLAINED. J'AI ÉTÉ TÉMOIN DE LA SITUATION DÉCRITE PLUS HAUT.</i></p>	
DATE & TIME/HEURE ET DATE :	<p>PRINT NAME/NOM EN LETTRES MOULÉES : _____</p> <p>SIGNATURE: _____</p>

Appendix 11 – Beach Flags

There are a variety of different beach flags, signs, and float lines available. Please refer to the list below of some of the notification information pieces you could have at the waterfront. Refer to your provincial/territory guidelines for your waterfront.

Beach Warning Flags / Drapeaux d'avertissement

High hazard / Risques élevés

High surf and/or currents / Fortes vagues et/ou forts courants

Strong offshore wind / Forts vents de terre

No flotation devices allowed / Aucun dispositif de flottaison permis

Medium hazard / Risques modérés

Moderate surf and/or currents / Vagues et/ou courants modérés

Moderate offshore wind / Vents de terre modérés

No flotation devices allowed / Aucun dispositif de flottaison permis

Low hazard / Risques faibles

Calm conditions, flotation devices allowed / Calme, dispositifs de flottaison permis

Red and Yellow Flags

The Red and Yellow Flags indicate the supervised swimming area. Swim between the flags.

Appendix 12 – Hazards

Sample – Plage Parlee Beach

Tides

Sandbars

Waves and currents

Floating or underwater objects

Sea life

Watercraft

Weather

Appendix 13 – Radio Statements

Sample – Plage Parlee Beach

Supervision Related	
“Radio Check”	To advise activation or verification of a Radio. Lifeguards respond by identifying their position starting from West to East; Tower 1, Tower 2, Tower 3, Tower 4. Followed by any active radio, such as the Captain, Patrol or ERV. Followed by backup. Finally the new radio along with its purpose of use.
“Setting Up Tower #”	To advise the addition of a new Tower.
“Set Up at Tower #”	To advise adjacent towers that you are beginning to supervise from said tower. This statement is to be acknowledged by adjacent towers.
“Tearing Down Tower #”	To advise that a tower is being removed from service. The adjacent towers will now supervise that zone. This statement is to be acknowledged by adjacent towers.
“Towers, it is now 7:55pm, you may tear down”	To advise the Beach Lifeguards supervising on Towers that they can tear down. To be made by a Captain or backup if required (and to be acknowledged by all towers).
“West/East end flags up”	To advise that the Red and Yellow Supervision flags are up and that the area between the flags is the designated supervised zone. This statement is to be acknowledged by backup.
“West/East end flags down”	To advise that the Red and Yellow Supervision flags are no longer up and that the beach is no longer supervised. This statement is to be acknowledged by backup.
“Equipment Move Tower #”	To advise the adjacent towers that you must momentarily stop supervising your zone to adjust equipment. The adjacent towers must cover said zone. This statement is to be acknowledged by adjacent towers.
“Minor Tower #”	To advise that Minor First Aid is being performed at your tower and you are momentarily not able to supervise. Your zone is to be covered by adjacent towers. This statement is to be acknowledged by adjacent towers.
“Warning Tower #”	To advise that you must perform a public relation and you are momentarily not able to supervise. Your zone is to be covered by adjacent towers. This statement is to be acknowledged by adjacent towers.
Emergency Procedures	
“RESCUE TOWER #, RESCUE TOWER #”	To initiate the water rescue procedure. This statement is acknowledged by backup. If no response after 3 seconds, repeat statement and perform rescue.
“FIRST AID TOWER #, FIRST AID TOWER #”	To initiate the Emergency First Aid procedure. This statement is acknowledged by backup. If no response after 3 seconds, repeat statement and respond to medical call. A brief description of the call location should be given so responders can locate initial lifeguard quickly.
“Standby for possible Missing Person”	To advise backup, and therefore other lifeguards to prepare for possible Missing Person. This statement is to be acknowledged by backup.
“MISSING PERSON TOWER #, MISSING PERSON TOWER #”	To initiate Missing Person procedure, this statement is to be acknowledged by backup.
“GO TOWER #, GO TOWER #”	Only said by backup when a Rescue, First Aid or Water Search is called, and that emergency procedures are activated and that beach lifeguards and the Duty Captain are responding.
Other	
“O.K. Tower #”	To advise acknowledgement of transmitted message
“Return to Tower #”	To advise adjacent towers that you have returned to your tower and are supervising your zone.
“Tower # Switching to Security”	To advise backup and adjacent towers that you are switching channels and will be momentarily unreachable by radio. This statement is to be acknowledged by backup.
“Tower # Back on Lifeguard Channel”	To advise backup and adjacent towers that you are now back on lifeguard channel and are now reachable. This statement is to be acknowledged by backup.
“Captain needed at (location)”	To advise a Captain that he is needed at that location. This statement is to be acknowledged a Captain.
“Other...”	Any other lifeguard related information that can be relayed briefly to other towers, backup or a Captain.

Appendix 14 – Weekly In-Service Training Program

Sample – Plage Parlee Beach

Technical Skills Portion

- Week 1: Radio procedures
- Week 2: Emergency vehicle training
- Week 3: Ambulance tour
- Week 4: Paddleboard rescue techniques
- Week 5: Missing Person procedures
- Week 6: Water spinal injury
- Week 7: Coast guard
- Week 8: Simulations

Appendix 15 – Staff Code of Conduct

Sample – City of Leduc, AB: Leduc Recreation Centre, **Aquatic Staff Code of Conduct**

When at work, each staff member, supervisor, and manager is expected to work as a TEAM and act according to the following Code of Conduct developed by the TEAM!

Remember, this document was created for you to use with each other when things are not happening the way they should be. Live the words of the Code of Conduct and make an IMPACT every day.

Work together as a TEAM.

Be approachable, helpful, and supportive of your co-workers. Take the job seriously and be accountable for your actions.

Be on time and ready to work prior to the start of your shift.

While on shift, be aware of your instructional and lifeguarding schedule. Be prepared for your specific duties by having the appropriate uniform and lesson plans, etc. Check the day's "to do" list and complete any required maintenance items. Be sure that you don't let these tasks interfere with your instructional or lifeguarding shifts.

Communicate with your TEAM.

Being approachable makes communication easy and successful. Speak of your TEAM in a positive and constructive manner and encourage your TEAM members to speak the same way.

Provide a positive and safe working atmosphere.

Know your role while on shift and be confident in your ability to support the TEAM by continuously learning, training, and completing your monthly skills.

Be professional and respectful.

Treat both co-workers and patrons as you would like to be treated.

Make a positive IMPACT on the environment around you!

I Impressive

M Memorable

P Personable

A Approachable

C Conversational

T Teachable

Name: _____

Signature: _____

Date: _____

Sample – City of St. John's, NL: Aquatics Staff Code of Conduct

The following code of conduct was written by the aquatics team and for the aquatics team.

I promise to be aware that I am a part of an important team. Every decision I make, and every situation I am a part of must be handled in a professional and respectful manner. As an Aquatics team member, I understand that professionalism, teamwork, communication, and respect are the core of my job.

I will ensure to always follow established performance criteria, always wear my uniform and communicate respectfully while representing the City of St. Johns. I will respect not only the patrons, but my fellow team members and supervisors. I will smile and be approachable. I will accept feedback when it is given to me and I will understand that although people have different opinions than me I will respect the position and the person.

I understand that my workplace is a shared space and I will clean up after myself. I will lead by example, and I will understand that working towards a solution instead of focusing on the problem will help me be successful.

Communication is imperative in an aquatics team and I will use appropriate tones, take initiative and ensure my work place is an inclusive environment that ensures the safety of patrons. I will speak clearly, use appropriate whistle signals and be approachable during work hours and I will communicate during appropriate times. Any issues that arise with regards to my coworkers will be addressed appropriately and I will seek assistance when needed.

Although my fellow team members may differ from me, I will understand that with this job there comes tremendous responsibility and pressure. I will put my personal opinions aside and work as a team player in order to respectfully do my job and represent the City of St. John's.

Individually we are one drop, but together we are an ocean.

Staff name

Staff signature

Month / Day / Year

ST. JOHN'S

Appendix 16 – Staff Evaluation Forms

Sample – Plage Parlee Beach

Employee Information

Name: _____ Job Title: _____

Reviewer: _____ Date: _____

Performance competencies for: Seasonal Beach Lifeguards	5 Exceptional	4 Highly Effective	3 Proficient	2 Inconsistent	1 Unsatisfactory	N/A Not Applicable
1. Skill and proficiency in carrying out assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Possesses skills and knowledge to perform the job competently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Skill at planning, organising and prioritising workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Holds self accountable for assigned responsibilities. Sees tasks through to completion in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Proficiency at improving work methods and procedures as a means towards greater efficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Communicates effectively with Beach Captain/Assistant Beach Captain, staff, patrons, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ability to work independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ability to work cooperatively with supervision or as part of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Willingness to take on additional responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Reliability (attendance, punctuality, meeting deadlines)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Adeptness at analysing facts, problem solving, decision making and demonstrating good judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance competencies for: Beach Captain and Assistant Beach Captains	5 Exceptional	4 Highly effective	3 Proficient	2 Inconsistent	1 Unsatisfactory	N/A Not Applicable
1. Displays fairness towards all coworkers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identifies performance expectations, gives timely feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Helps employees to see the potential for developing their skills; assists them in eliminating barriers to their development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Delegates responsibilities where appropriate, based on the employee's ability and potential.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Takes timely and appropriate corrective/disciplinary action with employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Takes specific steps to create and develop their own diverse workforce and to promote an inclusive environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes/ comments:

Employee Signature: _____

Reviewer Signature: _____

5 - Exceptional	Consistently superior and significantly exceeds requirements.
4 - Highly Effective	Frequently exceeds requirements.
3 - Proficient	Consistently meets requirements.
2 - Inconsistent	Meets some, but not all requirements.
1 - Unsatisfactory	Fails to meet minimum requirements; lacks skills required/fails to use necessary skills.
N/A Not Applicable	Circumstances prevent employee from being evaluated

Appendix 17 – Suspected Abuse of a Patron

Sample – St. John's, NL

ABUSE REPORTING QUICK REFERENCE

Abuse can come in many different forms, which can include:

- Physical
- Emotional
- Sexual mistreatment
- Neglect/lack of care that causes physical or emotional damage
- Failure to protect from known harm/illness or failure to seek medical attention

If a participant discloses that they are experiencing abuse:

1. Listen carefully to the participant and do not try to interview them.
2. Remain calm.
3. Ensure the participant is safe (i.e. returned to the activity or sitting with another staff member) and ***immediately*** contact the Inclusive Services Coordinator (phone number), your manager, or the Manager of Family and Leisure Services (phone number).

You must immediately speak to one of individuals listed above

4. Take notes right away on what you have seen or heard and write an incident report.
5. Do not discuss the incident with participants, guardians or other staff members.
6. It is the role of the authorities to contact guardians and information you provide will be kept confidential, families will never be told who contacted the authorities.
7. Should a participant attempt or speak of attempting self-harm or suicide, immediately contact the Inclusive Services Coordinator or manager listed above. Guardians must be immediately contacted and notified of the situation. Should the guardian not appear concerned, the Inclusive Services Coordinator/manager will follow step #8 listed below.
8. The Inclusive Services Coordinator or the appropriate manager will contact the authorities (Child, Youth and Family Services Intake line Phone Number, for Adults and Seniors 9-911 or 9-1-1).
9. More information can be found in the Abuse Awareness and Reporting Manual.
10. A Social Worker investigating concerns may contact you for more, first-hand information.

If you suspect abuse is occurring, even without a disclosure (for example, unexplained/suspicious injuries, over sexualized behavior, etc.) contact Child, Youth, and Family Services and/or the Inclusive Services Coordinator.

Child, Youth and Family Services
Phone Number and Hours

Inclusive Services Coordinator
Phone Number and Hours

REMEMBER — YOU HAVE A DUTY TO REPORT

Anyone who does not report information that relates to a child in need of protective services is GUILTY of an offense and can be fined up to \$10,000 or imprisoned for up to 6 months

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