

Training Material

The Aim:

To equip BB leaders with the skills, knowledge and understanding to plan and lead holiday activities for children and young people.

Learning Outcomes:

At the end of this training course participants will be able to:

- Identify the key elements in the preparation phase of a holiday, including BB regulations and child protection procedures
- Set realistic aims for the event in consultation with young people
- Carry out effective risk assessments for holidays
- Identify the key steps to ensure good food hygiene
- Understand and meet the needs of children and young people away from home
- Contribute to positive working relationships with adult colleagues
- Understand what underlies disagreements and conflict

Resources:

Flip chart
 Pens
 TV and VCR
 Video "Bacteria Bites Business"
 OHP and screen
 OHP 1 "Learning Outcomes"
 OHP 2 "The Value of Not Planning"
 OHP 3 "Summary of learning points in planning"
 OHP 4 "Guiding Principle for Safety in the Company"
 OHP 5 "What is an Acceptable Risk?"
 Handout 1 "Holiday Leadership Scheme Regulations"
 Handout 2 "Planning a successful Holiday"
 Handout 3 "Weekly Programme Outline"
 Handout 4 "DfES Leaders' handbook" (extract)
 Handout 5 "Think Clean"
 Handout 6 "Keeping Safe from E.coli"
 Handout 7 "Stages in Understanding Conflict"
 BB code of good practice (child protection cards)
 Sports Council leaflet: "National Water Sports Code"
 BB Safety Handbook
 Case Studies for session on relationships

Timing:

5 hours training time

Group Size:

As this is a participative training day, the optimum number is 15, but the course could run with a maximum of 20 and a minimum of 6.

Suggested Programme:

10.00am: Arrivals and coffee

10.15am: Welcome, introductions & scene-setting

10.30am: Preparing for a holiday

11.45am: Safety and Risk Management

12.30pm: LUNCH

1.30pm: Food Hygiene

2.15pm: Building good relationships

3.30pm: Summary, Evaluation and Goodbyes

4.00pm: Finish



Training Material

Welcome, Introductions and Setting the Scene (10 minutes)

Welcome the group to the course and go through the domestic arrangements for the day. Ask if anyone has to leave early and agree the finish time. (Although the times will have been stated on the programme, it is a good idea to clarify this.)

Briefly go through the programme.

Show OHP 1: “Learning Outcomes”

Ask the group members to introduce themselves with their name, company and something light-hearted (for example, their favourite ice cream flavour, or the nicest thing that has happened to them this morning!)

Ask the group members to put up their hands if they went away on a camp or holiday with a youth organisation when they were younger. Ask them to think back to their own memories of that experience; where they went, what the weather was like, what food they ate, where they slept, the names or faces of the other kids or the leaders, the best or funniest thing that happened.

Do not ask for feedback, but comment, that going away from home without parents or carers (especially for the first time) can be one of the most memorable experiences of childhood or adolescence.

Point out that we are here today to make sure that we develop the skills and knowledge to make our camps and holidays in the BB safe, happy, exciting and memorable.

Session 1 : Preparing for a holiday (1 hour and 15 minutes)

Show OHP 2: “The Value of not planning”

Setting Objectives (20 minutes)

Explain that this session is intended to enable people to understand why planning is so crucial to the success of a holiday, and to give them a framework to use for planning so nothing is left to chance.

To start with basic planning, explain that you would like people to think about **why** we include camps and holidays in our programme.

Ask the group members to say what the benefits are and on a flipchart, write up the responses, which may include the following:

- Fosters independence
- Helps build a strong team
- Existing friendships are developed and new ones made
- Fun and excitement
- Trying new activities for the first time
- Some young people do not have a family holiday

Now ask the group members to consider that all of the above mentioned benefits can be set as objectives or goals for the holiday. The holiday objectives would need to be agreed among the company staff and young people, and may vary from company to company. For example, some companies may have its main purpose of the holiday as “bringing young people closer to Christ” while others may decide that its aim is “to have fun”.

Key Learning Point !

The trainer should point out that “having fun” and faith development should not be mutually exclusive. Point out that these objectives are equally valid, and the important thing is that leaders, young people, parents and carers are all clear about what the purpose is. Also, once the objectives have been agreed and communicated, it is far easier to evaluate whether or not the holiday has been a success.

Training Material

Ask the group members to get into pairs and to think for a few minutes about what kind of objectives they might set for a holiday. Give 5 minutes for discussion and then briefly take feedback on what they have talked about. If a lot of the objectives are focussed on “fun” or “adventure” ask the group members how they might plan the programme of the holiday to achieve these.

Key Learning Point!

Try to get the group members to agree that the best way to succeed in making the holiday fun is to involve the children and young people in the planning. This in itself can be fun if applied creatively.

Practicalities (20 minutes)

Explain to the group members that we are now going to look at how to plan the holiday in more detail. However, because much of the information required is in written format, the trainer will issue handouts on BB regulations, and a framework for planning all the practical aspects of the holiday.

Issue Handout 1: “Holiday Leadership Scheme Regulations” and Handout 2: “Planning a Successful Holiday”.

Go through the handouts picking out the key points, and allow 10 to 15 minutes for the participants to ask questions or discuss the information on the handouts. Do not spend too much time on programme planning, as this is what we are covering next. Also, try to avoid getting into discussions on safety or risk assessment as this is dealt with in the next session.

Try and sell the idea of producing a holiday “brochure” or schedule that can be given out to young people and parents and carers. If possible have some good examples of recent brochures prepared by BB companies.

Programme planning (35 minutes)

For the last part of this session, explain that we are

going to take some time to look at planning a programme for the holiday.

Exercise 1: (10 minutes)

Firstly, say that we are going to look at some basic principles for successful programme planning. Ask the group members to split into three’s and take 5 minutes to come up with 5 essential points in planning an effective programme.

The following should be written on a flipchart: “In order to have a great holiday and meet our objectives, we must remember...”

Tell the group members that they have 5 minutes to come up with their 5 essential principles of programme planning. When the time is up, quickly go round the three’s taking one point each and write them on the flipchart. Avoid duplication and add your own so that the list includes the following:

- A balance of physical and non-physical activities
- To meet the needs of all young people, not just the majority
- To be accessible to young people of all abilities
- To make the programme varied and appropriate
- To ensure that named leaders are responsible for the organisation of each outing or activity
- Participation of young people in planning the programme

Thank the group members for the work they have just done on principles of planning, and say that we are now going to plan a week’s programme, attempting to use the principles displayed on the flipchart.

Key Learning Point!

Before the group members carry out this task, stress the importance in youth work of leaders and young people having the opportunity to build relationships. It is important to programme in some “down time” where people can sit and chat, or just rest.

Training Material

Exercise 2: (25 minutes)

Issue Handout 3 “Weekly Programme Outline”

In their groups of three ask the participants to plan a week’s programme for one of the following scenarios:

- a holiday at a residential centre by the sea
- a week’s residential for 12-15 year olds
- a long weekend for Juniors
- a long weekend for Seniors

Remember not to get drawn into any discussions about safety and risk assessment at this stage, as we are covering this in the next session.

Allow 5 minutes for the planning and then 10 minutes to feedback. Ask the group members to talk through their programmes and to explain why they have structured it in the way they have.

Finally, ask the group members to think about any extra arrangements they need to make if any of the young people or leaders have a disability or impairment. How would they assess the needs of a disabled young person? **Stress that the young people themselves are the experts in their own care needs, and that parents and carers should also be consulted about needs over and above those at a BB company night.**

Show OHP 3: “Summary of learning points in planning a holiday”

End session by summarising the main points on **OHP 3, “Summary of learning points in planning ”:**

- Think about what the holiday is for, and set objectives
- Involve young people at every stage of the planning
- Use the checklist when planning practicalities

- Remember the principles of programme planning:
 - balanced
 - meeting the needs of all
 - accessible
 - varied
 - organised

Session 2: Safety and Risk Management (45 minutes)

Set the scene by saying that this session will enable participants to identify and control risks when planning and running holidays, which still retaining a sense of adventure.

Show OHP 4 “Guiding Principle for Safety in the Company”

In groups of three, ask the participants to identify what specific risks they are most likely to encounter on a BB holiday.

After about 5 minutes, ask the participants to read out their lists and write onto a flipchart. The lists should include the following:

- Outings
- Travel
- Health (illness or injury)
- Activities
- Water
- Security (personal, belongings)
- Environment (extreme temperatures, accommodation, animal, adverse weather etc)
- Hygiene (personal, food)
- Financial
- Fire
- Neighbours
- Cooking
- Child abuse
- Drugs/alcohol

Training Material

Pick a few of the risks listed and ask the group members what controls they could put in place. For example, the risk of a child being abused (by an adult or another child) is controlled by the implementation of our child protection procedures. The risk of illness or accident is controlled by finding out in advance any medical conditions liable to need treatment and the quickest route to the nearest A&E Department, or hospital.

Key Learning Point!

It is advisable to use the example of child protection first, and take the opportunity to re-issue the code of good practice cards (credit card sized). Point out that the code is even more important when on a BB holiday.

Allow some time for discussion on the methods of controlling risks, draw out the experience of the group members and add your own.

Show OHP 5 “What is an acceptable risk?”

One of the problems with hazard identification is that large numbers of hazards will be identified, some obviously more “serious” than others. What we usually find is that a high proportion of hazards are not serious enough to warrant further action and these are referred to as hazards with “acceptable” risks. Risk is the term used to describe the seriousness of a hazard and risk is formally defined as :

the probability that the hazard will cause harm multiplied by the severity of that harm if it was to occur.

That is **Risk = Probability x Severity**. (Write this on the flipchart)

For example, with abseiling done with all the proper equipment and expertise, the probability of an accident is low, but the potential severity is very high. A six mile hike through woods and moor land could result in a few stings, grazes or blisters, but the potential severity is fairly low.

We will now look at the procedure that can be used for risk rating.

For the vast majority of hazards a simple method of risk rating is required. The usual method is to devise scales for probability and severity, rate hazards on the scales and combine the ratings.

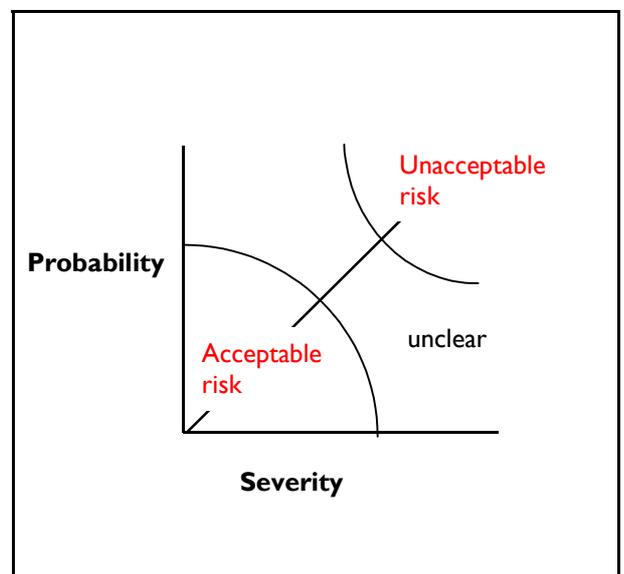
Probability

- High “When it is certain or near certain that harm will occur.”
- Medium “Where harm will often occur.”
- Low “Where harm will seldom occur.”

Severity

- Major “Death or major injury or illness causing long term disability.”
- Serious “Injuries or illness causing short-term disability.”
- Slight “All other injuries or illness.”

On a flipchart, draw the graph showing areas of acceptable and unacceptable risk:





Training Material

Ask the group members to split into pairs and give each pair a small card with one of the following activities written on it:

- Football
- Beach trip
- Shopping trip to local town
- Swimming
- Walking in mountains in summer
- Potholing
- Hang-gliding
- Abseiling
- Minibus journey
- Raft building
- Sailing on the sea
- Sailing on a lake
- Paragliding

Ask one person from each pair to stick the card (using blu-tac) onto the graph. Allow a short discussion afterwards about which activities offer an unacceptable risk, and why. Point out that we have no insurance cover for:

- Paragliding
- Hang-gliding
- Parachuting

Leaders should notify BBHQ if they are going to do potholing or sailing (both on the open sea or inland lakes.)

Any activity involving water should be conducted with extreme caution and properly qualified and adequate supervision.

Issue the **“National Water Sports Code”** published by the Sports Council.

Key Learning Point!

Try and stress the need for balance and risk assessment when planning holidays. Adventure can be safe and risk is always present. We need to be well organised and aware of potential risk when planning and running activities.

Issue the **BB Safety Handbook and Handout 4 “DfES Leaders’ handbook” (extract).**

Finally, point out in particular the holiday leadership regulations on pages 37/38 and emergency procedures on page 8/9 of the Safety Handbook.

Thank the participants and break for lunch.



Training Material

Session 3: Food Hygiene (45 minutes)

Introduce the session by saying that in risk assessment terms, the possibilities of food poisoning are rare, but if anyone has ever experienced it, the potential severity is high! Add, that in reality the incidents of contamination by, for example, E.coli receive a lot of media attention but are extremely rare. By adopting some basic food safety procedures, especially if camping, we can be safe.

On a flipchart, write up “Sources of Bacteria” and ask the participants to name the four main sources. These are:

- Already in food
- Pests
- Contaminated work surfaces
- You!

Now write up “Wash your hands after” and ask the group members to supply the answers, which are:

- Going to the toilet
- Having a break
- Handling raw food
- Handling rubbish
- Using your comb, hairbrush, handkerchief

Lastly, write up “When preparing food” and underneath write “do” and “don’t”. Again, ask the group members to supply the “do’s” and “don’ts”. These should include:

Do	Don't
Keep hair neat and covered	Touch your hair
Wear clean and tidy clothes	Pick your nose
Cover cuts etc. with blue waterproof dressings	Cough or sneeze near food
Keep nails clean and free from varnish	Smoke while preparing food

Issue Handout 5 “Think Clean” and Handout 6 “Keeping Safe from E.coli”.

Go through the points in Handout 5 and point out that even if you are not camping certain precautions should be taken. Traces of animal droppings may be present on stiles, gates, benches and play areas in rural settings. About a quarter of cattle herds and many sheep and goats carry and excrete E.coli.

Allow a few minutes to take questions or comments about either of these handouts.

Finally, introduce the video “Start Right” which reinforces several of the learning points already made and describes the standards we should meet to ensure food safety.

Show the video (12 minutes) and summarize the main points, before ending the session.

Session 4: Building Positive Relationships (75 minutes)

Introduce this session by saying that we have attempted to cover all the practical aspects of running a successful BB holiday; planning, rules and regulations, risk assessment, safety and food hygiene. Now we are going to take the rest of the afternoon to look at the kinds of situations that may arise with young people when away from home.

This session is focussed on building on the relationships we already have with young people in our BB companies. It also asks us to think about how we can respond to young people’s needs, especially in the context of a group holiday.

We will also touch upon how we deal positively with minor conflicts between adult leaders.

Firstly we are going to look at the emotional needs of children and young people on a camp or holiday.

Training Material

In pairs ask the group members to identify the physical and emotional needs of children and young people attending a BB camp or holiday (particularly those who are away from home for the first time, or away with the BB company for the first time.) Give 5 minutes for this.

On a flip chart write up the word “needs” and underneath, two columns headed “physical” and “emotional”.

Ask the group members for feedback and write up the needs that they have identified. The feedback might include:

Physical needs

- Food
- Accommodation
- Bedding
- Proper clothing
- Equipment
- Spending money

Emotional needs

- To feel safe
- To feel that they matter
- To feel they can talk to the leaders
- To feel included
- To feel accepted
- To be consulted

Trainer input: Point out that in the preparation for a camp or holiday they would have taken time to give young people (and parents and carers) information on what to expect. However, the point of arrival at the camp or holiday destination is an excellent opportunity to set a positive tone for the holiday.

Either in pairs or all together, ask the group members to discuss how they can make the arrival and settling in period as positive as possible. Get them to include ideas for effective welcomes, finding the right room/ accommodation and responding to the needs of children and young people away from home.

Write up good ideas onto the flipchart. These may include:

- A welcome meeting with drink and a snack
- A game or puzzle to find out where their rooms are
- Ice breaker games
- Reminder of who to talk to if they feel homesick, unwell or just want to talk
- A participative session on the holiday groundrules

Case studies: Explain to the group members that we are going to look at some fairly typical scenarios on a camp or holiday, which you invite them to discuss, bearing in mind that there are opportunities to build on the relationship they have with the children and young people concerned.

Ask the group members to split into three's and ask them to work through two case studies each. Make sure that all the case studies are addressed by at least one of the three's. Allow 15 minutes discussion time and 15 minutes feedback time. During the feedback, invite other views, and reinforce any key points on the flipchart.

Take every opportunity to reinforce the role of a voluntary youth leader, and the importance of the voluntary relationship. Stress that we are not always there to find solutions, but to be a trusted adult in a young person's life.

Scenario A: “Homesick”

You are one of the leaders on a week camp at the coast. It is day two, and early evening. One of the young people, a ten year old boy is helping with the washing up when you notice that he is fighting back tears. You know that this is the first time he has been away from home. You wait until everyone else has gone outside and then you ask if he is ok. At this, he starts to cry openly and says he wants to go home, now, tonight! What do you say and do?

Trainer's notes:

What you are looking for in the feedback from this case study would include

Training Material

- Asking the boy if he would like to talk about it
- Allowing him the space to let go of his feelings
- Enabling him to explore his feelings
- Encouraging him to think through his options (perhaps suggesting some)
- Encouraging him to think through the implications of his options
- Supporting him in coming to a decision about leaving or staying, and a strategy for feeling positive about his choice
- Agreeing with him how you go forward
- Making sure you, as the leader, talk to another leader about the situation

Participants may identify other approaches from which other group members can learn.

Remember! There is no one right answer, but that this exercise is focussed on the relationship with the young person.

Scenario B “Eating”

You are three days into a week-long holiday with the BB and GB companies from your church. It is a fairly large group of about 15 boys and 10 girls all aged between 13 and 15 years. You have noticed that one of the girls, Sarah, just pushes the food around on her plate at mealtimes, and sometimes doesn't turn up for meals at all.

However, when you are out and about at other times you have noticed that she often eats a large amount of snack food: crisps, biscuits etc.

You feel very concerned and decide to talk to another adult leader. It is agreed that you cannot just ignore what is happening. What do you do?

Trainer's notes:

Feedback from this case study would include:

- Avoiding a heavy handed approach
- Not jumping to conclusions about eating disorders and their causes
- Being focussed on the building of the relationship itself rather than any short-term resolution
- Talking to the young woman about food, being honest in saying you have noticed she doesn't eat at mealtimes, but not pushing it if she doesn't respond immediately
- Being clear that you are available if she wants to talk about anything
- Being clear that if she is eating, even if it is unhealthy, she is not in any real danger

Participants may identify other approaches that they can discuss.

Remember! The learning outcome from this exercise is focussed on building relationships with young people, not necessarily finding solutions to their problems.

Scenario C “Feelings”

You are away on a weekend with 30 young men from the Senior section of two neighbouring Companies. The staff team is made up of female and male officers. One of the young men has clearly developed intense feelings for you. You often find him staring at you, he has bought you small gifts from souvenir shops and always offers to help you out with any task you are involved with. (He is not from your company, so it is unlikely that you will meet him again after the weekend.)

You feel confident and experienced enough to deal with the situation without endangering yourself or the relationship with the young man. However, one of the other officers will not let the subject drop. He has teased you relentlessly, in front of others, and now is making inappropriate sexual remarks. Unfortunately, you think that the young man in question has overheard one of these offensive remarks.

Training Material

What do you do?

Trainer's notes:

Feedback from this case study would include:

- An awareness that the case study is about the dynamics between adult leaders and the relationship of trust that a leader has with a young person.
- Some discussion on how you would challenge the remarks made by the officer
- Bringing the incident to the attention of the officer in charge
- What factors might influence the decision of whether or not to follow up the issue of the overheard remark
- How you might manage the situation with the young person for the rest of the weekend
- What other factors might you consider in dealing with conflict or disagreement among leaders?

Scenario D "Bullying"

You are a leader on a BB camp, one that has been running for many years on traditional lines. Last year, a young lad was bullied by a group of other young people and you are anxious that this does not happen again. What steps can you take in your planning and preparation this year?

Trainer's notes:

Feedback from this case study would include:

- The need for a policy on bullying
- Briefing leaders on our child protection policy
- Training leaders on what is and what is not acceptable behaviour, what bullying is, its impact on young people, and how to deal with incidents

- Consulting with young people and raising their awareness on these issues
- Inviting young people to participate in the drawing up of "camp rules"

Thank the group members, and say we are going to look at the kinds of conflicts that arise between leaders and how we can try to understand what is going on.

Conflict management

Explain that we only have a short time to flag up some of the major causes of conflict between people, and we are seeking to develop our understanding about what underlies conflict rather than provide any magical solutions.

Write the word "conflict" on a flipchart and ask the group to call out what words or phrases they associate with it. Write up all the words until they stop flowing. Some examples would be:

- Fear
- Frustration
- Resentment
- Rifts
- Unpleasantness
- Torn loyalties
- Anger
- Confusion
- Creative tension
- Argument

The trainer can then point out that our initial reaction to conflict (understandably) is fearful and negative. Also point out that the Chinese character for "conflict" has two meanings; danger and opportunity. Conflict properly understood and dealt with can bring about much needed change.

There is a theory of conflict management that suggests four main causes of conflict. These would be differences of:

- Facts (or access to information)
- Values
- Goals
- Methods

Training Material

List these four factors on a flip chart.

Leaving this to one side for a minute, ask the group members to split into three's and ask them to list the sorts of conflicts or disagreements that could arise between adult leaders, especially on a camp or holiday. Ask them to outline the sorts of disagreements that might arise, rather than an in-depth analysis of particular incidents. The conflicts that arise on a camp or holiday might include:

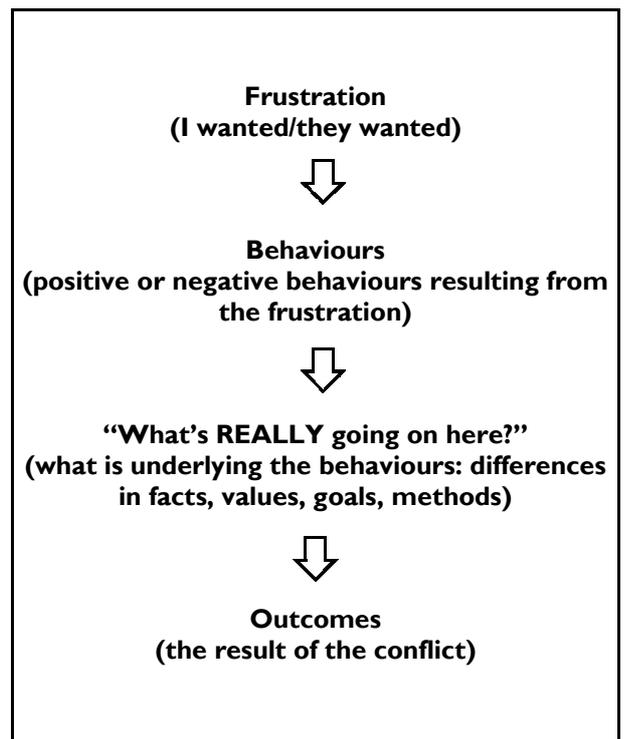
- Unequal workload - *values*
- Lack of communications - *facts, methods*
- Leaders not being consulted - *methods*
- Disagreement on what we are there for, and why - *values*
- Different approaches to standards of behaviour and boundaries - *values, methods*
- Different ways of doing things (cooking, games, organising trips etc) - *methods*

After 5 minutes, ask them to stop and go back over the lists they have produced and to see if any of them fit the four categories displayed on the flipchart. (See examples in italics above)

The trainer can also ask the group members whether most conflicts arise from differences in methods or in goals and values? Also, which differences do the participants think are the hardest to manage? Now, explain to the group that understanding what underlies a conflict is the most important factor in managing or resolving the conflict. Issue the handout showing the stages of conflict management:

Stages in understanding conflict :

Issue Handout 7 "Stages in Understanding Conflict".



Ask the group members to go back into their three's and spend 5 minutes discussing their experiences of conflicts, either BB, work, with friends, family etc, in the light of the model of conflict management mentioned above. Stress that we are trying to gain another angle on situations in the spirit of better understanding, rather than provide quick fixes.

After 5 minutes, ask the group members to come back together and say that we have had a very short look at one particular way of **understanding** conflict. One learning outcome that they can take away with them is to stand back from conflicts and ask the question "What is really going on here?"

This technique enables us to deepen our understanding of conflicts, and help us to manage them in a positive way rather than just reacting to them and the behaviours that are played out.



Training Material

Summary and Evaluations

Show OHP I “Learning Outcomes”

Take 5 minutes to recap on the main learning points from each session.

Remind the group members what they said at the beginning of the day about the value of camps and holidays in the BB. Thank them for their commitment to young people and the BB and for participating in the training. Wish them happy holidays and issue the evaluation forms.

Goodbyes

Close with devotions or whatever is appropriate for you and your group.

RESOURCES

OHP's

OHP1	“Learning Outcomes”
OHP2	“The Value of Not Planning”
OHP3	“Summary of Learning Points in Planning”
OHP4	“Guiding Principle for Safety in the Company”
OHP5	“What is an Acceptable Risk”
Handout 1	“Holiday Leadership Scheme Regulations”
Handout 2	“Planning a Successful Holiday”
Handout 3	“Weekly Programme Outline”
Handout 4	“DfES Leaders’ Handbook” (extract)
Handout 5	“Think Clean”
Handout 6	“Keeping Safe from E.coli”
Handout 7	“Stages in Understanding Conflict”

Learning Outcomes

At the end of this training course participants will be able to:

- **Identify the key elements in the preparation phase of a holiday, including BB regulations and child protection procedures**
- **Set realistic aims for the event in consultation with young people**
- **Carry out effective risk assessments for holidays**
- **Identify the key steps to ensure good food hygiene**
- **Understand and meet the needs of children and young people away from home**
- **Contribute to positive working relationships with adult colleagues**
- **Understand what underlies disagreements and conflict**



The Value of Not Planning

“The nicest thing about not planning is that failure comes as a complete surprise and is not preceded by a period of worry and depression”

John Preston – Boston College

Summary of learning points in planning a holiday:

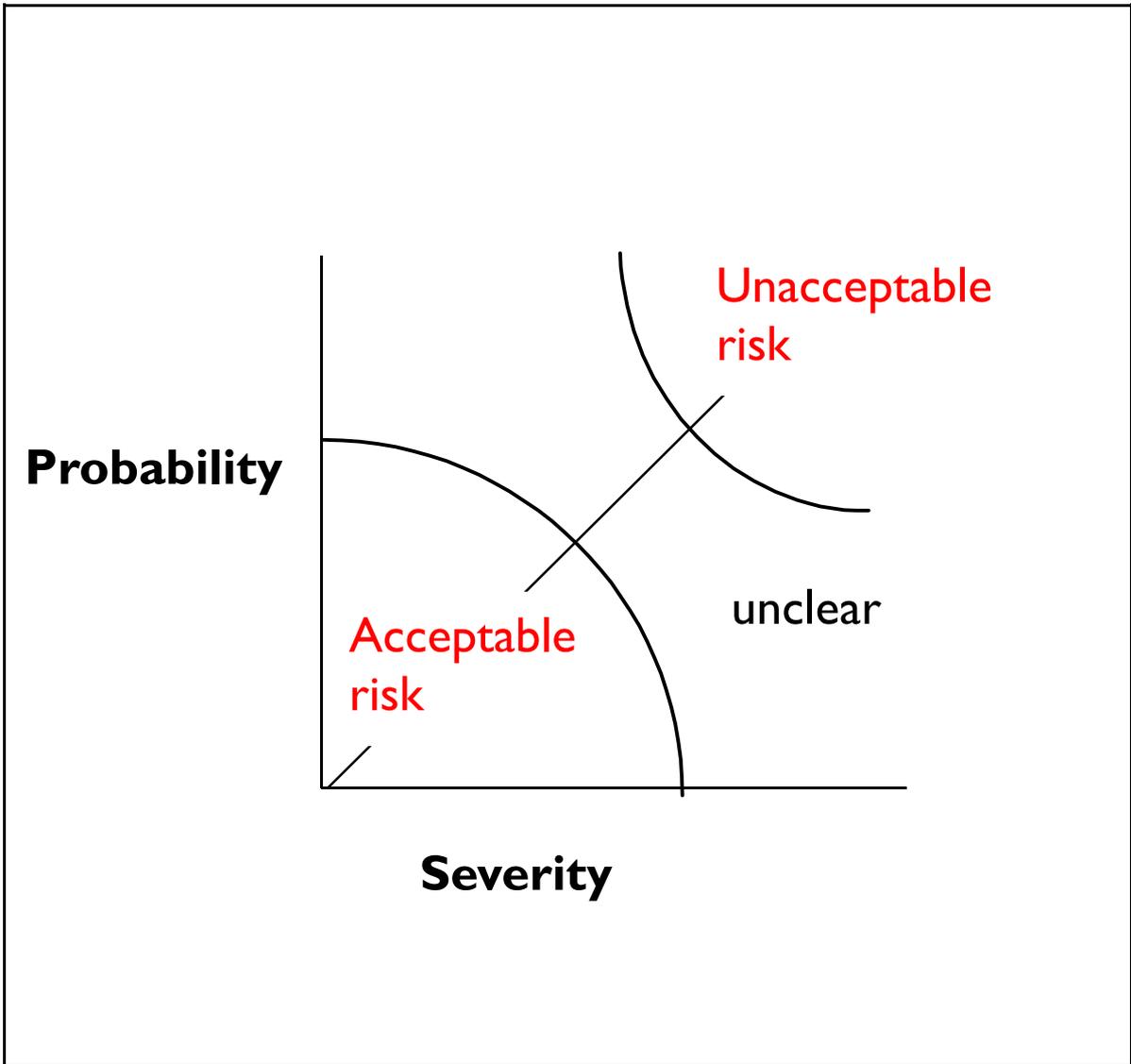
- **Think about what the holiday is for, and set objectives**
- **Involve young people at every stage of the planning**
- **Use the checklist when planning the practical aspects**
- **Remember the principles of programme planning:**
 - **balanced**
 - **meeting the needs of all**
 - **accessible to all**
 - **varied**
 - **organised**

Guiding Principle for Safety in the Company:

It is the duty of the Company Captain to satisfy himself/herself that all individuals who are given any element of responsibility for children and young people are competent.

He/she must also be satisfied that in all activities due consideration is given to the safety of children, young people and staff.

What is an Acceptable Risk?



HOLIDAY LEADERSHIP SCHEME REGULATIONS

The existing Camp and Holiday Leadership Scheme has been revised and is now referred to as the **Holiday Leadership Scheme**. It comprises a **Holiday Leadership Certificate** and a **Camp Craft Certificate** for canvas events (but not including overnight expeditions, for which a separate Expedition and Outdoor Leadership qualification is in place). The person leading the holiday is referred to as the leader in charge.

Requirements to lead a Holiday

- a) An officer leading a camp or holiday of any duration, involving at least one overnight stay, must hold a valid Holiday Leadership Certificate.
- b) The leader in charge must be an officer or warrant officer who has completed Basic Training or Youth Leader Training, holds a valid Holiday Leadership Certificate and has the approval of the Company Captain to take charge of the holiday.
- c) The leader in charge has overall responsibility for ensuring that adequate arrangements are made for the safe management of the holiday.
- d) Notification of the holiday must be sent using the forms provided direct to Regional Headquarters as follows:
 - one or two nights duration - at least 14 days in advance.
 - more than two nights - at least four full weeks (28 days) in advance.
 The Regional Headquarters will ensure that certificates are appropriate and current.
- e) Where Company, Battalion, District or other Brigade parties intend to visit countries outside the British Isles notification must be sent in every case to Headquarters at least three months before the date of the visit for approval.

Holiday Leadership Certificate Requirements

To gain the Holiday Leadership Certificate, the holiday leader must:

- a) be an officer or warrant officer who has completed Basic Training or Youth Leader Training;
- b) participate in a training event leading to the award of the Holiday Leadership Certificate.

Both of the above requirements must be in place before the officer takes responsibility for leading the holiday.

If it is a canvas camp, as part of the safe management of the event, the leader in charge is responsible for ensuring that at least one person attending holds a current **Camp Craft Certificate**.

Camp Craft Certificate

- a) an officer or warrant officer can hold the Camp Craft Certificate.
- b) a Camp Craft Certificate can be held by non BB personnel, provided that she or he is aged 18 or over and is fully committed to the objectives of the BB and its policies and meets the requirements of our policy on child protection.

Camp Craft Certificate Requirements

To gain the Camp Craft Certificate, the person concerned must:

- a) be an officer or warrant officer;
- b) participate in a training event leading to the award of a Camp Craft Certificate.

Both of the above requirements must be in place before attending the canvas camp.

or

- c) be aged 18 or over, fully committed to the objectives of the BB and its policies and meets the requirements of our policy on child protection.
- d) participate in a training event leading to the award of a Camp Craft Certificate.

Both of the above requirements must be in place before attending the canvas camp.

Duration and Renewal of the Certificates

- The Holiday Leadership Certificate lasts for a period of five years and can be extended by further periods of five years by appropriate renewal training.
- The Camp Craft Certificate lasts for a period of five years and will be kept "live" by attending at least one canvas camp within the five-year period and undertaking a responsible role at the camp. Applications for additional five-year extensions are to be made by individual officers to the appropriate Regional Headquarters.
- Log sheets will be provided for officers to keep brief details of the canvas camps they have attended. These will be available from Regional Headquarters and should be kept by the individual officer in his or her Training Record file.

PLANNING A SUCCESSFUL HOLIDAY

Major Planning Elements of a BB Holiday

Travel	Welfare	Accommodation	Activities	Costs	Management
How	Food	Finding a Place	Equipment	Travel	Staffing Levels
Numbers	First Aid	Tentage	Safety Aspects	Food	Responsibilities
Mainland	Cooking Facilities	Suitability	Risk Assessment	Activities	BB Rules
Insurance	Preparation	Facilities Provided	Time of Year	Outings	Holiday Form
Advance Party	Eating Habits	Vicinity	Boys' Interests	Accommodation	Set the Rules
Travel Breaks	Doctors	Local Church	Objectives	Sundries	Briefing Parents
Times	Hospitals	Visit to View	Bad Weather	Pocket Money	Schedule/Brochure
	Spiritual Requirements	Local Amenities	Variety	Camp Bank	Safe Environment



Weekly Programme Outline

Day	Morning	Afternoon	Evening
Saturday			
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

Extract from DfES Leaders' Handbook

Supervision

N.B. These are not BB guidelines but leaders may find some useful tips from this Government advice to schools.

Responsibility

The Group leader is responsible overall for the group at all times. In delegating supervisory roles to other adults in the group, it is good practice for the group leader to:

- allocate supervisory responsibility to each adult for named pupils;
- ensure that each adult knows which pupils they are responsible for;
- ensure that each pupil knows which adult is responsible for them;
- ensure that all adults understand that they are responsible to the group leader for the supervision of the pupils assigned to them;
- ensure that all adults and pupils are aware of the expected standards of behaviour.

It is good practice for each supervisor to:

- have a reasonable prior knowledge of the pupils, including any special educational needs, medical needs or disabilities;
- carry a list/register of all group members;
- directly supervise the pupils (except during remote supervision) – particularly important when they are mingling with the public and may not be easily identified;
- regularly check that the entire group is present;
- have a clear plan of the activity to be undertaken and its educational objectives;
- have the means to contact the group leader/other supervisors if needing help;
- have prior knowledge of the venue – the group leader should normally have made an exploratory visit, see *Standards for LEAs in Overseeing Educational Visits*;
- anticipate a potential risk by recognising a hazard, by arriving, where necessary, at the point of hazard before the pupils do, and acting promptly where necessary;
- continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions;
- be competent to exercise appropriate control of the group, and to ensure that pupils abide by the agreed standards of behaviour;
- clearly understand the emergency procedures and be able to carry them out;
- have appropriate access to First Aid.

Each pupil should:

- know who their supervisor is at any given time and how to contact him or her;
- have been given clear, understandable and appropriate instructions;
- rarely if ever be on their own;
- alert the supervisor if someone is missing or in difficulties;
- have a meeting place to return to, or an instruction to remain where they are, if separated;
- understand and accept the expected standards of behaviour.

Head counts, etc.

Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue. It is good practice for all supervisors to:

- carry a list/register of all pupils and adults involved in the visit at all times;
- ensure that pupils are readily identifiable, especially if the visit is to a densely populated area. Brightly coloured caps, T-shirts or a school uniform can help identify group members more easily;
- avoid identification that could put pupils at risk, e.g. name badges (though some schools find it useful to provide pupils with badges displaying the name of the school or hotel and an emergency contact number, or for visits abroad a note in the language of the country being visited);

- ensure that all pupils are aware of rendezvous points;
- ensure that all pupils know what to do if they become separated from the group.

“Buddy” system

Each child is paired with a buddy. Each regularly checks that the other is present and is OK. A variant of this is the “circle buddy” system – the pupils form a circle at the start of the visit so that each pupil has a left side buddy and a right side buddy. He or she will check on these when asked. Thus two pupils cannot vanish together and not be missed (as might happen with paired buddies).

Remote supervision

Supervision can be close or remote but is always 24 hours:

- close supervision occurs when the group remains within sight and contact of the supervisor;
- remote supervision occurs when, as part of planned activities, a group works away from the supervisor but is subject to stated controls (e.g. during certain Duke of Edinburgh’s Award expeditions). The supervisor is present though not necessarily near or in sight, but his or her whereabouts are known;
- down time (or recreational time) – for example during the evenings – may involve close or remote supervision, but should not be unsupervised – the supervisors continue to be in charge;
- it is essential that everyone involved in the visit understands the supervision arrangements and expectations.

When supervision is remote:

- groups should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures. Remote supervision will normally be the final stage of a phased development programme;
- pupils will be familiar with the environment or similar environments and have details of the rendezvous points and the times of rendezvous;
- clear and understandable boundaries will be set for the group;
- there must be clear lines of communication between the group, the supervisor and the school. Do not rely exclusively on mobile ‘phones;
- the supervisor should monitor the group’s progress at appropriate intervals;
- the supervisor will be in the expedition or activity area and able to reach the group reasonably promptly should the group need support in an emergency;
- there should be a recognisable point at which the activity is completed;
- there should be clear arrangements for the abandonment of the activity where it cannot be safely completed.

Rearranging groups

- Potential danger points can occur when rearranging groups. In particular:
- when a large group is split into smaller groups for specific activities;
- when groups transfer from one activity to another and change supervisor
- during periods between activities;
- when small groups re-form into a large group.

It is therefore important that the supervisor:

- clearly takes responsibility for the group when their part of the programme begins, particularly making certain that all group members are aware of the changeover;
- clearly passes on responsibility for the group when their part of the programme is concluded, together with any relevant information ensuring that the group members know who their next leader is.

Down time

Group leaders should ensure that pupils continue to be properly supervised during downtime before, between and after activities, including the evenings on residential visits. A group occupied in study or activity is far safer than a group left to its own devices in an unfamiliar environment. Too much unstructured free time in a residential programme can allow time for mischief, bullying, homesickness and wandering off from the body of the group.

It is good practice to:

- ensure that all staff and pupils understand the standards of behaviour that apply at all times, not just during activities;
- ensure that handover between activities is properly supervised, with a named supervisor responsible for the group if there is downtime between activities;
- ensure that all supervisors understand that their supervisory role continues in the evening –however hard a day it has been, that it is not a time to relax in the bar or in front of the TV;
- use downtime in the evening or at the beginning of the day to brief the group on the planned activities for the day to come, e.g. the planned learning outcomes, specific health and safety issues, meal and break times, etc.;
- use downtime after activities for individual reflection on personal learning outcomes, and group discussion about the highs and lows of the day;
- apply the advice contained in “Remote Supervisor” above, adapted as necessary, if it is felt reasonable to allow pupils some time without close supervision;
- occupy the group with mildly active, non-academic activities in the evening, e.g. craft activities, environmental activities, quizzes, team challenges, led walks.

Night time

Group leaders should ensure that:

- the group’s immediate accommodation is exclusively for the group’s use;
- teachers (of both genders where appropriate) have sleeping accommodation on the same floor immediately adjacent to the pupils’ accommodation;
- there is a teacher present on that floor whenever the pupils are there;
- child protection arrangements are in place to protect both pupils and staff;
- where hotel/hostel reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visits;
- in the absence of 24 hour staffing of reception, external doors must be made secure against intrusion and windows closed as necessary to prevent intrusion;
- where possible, internal doors are lockable but staff must have reasonable access to the pupil accommodation at all times;
- where pupils’ doors are locked, teachers have immediate access, as necessary, to a master key;
- all staff and pupils know the emergency procedures/escape routes in the event of a fire. Where windows and doors are locked against intrusion at night, ensure that alternative escape routes are known and that all fire doors function properly.

Don’t be lulled into a sense of false security by local assurances such as, “no need to lock doors in this part of the country”. The presence of the group may attract unwelcome attention that is unusual in the locality.

Travel

A driver cannot safely drive and supervise children at the same time. Group leaders should ensure that:

- transport by road has seat belts and that the pupils wear them;
- there is adequate supervision at all times when travelling;
- supervisors are reserved seats that allow them to supervise properly
- pupils are supervised when boarding and leaving;
- extra care is taken when leaving a vehicle in a country that drives on the right as some doors may open onto the road side;
- standards of behaviour are met and, in particular, that drivers are not distracted;
- smoking/alcohol etc. bans are observed;
- pupils are occupied on long journeys – this will help the journey pass quickly;
- evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear;
- there are adequate rest stops for drivers;
- head counts are carried out when the group is getting off or onto transport.



Think Clean!

Follow the 10 Point Code:

- Always wash your hands before touching food, and always after using the toilets.
- Tell whoever is in charge if you have any skin, nose, throat or bowel trouble.
- Cover all cuts and sores with waterproof dressings, BLUE.
- Wear clean clothing and be clean.
- Remember that smoking in a kitchen (or tent) is dangerous and illegal. Never cough or sneeze over food.
- Clean as you go in a kitchen. Keep equipment and utensils clean.
- Keep food clean, covered and either cold or piping hot. Separate raw and cooked foods.
- Keep your hands off food as far as possible.
- Keep the lid on the dustbin.
- Remember that the rules of hygiene are for the benefit of everyone. Try and keep them.

Keeping Safe from E.coli

The following steps should be taken:

- Ideally, to completely avoid risk of infection by *E.coli*. 0157 from this source, fields used for grazing or stockholding of animals should not be used for camping, picnicking and play areas, especially where these involve children.
- These risks can be greatly reduced by adopting the following sensible precautions:
- Keep farm animals off the fields for the preceding 3 weeks prior to use.
- Remove any visible droppings, ideally at the beginning of the 3 week period.
- Mow the grass, keep it short and remove the clippings before the fields are used for recreation.
- Keep farm animals off fields during use.
- Always wash hands before eating, drinking and smoking, i.e. use soap, clean towels and, preferably, hot and running water.
- Ensure that water from burns and streams is treated before drinking.
- Ensure adequate supervision of children, particularly those under 5 years of age.
- Disinfectant down on cow pats!

These precautions, taken together will greatly reduce the risk of *E.coli*. 0157 and other infections from this source, and allow your camping or sports to continue in greater safety.

Stages in Understanding Conflict

Frustration
(I wanted/they wanted)



Behaviours
(positive or negative behaviours
resulting from the frustration)



“What’s REALLY going on here?”
(what is underlying the behaviours:
differences in facts, values, goals,
methods)



Outcomes
(the result of the conflict)