

# Brockton C.E. Primary School

## Policy Document for Educational Visits and Outdoors Education

<b>Policy Presented to and Approved by Staff and governors:</b>	<b>Summer 2015</b>
<b>Policy to be reviewed by:</b>	<b>Summer 2017</b>
<b>Educational Visits Coordinator (EVC):</b>	<b>Sue Relph</b>

### 1. INTRODUCTION

Camps and Residential Trips allow the children to experience a sense of adventure, discovery and excitement; an opportunity to experience simple fun activities in a variety of stimulating environments. The children are encouraged to be as independent as possible and understand the value of working together in cooperation. We believe that the children gain considerable self esteem from these trips and learn to respect others and the environment.

Challenging and adventurous activities are potentially dangerous, as with any activity there is the possibility of an accident and injury. In order to minimise this risk, experiences are carefully managed and controlled. Thorough preparation, thoughtful decision making and constant assessment and reflection ensure no unacceptable risks are taken. Our aim is to carefully manage the children's behaviour when faced with dangers that can be controlled, such as cooking, and to control the exposure of children to dangers which are out of our control, such as a breaking wave.

Teaching the children to become more aware of potential hazards and assess risks for themselves is a crucial part of staying safe and preparing to go on camp. Pupils are actively involved in individual and group safety; we aim to create a caring, supportive, alert and protective attitude amongst the children.

### 2. ROLES, RESPONSIBILITIES AND LEGAL FRAMEWORK

#### 2.1 Health and Safety at Work etc. Act 1974

Under this Act employers are responsible for the health, safety and welfare at work of their employees. Employers are also under a duty to ensure, so far as is reasonably practicable, the health and safety of anyone else on the premises or anyone who may be affected by their work activities. This includes participants in off-site visits.

For Community, Voluntary Controlled and Community Special Schools: the Local Authority (LA) is the employer.

## **2.2 The Management of Health and Safety at Work Regulations 1999**

These Regulations, made under the 1974 Act, require **employers** to:-

- assess the risks of activities;
- introduce measures to control those risks;
- tell their employees about these measures.

Also under the Health and Safety legislation employees must:-

- take reasonable care of their own and others' health and safety;
- co-operate with their employers over safety matters;
- carry out activities in accordance with training and instructions;
- inform the employer of any serious risks.

These duties apply to all school visits. Teachers and other staff in charge of pupils also have a common law duty to act as any reasonably prudent parent would do in the same circumstances. Some staff have an even higher duty of care in certain areas because of their specialist expertise e.g. Head Teachers or geography or science teachers on field work.

Schools have a duty not to discriminate against pupils for reasons relating to their disabilities. Party Leaders should make all reasonably practicable adjustments to enable pupils with disabilities to participate in educational visits. This should involve discussion with the pupil, parents and other supervisors as to what adjustments may be required. Discussion may also be needed with any manager of venue(s) to be visited, tour operators etc as to how these needs can be met.

All visits must be planned and organised in accordance with the guidance and requirements of the LA's 'Guidelines for Educational Visits and Journeys'.

## **2.2 Legal Responsibilities of Schools**

The organisation of educational visits and journeys and learning outside the classroom gives rise to the same duty of care as any other school activity. Proper and reasonable arrangements for the care and safety of the pupils must be made. This responsibility rests with Educational Visits Co-ordinators (EVCs), party leaders and ultimately the Headteacher.

This responsibility includes the reporting and recording of any accidents, incidents and/or near misses and the meeting of any other relevant reporting requirements that may apply.

## **2.3 Governing Body Responsibilities**

Governing Bodies of LA schools should:

- ensure that LA Guidelines for Educational Visits and Journeys are followed and plans show compliance with these;
- ensure that the Headteacher and the EVC are supported in matters relating to educational visits and that they have the appropriate time and expertise to fulfill their responsibilities;

- ascertain what Governor training is available and relevant;
- be informed about all visits and be informed about less routine visits well in advance;
- receive reports about completed visits and ensure that evaluation of these informs future visits;
- ask questions about a visit's educational objectives and how they will be met. Are the objectives appropriate to the age and abilities of the pupil group? The Governors should challenge the nature of the venture when the educational objectives are not clear or where the means to meet them do not appear to be realistic;
- It is not expected that Governors should become directly involved in risk assessment and related matters unless they have an appropriate competence. Governors offering professional advice to schools, should be aware that their professional indemnity insurance is unlikely to cover them for unpaid advice.

## **2.4 Headteacher Responsibilities**

Headteachers should ensure that visits comply with regulations, guidelines provided by the LA and / or Governing Body and the school's own health and safety policy. They should ensure that the party leader is competent to monitor and manage the risks throughout the visit.

Headteachers should be clear about their own role if taking part in the visit as a group member/leader/supervisor. They should follow the instructions of the party leader who will have sole charge of the visit.

### **Headteachers should ensure that:**

- Those involved in planning and running visits have sufficient competence and training;
- appoint a competent Educational Visits Co-ordinator (EVC) or take on this responsibility themselves;
- training needs have been assessed by a competent person and the needs of the staff and pupils have been considered. Sufficient resources must be allocated to meet essential training needs;
- encourage the uptake of EVC refresher training every three years;
- encourage the uptake of the training offered to party leaders by the OEA;
- make a judgment on the proposed party leader's competence and suitability to lead a visit. Discipline on an educational visit may, at times, have to be stricter than in the classroom;
- for school led outdoor and adventure activities the party leader or another leader is suitably competent and qualified in accordance with the LA's requirements to instruct the activity and is familiar with the location/centre where the activity will take place.

### **That appropriate planning and risk assessment is undertaken;**

- ensure that arrangements are in place for the educational objectives of a visit to be inclusive, to be stated in the pre-visit documentation, and to be made known to all relevant parties;

- be aware of the need to obtain best value. Consideration must be given to financial management, choice of contractors, and contractual relationships;
- party leaders are allowed sufficient time to organise visits properly. This may include making an exploratory visit and time to ensure that all necessary actions have been completed before the visit begins;
- check that the party leader has completed all the actions required in the planning checklist;
- approve all visits at school level and notify the LA as required for visits abroad and obtain approval for visits involving relatively high risk activities. Seeking this may be delegated to the EVC;
- ensure that arrangements are in place for the Governing Body to be made aware of visits so that they can fulfill their responsibilities;
- ensure that the accreditation or verification of providers has been checked;
- ensure that visits are evaluated to inform the operation of future visits and identify training needs. ensure that there is appropriate insurance cover in place.

**That the supervision arrangements are adequate;**

- adequate child protection procedures are in place;
- all adults on the visit are appropriate people to supervise children;
- the ratio of adult supervisors to pupils is appropriate and meets any minimum stipulated requirements.

**That emergencies and contingencies are planned for;**

- that all adults accompanying the party and school home base contact have a copy of the agreed emergency procedures in case of a major incident on an educational visit and understand these;
- check that contractors have adequate emergency support procedures, and that these will link to school and LA emergency procedures;
- the party leader, other key adults accompanying the party and the school home base contact have the names of all the adults and pupils travelling in the party, and the contact details of parents and the teachers' and other supervisors' next of kin;
- ensure that there is a contingency plan covering, for example the implications of staff illness, delayed return and the need to change routes or activities during the visit;
- arrange for the investigation and reporting of accidents as required. Accident and incident records (including near misses) should be reviewed regularly, and this information used to inform future visits;
- ensure that the school home base contact has the authority to make significant decisions. They should be contactable and available for the full duration of the visit 24 hours a day. They should be able to respond immediately at the school base to the demands of an emergency and should have a back-up person or number;
- establish a procedure to ensure that parents are informed quickly about incident details through the school home base contact, rather than through the media or pupils;
- recognise that support may be necessary from the LA's corporate communications team when dealing with media enquiries.

## **2.5 Party Leader Responsibilities**

The party leader, usually a teacher or youth worker, should have overall responsibility for the supervision and conduct of the visit and must have regard to the health and safety of the party. The party leader should have been appointed or approved by the Headteacher or EVC. The party leader should:

- obtain the Headteacher's or EVC's prior agreement before any off-site visit takes place;
- Work under the direction of the EVC in relation to the planning and organisation of the visit;
- follow LA and/or Governing Body, guidelines and policies;
- appoint a deputy; clearly define all adult supervisors' roles and ensure that all tasks have been assigned;
- be able to control and lead pupils of the relevant age range;
- for school led outdoor and adventure activities, be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity will take place;
- be aware of child protection issues;
- ensure that adequate first-aid provision will be available;
- undertake and complete the planning and preparation of the visit including the briefing of party members and parents;
- undertake and record a comprehensive risk assessment;
- evaluate visits and / activities and advise the Headteacher and EVC where adjustments may be necessary;
- have enough information about the intended participants to be able more make reasonable adjustments to meet health, disability or educational needs;
- ensure that the ratio of adult supervisors to pupils is appropriate for the needs of the group and accords with any LA or Governing Body guidelines;
- consider stopping the visit or a particular activity if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an eventuality and an alternative activity already planned;
- ensure that leaders and any other adult supervisors have details of the school home base contact;
- ensure that leaders and other adult supervisors and the school home base contact have a copy of the emergency procedures;
- ensure that the party's teachers and other adult supervisors have the details of pupils' special educational or medical needs which will be necessary for them to carry out their tasks effectively;
- ensure that any accidents, incidents and/or near misses and any other relevant reporting requirements are met.

## **2.6 Teacher Responsibilities**

Teachers must take all necessary measures to ensure the health and safety of everyone in the party and act as any reasonable parent would do in the same circumstances.

They should:

- follow the instructions of the party leader and help with control and discipline;

- consider stopping the visit or the activity, notifying the party leader, if they think the risk to the health or safety of the pupils in their charge is unacceptable;
- be conversant with, and follow, the LA guidelines;
- be conversant with the emergency procedures for the visit.

## **2.7 Other Adults' Responsibilities**

Other adults on the visit should be clear about their roles and responsibilities during the visit. When acting as supervisors they must:

- do their best to ensure the health and safety of everyone in the group;
- not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment;
- follow the instructions of the party leader and teacher supervisors and help with control and discipline;
- speak to the party leader or teacher supervisors if concerned about the health or safety of pupils at any time during the visit.

## **2.8 Pupil Responsibilities**

The party leader should make it clear to pupils that they must:

- not take unnecessary risks;
- follow the instructions of the party leader, leaders and other supervisors including those at the venue of the visit;
- dress and behave sensibly and responsibly;
- if abroad be sensitive to local codes and customs;
- look out for anything that might hurt or threaten themselves or anyone in the party and tell the party leader or supervisor about it.

Any pupils whose behaviour is likely to be a danger to themselves or to the party may be stopped from going on the visit if this cannot be controlled to an acceptable level. The curricular aims of the visit for these pupils should be fulfilled in other ways wherever possible.

## **2.9 Parents' Responsibilities**

Parents should be able to make an informed decision on whether their child should go on the visit. The party leader should ensure that parents are given sufficient information in writing and are invited to any briefing sessions.

The party leader should also inform parents how they can help prepare their child for the visit, by for example, reinforcing the visit's code of conduct. Parents should also be asked to agree the arrangements for sending a pupil home early, should this become necessary, and who will meet the cost.

Special arrangements may be necessary for parents for whom English is a second language.

Parents will need to:

- provide the party leader with emergency contact numbers;
- sign the consent form;

- give the party leader information about any aspect of their child's health, wellbeing or disability which might be relevant to the visit.

## **2.10 Educational Visits Co-ordinator (EVC)**

The Educational Visits Co-ordinator should: -

- ensure that arrangements for educational visits meet the employer's requirements including those of risk assessment;
- support the Headteacher, Governors and youth workers with approval and other decisions;
- ensure competent people lead and supervise a visit including ensuring that the LA's qualification requirements for adventure activities are met;
- assess the competence of leaders and other adults proposed for a visit. This will commonly be done with reference to accreditations from an awarding body. It may include practical observation or verification of experience;
- organise the training of leaders and other adults going on a visit. This will commonly involve training such as first aid, hazard awareness etc;
- organise thorough induction of leaders and other adults taking pupils on a specific visit;
- make sure that Disclosure and Barring Services (DBS) checks are in place as necessary;
- work with the party leader to provide full details of the visit beforehand so that parents can consent or refuse consent on a fully informed basis;
- ensure appropriate emergency arrangements and emergency contacts for each visit are in place;
- keep records of individual visits including reports of accidents and 'near misses';
- review systems and, on occasions, monitor practice.

The Educational Visits Co-ordinator will need to be specifically competent. The level of competence required will relate to the size of the school and the types of educational visits undertaken. Evidence of competence may be through qualification and/or the experience of practical leadership working with children over many years of outdoor education. Training for EVCs will be provided by the LA through the Outdoor Education Adviser.

## **Safety Policy & Risk Assessment for Camps & Residential Trips**

The following information outlines our guidelines and procedures when undertaking trips and specific activities. The bullet points listed below are safety rules and / or teaching points when preparing the children for a trip. These have been developed as a result of thorough and continuous risk assessment.

### **Local Authority Approval**

Each camp and residential trip is subject to approval by the LA Adviser for Outdoor Education. All aspects of the trip including transport, activities, sleeping arrangements and cooking procedures have to meet strict safety guidelines. Planning is carefully scrutinised before approval is given. We have received an inspection whilst away to check that guidelines are being followed.

## **Informing Parents**

Letters list in detail every activity the children will be undertaking and describe cooking, sleeping and transport arrangements. The location of the site and emergency telephone numbers are provided. A list of the adult volunteers attending camp is included. Parents are invited to ask questions about visits prior to the trip. Letters include permission slips to be signed by a parent or guardian and a first aid / medical consent form requesting information about specific conditions. *See Appendix A.*

## **Adult Supervision / volunteers**

With small class sizes we greatly exceed the minimum requirement for the ratio of adults to children. We operate with a ratio of 1 adult to every 3 or 4 children. Due to small class sizes and a large number of willing volunteers there is sometimes an even greater ratio of adults to children. A balance of male and female helpers is maintained.

Adult volunteers usually end up attending more than one camp and therefore learn the various procedures and safety rules. If appropriate a copy of this document is provided to adults attending camp. Where necessary (e.g. cooking) safety procedures are explained to volunteers, otherwise those helpers with more experience quickly set an example of what to do. All adults attending camp will have been checked by the Disclosure and Barring Service (DBS checks).

The action / judgement / skill / fitness / equipment of an adult volunteer may affect the safety of a child or the whole group; this is taken into account where necessary.

## **Student Volunteers (under 18 years of age)**

We occasionally have ex-pupils return to help us with camp. These students set an excellent example to the children and are very competent. Students join us with their parent's permission and the school assumes responsibility for them until our return.

## **Location**

All activities take place in areas the leader is thoroughly familiar with in all weather conditions. This means the leader is able to concentrate fully on managing the group and making necessary decisions.

## **Transport**

We use cars belonging to members of staff and parent volunteers for short journeys and hire minibuses for longer trips. Maps, route descriptions, regular meeting points, and mobile telephone numbers are given to each driver eliminating the necessity for drivers' having to keep up with each other (although we generally manage to stay in convoy). At least two adults travel in each minibus. Rules for car and minibus travel are:

- No shouting or screaming; sensible noise levels
- Wear seat belts; booster seats if necessary
- Stay together, listen carefully at service stations
- Awareness of other traffic and strangers
- No signalling to other divers
- Rest stops every two hours
- No sweet eating for first hour of travel
- Children susceptible to travel sickness to be monitored and sit near front

### **Minibus drivers**

School minibus drivers are tested by the LEA every three years and have Minibus permits. In addition to this drivers used for trips outside the UK will have passed a Passenger Carrying Vehicle (PCV) test. All safety guidelines are followed.

### **Cooking**

The children cook in groups of up to six supervised by one adult. The children learn and practice the following stove safety and cooking rules before each camp:

- Detecting leaking gas and turning off at stove and bottle.
- Importance of level stove
- Stove parts and controls
- How to light the stove – two people, one with extra long safety match, match in from side, striking matches safely
- How to test the stove is lit – using grass, twig or old match
- Danger of invisible flame
- Affect of wind
- Sitting arrangements when cooking
- Not allowed behind stove – danger of tripping on pipe
- No leaning over stove
- Hot parts of stove
- Only allowed to start cooking after checking with leader
- Only allowed to clean stove after checking with leader
- Danger of hot stove even after cooking
- Never leave stove unattended
- Food hygiene. Washing hands, cleaning pans etc
- What to do if burnt or scalded – stay calm, tell team leader to inform teacher, place burn into nearby cold water bucket (whistle attached for emergency use only)
- No running near cooking areas
- How to lift saucepans / frying pans off stove (two people, one to switch gas off, using two hands)
- How to place saucepans onto stove – handle at angle off to side, not in front or over other burner
- Pouring hot water, using two hand, pour away from body
- Danger of spitting oil – using tea towel as leg protector
- Testing temperature of food – not by tasting (spoon in / adult check)
- Using tongues and spatulas
- Using knives and tin openers
- Using adult helper

### **Campsite Rules**

- No running around tents
- Clearly defined areas where children are allowed
- Awareness of traffic and strangers
- Awareness of specific hazards e.g. stream, steep banks, barbed wire, tree climbing, vehicles
- Respecting the area and local community

### **Tent / Sleeping Arrangements**

- The children sleep in single sex tent groups (min. two, max. five)
- Adult tents mixed among children's tents
- Adult tents on boundaries
- Leader sleeps in open or with open door
- Emergency whistles in each tent
- Head count and check for warmth and ventilation just before silence
- Children must inform others if they leave the tent for the toilet and tell them when they return
- Toilet visits in pairs at night
- What to wear and how to keep warm (dry light clothes, hat and gloves, fleece..)
- Tent ventilation
- Regular tent checks in extreme wet or windy weather
- Putting up / taking down tents safely, affect of wind
- How to keep tents / sleeping kit dry (roll sleeping up in karrimat, use bin bags, wet kit left in porch)

### **Walking –Urban / Hill / Mountain / Coastal**

Walks are led by appropriately qualified members of staff (MLTB Mountain Leadership Certificate). Where necessary a second qualified person is employed to meet the correct ratio of leaders to other members of the party.

- Frequent number checks by leader
- Number checks by children (children in activity groups up to six)
- Importance of concentrating and listening to leader
- Awareness of traffic and strangers
- Walking in single file / pairs as necessary
- Wear school sweatshirt and caps to aid visibility
- Adults spaced evenly amongst children
- Adults responsible for specific groups
- Adult as end of group markers
- Pair of children end of group checkers
- Children to lead whole group (leader within speaking distance of front in order to control pace)
- Awareness of spacing group appropriately according to terrain, weather, traffic, other hazards e.g. river
- Awareness of steep / slippery / unstable terrain
- Awareness of steep drops
- Awareness of trip and slip
- Awareness of weather conditions, state of tide/river
- Routes allow for emergency short cuts

### **Emergency Equipment Carried by each child**

- Whistle attached to outside of day sack
- Waterproofs
- Hat and gloves / sun hat
- Drink / extra drink
- Food / emergency food

- Bin bag (can be used as survival bag worn over head with hole punched)
- Spare woollen / fleece jumper
- Personal medicine (inhalers)
- Plasters

### **Carried by leader/adults**

- Group first aid kit
- Survival bag
- Emergency shelter (Bothy Bag)
- Sleeping bag or spare insulating clothing as appropriate
- Torch
- Emergency contact telephone numbers and medical information
- Mobile telephone
- Stretcher (as appropriate; increases options when dealing with injury in remote exposed locations in poor weather conditions where exposure may affect safety of individual /group)
- Short rope (as appropriate; for leading nervous people over steep terrain)
- Flares, smoke signal; as appropriate, small boat trips, estuary tour
- Extra food and drink
- Spare hats, gloves, clothing

### **Carried by adults**

- Mini first aid kits
- Spare waterproofs
- Extra drink
- Extra warm clothing
- Sun barrier cream
- Mobile telephones

### **Clothing / equipment**

*See Appendix A*, equipment list for children. Children have three full sets of spare clothes allowing them to get dry after activities. The children learn about keeping warm, wearing woollen/fleece clothing and avoiding fabrics which are cold and heavy and take too long to dry when wet (e.g. denim) The children are made aware of what to wear in sunny weather and the importance of having footwear with ankle support.

### **Scrambling**

- Clear instructions to adults and children
- Adults situated in all higher risk locations
- Adults positioned to support / steady child in event of slip
- Children scramble single file, well spaced out; only one child at a time on more challenging terrain
- Awareness of wind and wet rock conditions
- Adult to monitor children not scrambling
- Using hands and feet (three points contact)
- Children have option to miss out activity
- No bags carried, shoe lace checking

- Easy simple scrambles chosen to improve confidence moving over rocky terrain (no ropes)
- Awareness of trip and slip

### **Camp Fires**

- Awareness of wind direction, smoke
- Adult supervised only, clear standing / sitting areas
- Awareness of burn injuries, danger of sparks to eyes / clothes
- No waving burning / hot sticks

### **Village Hall Accommodation**

- No running inside
- No jumping off stage
- Awareness of traffic and strangers
- Awareness of wet flooring
- Awareness of very hot water tap
- Sensible use of drying lines
- Supervised use of kitchen facilities
- Boy / girl sleeping zones
- Ask permission before telephoning
- No playing in lane
- Clearly defined play areas
- Respecting the area and local community

### **Sleeping outside**

- Accompanied by at least two adults
- Plastic sheeting to rest karrimats on
- Warmth / extra clothing check
- Weather dependent
- Bad weather shelter nearby

### **Track Attack Game**

- Children in small groups supervised by adult
- Agreed route and meeting time/point
- Emergency whistles
- Awareness of trip and slip

### **Outdoor Water Safety**

Outdoor water safety is taught to all children in Years 5 and 6 as part of their swimming lessons. Activities include assessing danger, treading water, signalling, affect of wearing clothes, rope/branch/trouser rescues, throwing float rescues, entering water safely, principles of rescue and self protection.

Camps operating near water have a member of staff qualified as a lifeguard. (Royal Life Saving Society (RLSS), Bronze Cross Open Water Rescue Award and Bronze Medallion Award).

### **Water Fights, Lake Windermere**

- Plastic buckets and containers
- No water pistols
- Awareness of pebbles and grit
- Awareness of trip and slip
- No pushing. Spare clothes, flask to hand
- Awareness of need to stay sensible
- Appropriate footwear / clothing
- Clearly described areas to play in
- Two throw lines, two life rings (Perry buoy) on site
- Awareness of weather conditions (wind / waves, wind chill, water temperature)
- 

### **Paddle and Splash, Lake Windermere**

- Throw lines, floats / two life rings to hand
- Clearly defined areas (buoyed, County Council defined swimming and bathing areas)
- Clear maximum depth and swimming rules
- Dependent on weather and water conditions (wind / waves, wind chill, water temperature)
- Appropriate footwear / clothing
- Awareness of need to stay sensible
- Awareness of trip and slip
- No pushing. Spare clothes, flask to hand

### **Jetty Jump, Lake Windermere**

- Children to wear buoyancy aid, helmet, light footwear, swimming costume
- Buoyed area (County Council designated swimming area)
- Dependent of wind / wave conditions, wind chill, water temperature. Spare clothes & flask to hand
- Awareness of trip and slip
- Throw lines, two life rings, rescue pole to hand
- One jumper at a time
- Depth check for obstructions by leader
- Awareness of sudden cold / 'gasp' danger
- Standing jumps, no running or fancy jumps

### **Coastal Paddle and Splash**

- Sheltered beaches where leader is familiar with local conditions and tides in all weathers
- Throw lines, floats / life rings to hand
- No swimming
- Dependent on weather and water conditions (wind / waves / tide, wind chill, water temperature)
- Appropriate footwear / clothing

- Awareness of need to stay sensible
- Awareness of trip and slip
- No pushing. Spare clothes, flask to hand
- Clearly defined areas for children to play in
- Knee depth maximum

### **Small Boat Trips**

- Designated adult leaders for each boat, minimum two
- Clear instructions given to boat leaders prior to trip
- Boats to stay within shouting distance of each other
- Boats to follow the lead boat on pre-planned route at steady speed
- Boats to stay within limits of cruising area
- No hands trailing in water
- Awareness of crush injuries
- No standing, weight to be kept low
- Buoyancy aids worn by everyone
- Throw lines on each boat

### **Large Boat Trips**

- We only use well established companies who are local authority approved and fully registered operators
- Awareness of trip and slip
- No running, throwing
- Clearly defined areas
- One adult to three/four children supervision ratio
- On board base location clearly established
- Awareness of falling overboard, higher risk areas
- Awareness of crush injuries, no hands overboard

### **Kayaking and Canoeing**

- Led by appropriately qualified staff at an outdoor centre (Windermere Outdoor Adventure, County Council Centre).
- Wetsuits, windproof tops, helmets worn
- Boats to remain in designated area
- Awareness of crush injuries
- Awareness of capsize drill procedure
- Warm dry clothes, food and drink readily available

### **River / Canal Visits**

- Clearly defined route, areas allowed in
- Awareness of wet rocks, trip and slip
- Throw lines downstream
- Small groups with adult for aqueduct walk, safe spacing, awareness of guardrail width, option to miss out
- Awareness of lock gate, paddle, sluice and windlass dangers

### **First Aid**

- Medical information and permission to administer first aid collected from parents before trips
- Each camp has a First Aid qualified member of staff present (First Aid at Work, HSE, Four day course)
- All incidents reported to parents
- Contact telephone numbers carried at all times. Parents informed immediately where necessary
- Location of local casualty unit and doctor's surgery noted
- Vehicles kept fuelled in order to reduce problems when dealing with night time emergencies

### **Dealing with Emergencies**

- Necessary telephone numbers carried at all times including Head Teacher and L.A contacts
- Designated second leader(s) in case of incident involving leader
- Second leader experienced member of staff with First Aid qualification
- L.A guidelines followed

## **Camps 2014**

<b><u>Camp</u></b>	<b><u>Leader</u></b>	
	A	B
1	Sally Morgan & Sue Relph	David Lockley
2	David Lockley	Helen Williams & Catherine Cowper
3	David Lockley	Helen Williams & Sally Morgan
Year 6	David Lockley	Helen Williams & Sue Relph

All leaders are staff at Brockton.