

12. FUNDING



FUNDING SOURCES

General

<http://www.grants4schools.info/> - 1 week free access, followed by a fee.

Specific

Alan Titchmarsh Trust Fund - Gardens for Schools

This trust is open to all UK Primary Schools; applications must be made by an official representative of the school. Up to £500 is available towards the purchase of plants, trees, shrubs, wildlife ponds, compost and tools etc. Projects must develop children's interest in sustaining not only gardens and gardening skills, but also the environment as a whole.

Email: schools@alantitchmarsh.com, web: www.alantitchmarsh.com/

Awards for All (England)

Lottery grant scheme set up to help small groups. It is supported by the Big Lottery Fund and the Heritage Lottery Fund. Award grants of between £500 and £5,000 in a simple and straightforward way.

Fund projects that enable people to take part in art, sport, heritage and community activities, as well as projects that promote education, the environment and health in the local community.

You can apply at any time and you will be told if you are successful or not within 8 weeks

<http://www.awardsforall.org.uk/england/>

Awards for All (Wales)

As above, but for Wales

<http://www.awardsforall.org.uk/cymraeg/>

B&Q Better Neighbour Grants

Through the Better Neighbour Grant Scheme, schools, and other groups can apply to their local B&Q store for funding to support a local community project.

Grants are available to help get a community project up and running. The scheme provides £50 to £500 (at retail cost) of B&Q materials, for example, pond liners, plants, peat-free compost for projects such as a pond/wildlife garden or paints labelled low or minimal VOC for redecoration projects

http://www.diy.com/diy/jsp/bq/templates/content_lookup.jsp?content=/aboutbandq/2004/social_responsibility/better_neighbour.jsp&menu=aboutbandq



British Ecological Society

(1) Primary School Field Work or Nature Visit Grant

Up to £100 is available to help Primary school teachers arrange for their class to participate in a field trip or visit to an interesting place. This should be in collaboration with a local expert e.g. a BES member or other persons belonging to an appropriate organisation e.g. RSPB

(2) Field Equipment Grant

Funding of up to £500 specifically to enable schools (including primary) to buy ecology field work equipment.

(3) School Ground Development Grants

The Ecological Education Grants (EEGs) are to enable teachers to make their teaching of ecology more innovative, interesting and exciting. Grants of up to £1,000 are available to primary, secondary and tertiary schools to support initiatives to enhance school grounds as ideal places to teach practical ecology. Funding is available for initiatives such as for example building a school pond or developing a nature reserve, etc.

(4) Teacher Attendance at BES Meetings Grant

The Ecological Education Grants (EEGs) are to enable teachers to make their teaching of ecology more innovative, interesting and exciting. The British Ecological Society is offering grants of up to £200 to support teachers in schools (including primary) to attend meetings and courses organised by the British Ecological Society in cases where grant aid has been refused by the employer.

<http://www.britishecologicalsociety.org/articles/grants/education/EEG/>

Community Dividend

Funding is available through this scheme as a result of Co-operative Group Dividend cardholders donating small amounts of money to this scheme through their twice- yearly Dividend payments. The money donated is then used by the Community Dividend to fund community based activities. Eligible organisations include schools.

http://www.co-op.co.uk:8080/ext_1/Development.nsf/504ca249c786e20f85256284006da7ab/0abea9c565713a9c80256bc00052c24a

Creative Partnerships (England)

Creative Partnerships is the DCMS' and Arts Council England's flagship programme in the cultural education field. The idea is to give school children aged 5-18 and their teachers the opportunity to explore their creativity by working on sustained projects with creative organisations and individuals including architects.

http://www.culture.gov.uk/arts/arts_education/creative_partnerships.htm

Ernst Cook Trust (ECT)

Provide small grants (up to £3000) to schools for a variety of educational work, provided it is in addition to core work of the LEA. The Trustees are keen to support applications which educate young people about the environment and the countryside. Funding for school grounds will be available for materials or equipment, rather than services.

www.ernestcooktrust.org.uk/ Tel: 01285 713273, email grants@ernestcooktrust.org.uk

Esmee Fairbairn Foundation

One of the largest independent grant making foundations in the UK. The grants are in four programme areas: Arts & Heritage, Education, Environment and Social Development.

Within the Education programme the Foundation's grant making focuses on developing new approaches to education and Hard-to-reach learners. The Foundation look to support imaginative and flexible approaches to learning that are unlikely to be funded through statutory education sources. Where appropriate, the Foundation will support the costs of professional and curriculum development, research and evaluation.

<http://www.esmeefairbairn.org.uk/>

O2 Community Investment

O2 provides in the region of £2 million per year in funding towards projects based around four key areas, including Education, Health & Environment

http://www.o2.com/cr/community_investment.asp

Supergrounds

Supergrounds is a £3 million, three-year community programme funded by NatWest and The Royal Bank of Scotland. Helping 450 primary schools over three years, from around the UK, Supergrounds aims to transform existing school grounds into attractive and stimulating places where children can learn and play in safety.

The schools taking part - which have been nominated by retail branch staff - will have nine months to plan, develop and implement their projects.

http://www.rbs.com/corporate03.asp?id=CORPORATE_RESPONSIBILITY/COMMUNITY_INVESTMENT/HELPING_PEOPLE/MOVING_ON/SUPERGROUNDS

Tesco Charity Trust - Community Awards

The Community Awards Programme benefits local community projects whose core work supports, amongst other things, children's education and welfare. Awards, which are targeted towards local communities with a Tesco store, are given on a one-off basis and range from between £1,500 to £5,000. In the first instance you should write to the charity, with brief details of your project proposals. If your project fits the criteria for a Community Award, you will be advised accordingly and sent an application form. You can write to the Trust at any time of the year but awards are allocated in one annual funding round, the closing date for which is the 31st January.

Tel: 01992 646768, Web: www.tesco.com/everyLittleHelps

The Royal Society - Education Grants

Grants of up to £3,000 are available to schools to help develop Science projects with the aim of making the teaching of science more interesting.

<http://www.royalsoc.ac.uk/page.asp?id=1948>



The Sainsbury Foundation Family Trust

A suite of 19 different Trusts including The Linbury Trust, JJ Charitable Trust, Ashden Charitable Trust and Headley Trust. All share the same premises and applications for funding are circulated between trusts. Grants are awarded to charitable organisations. Categories for funding include arts, the environment and education. An initial enquiry should be made before an application is submitted, as unsolicited applications are rarely successful.

Contact: Michael Pattison, 9 Red Lion Court, London, EC4 3EB. Tel: 0207 4100330

Will Charitable Trust

Funding between £3000 - £25,000 available to registered charities for conservation work. Favour habitat creation such as native woodland, heathland, meadows, or projects to improve biodiversity. Funding available for both service and material costs. Awarded once per year, applications should be received before August. For an initial discussion contact Christine Dix on 01932 724148, or email willcharitabletrust@yahoo.co.uk (No applications by email).

Yorkshire Bank Charitable Trust

The trust provides financial assistance up to £500 to support projects that focus on education, in particular arts, music, science and conservation. Applications are open to all schools that have an account with Yorkshire Bank. Applications must be submitted by 1st December each year. Successful applicants will be notified in the February of the following year.

For further details contact: Yorkshire Bank Charitable Trust, Educational Awards Scheme, Yorkshire Bank, 20 Merrion Way, Leeds, LS2 8NZ Tel: 0113 247 2000

Yorkshire Bank Conservation Award

Awards of up to £100 for schools developing wildlife gardens and conservation projects, where the school has an account with the Yorkshire Bank. Enquiries to: Yorkshire Bank Conservation Award c/o BTCV, 9 Nursery Nook, Hebdon Bridge, Halifax, HX7 8N

Youth Plus

Youth Plus is a range of programmes of the Hyde Charitable Trust. Funding is available to benefit disadvantaged young people (aged 0 - 28) in the areas in which the Hyde Group currently operates (London, Kent, Surrey, Sussex and Hampshire).

(1) Hyde Young Pride Awards

Grants of up to £500 a year are available to all young Hyde Housing residents, aged 16 years old and under, towards the funding of any educational or skills training or cultural activity. This can include school outings and journeys, and the purchasing of equipment and much more.

(2) Hyde School Roots Programme

Grants of up to £1,000 are available for schools to fund a variety of schemes, including environmental projects to improve school grounds

The application must be sponsored by a Hyde resident who has a child at the school. The sponsor should work closely with the school to put the application together, if successful the grant will be paid directly to the school.

<http://www.youthplus.co.uk/>

13. Curriculum Links



A visit to the Hockerton Housing project is an experience which is fun, exciting, developmental and even life changing! It also covers many aspects of the National Curriculum (NC) - your local eco-centers can fulfill this role too!

Specific reference to the relevant National curriculum is made on each topic sheet. Only those links with National Curriculum Key Stage 2 have been identified, but there is likely to be a wider applicability to other Key Stages. The links are not meant to be exhaustive, but focus on the most obvious - you may find other areas of the NC are covered during your visit.

For clarification, and maybe to help you choose the most appropriate topic(s), we have included below a summary of the curriculum links. Also detailed are a number of Key Skills, Personal Development, and Sustainable Development items identified by NC that are particularly well addressed by the sustainability educational experience at HHP.

SUBJECT	CURRICULUM LINK	TOPICS
SCIENCE	Sc1 Scientific Enquiry, 1a (Ideas and evidence in science)	Pre/Post visit, Shelter, Energy, Water
	Sc1 Scientific Enquiry, 1b (Ideas and evidence in science)	Shelter, Energy, Water
	Sc1 Scientific Enquiry, 2a (Investigative skills)	Shelter, Energy, Water
	Sc1 Scientific Enquiry, 2b (Investigative skills)	Pre/Post visit, Shelter, Energy, Food
	Sc1 Scientific Enquiry, 2c (Investigative skills)	Shelter, Energy, Water
	Sc1 Scientific Enquiry, 2d (Investigative skills)	Energy, Water
	Sc1 Scientific Enquiry, 2e (Investigative skills)	Shelter, Energy, Water, Food
	Sc1 Scientific Enquiry, 2g (Investigative skills)	Energy, Water, Food
	Sc1 Scientific Enquiry, 2i (Investigative skills)	Shelter, Energy, Water, Food
	Sc1 Scientific Enquiry, 2j (Investigative skills)	ALL topics
	Sc1 Scientific Enquiry, 2k (Investigative skills)	Shelter, Energy, Water
	Sc1 Scientific Enquiry, 2l (Investigative skills)	Shelter, Energy, Water, Food
	Sc2 Life processes and living things, 1b (Life processes)	Food
	Sc2 Life processes and living things, 2b (Humans and other animals - Nutrition)	Food
	Sc2 Life processes and living things, 3a (Green plants)	Food
	Sc2 Life processes and living things, 4b, 4c (Variation and classification)	Biodiversity, Food (4b only)
	Sc2 Life processes and living things, 5a, 5b, 5c, 5d, 5e (Living things in their environment)	Biodiversity, Food (5b only)

	Sc2 Life processes and living things, 5f (Living things in their environment)	Waste
	Sc3 Materials and their properties, 1a (Grouping and classifying materials)	Shelter, Waste, Water
	Sc3 Materials and their properties, 1b (Grouping and classifying materials)	Shelter, Energy
	Sc3 Materials and their properties, 2c (Changing materials)	Shelter, Energy
	Sc3 Materials and their properties, 2g (Changing materials)	Energy
	Sc3 Materials and their properties, 3c (Separating mixtures of materials)	Water
	Sc4 Physical processes, 1a (Electricity)	Energy
	Sc4 Physical processes, 3a (Light)	Energy
	Breadth of study, 1b	Energy
	Breadth of study, 2a (Communication)	Shelter, Energy
	Breadth of study, 2b (Health & safety)	Shelter, Waste, Energy
GEOGRAPHY	Knowledge, skills and understanding, 1c (Geographical enquiry and skills)	Energy
	Knowledge, skills and understanding, 1d (Geographical enquiry and skills)	Shelter
	Knowledge, skills and understanding, 2c (Geographical enquiry and skills)	Pre& Post visit, Food
	Knowledge, skills and understanding, 5a (Knowledge and understanding of environmental change & sustainable development)	ALL
	Knowledge, skills and understanding, 5b, (Knowledge and understanding of environmental change & sustainable development)	Pre & Post visit, Biodiversity
MATHEMATICS	Ma2 Number, 1b Problem solving	Food
	Ma3 Shape, space and measures, 4b (Understanding measures)	Shelter, Energy, Water, Food, Waste
	Breadth of study 1b, 1d, 1e	Shelter, Energy, Waste, Water, Food
ENGLISH	EN1 Speaking & Listening, 3a (Group discussion & interaction)	ALL
	EN1 Speaking & Listening, 3b (Group discussion & interaction)	ALL
	EN1 Speaking & Listening, 3c, 3d (Group discussion & interaction)	Shelter, Energy
	EN1 Speaking & Listening, 9a, 9b,9c (Listening)	Pre & Post visit
	EN1 Speaking & Listening, 10b, 10c (Group discussion & interaction)	ALL
	EN1 Speaking & Listening, 10c (Group discussion & interaction)	ALL

Key Skills

There are also a number of additional key skills identified by NC that are particularly well addressed by many of the HHP activities - These include:

Science

- **Problem solving**, through finding ways to answer scientific questions with creative solutions
- **Improving own learning and performance**, through reflecting on what they have done and evaluating what they have achieved
- **Working with others**, through carrying out scientific investigation
- **Health & Safety**, by recognising that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.

Geography

- **Communication**, through presenting information about places and environments in maps and diagrams.
- **Application of number**, through providing purposeful and real-life contexts for the use, application and understanding of number, using maps, and collecting, recording, presenting and interpreting data.
- **Working with others**, through fieldwork that requires pupils to cooperate to plan an activity, to collect data safely, to record and interpret the information, and through finding a solution to a problem by working with others.

English

- Contributing to a **discussion**, making clear and relevant contributions and listening and responding appropriately
- **Problem solving**, through group work
- Developing pupils' ability to **put forward their point of view**, question, argue and discuss, adapting what they say to their audience.
- **Evaluating critically** what they hear, read and view, with attention to explicit and implied meanings, bias and objectivity, and fact and opinion.

Personal Development

A visit to HHP is likely to stimulate pupils' personal development and discussion about where they are in relation to the rest of society and the wider world.

Science

- **Spiritual**, through pupils sensing the natural, material and physical world they live in.
- **Cultural**, through helping pupils recognize how scientific discoveries and ideas have affected the way people behave and live.

Geography

- **Moral**, through helping pupils consider the impact of their own and others' actions, such as dropping litter, on the environment or to investigate environmental issues in which people's current needs have to be balanced against the needs of future generations.
- **Citizenship** - developing pupils' understanding of the world as a global community and the issues and challenges of global interdependence and responsibility.

Education for sustainable development

This is considered in general terms by NC, but is very relevant to a visit to HHP, in particular:

Science

- Developing pupils' skills in decision making on the basis of sound science, the exploration of values and ethics relating to the application of science and technology, and developing pupils' knowledge and understanding of key concepts, such as diversity and interdependence.

Geography

- Developing pupils' knowledge and understanding of the concept of sustainable development and the skills to act upon this understanding.
- Developing pupils knowledge and understanding of the key concepts of sustainable development, such as interdependence, quality of life and diversity
- Exploring values and attitudes about complex issues, such as resource use and global development.

14. PLANNING/BOOKING SHEET (HHP example)



Please use this section if you are considering a school visit to The Hockerton Housing Project (HHP). This will help both the school and HHP to be well prepared for your visit and ensure the students gain the most from the experience.

If you have not been to HHP before, it is likely that a HHP staff member will assist you in completing the form. You may also want to consider attending an after-school (4.30 -6pm) "come and see" event (no charge) for school teachers at which HHP provides a briefing on the educational opportunities and health and safety issues. Please contact HHP for dates and further details.

Could you please complete relevant sections and send a copy to HHP prior to the visit.

Name of school

Name of head teacher

LEA (please tick): Nottinghamshire County Council

Other LEA or Independent School

Full school address

Telephone number(s)

Email address

Name of teacher organising and leading visit

Year group(s)

Number of pupils expected to attend

1. Selecting dates and times *(Please discuss these first with HHP)*

	Pre-visit in school session	Visit to HHP	Post visit in school session
Dates			
Timings (Arrival - Departure)			

2. Selecting topics * *(all topics include the mapping exercise)*

- Water
- Food
- Waste
- Energy
- Shelter
- Biodiversity

Please tick your selections
** Up to 3 topics for $\frac{1}{2}$ day session
 (assuming class of approx 25-30 students)*

3. In-School IT facilities:

Please confirm which of the following are available at the school for HHP use for pre-visit session

- Television
- Video
- Powerpoint projector
- Computer for use with powerpoint projector

4. Planning for the visit day

Please confirm that the students/parents will be briefed to bring the following:

- Warm clothing including several layers, hats and gloves (*appropriate to time of year*)
- Waterproofs (*if possible*)
- Wellingtons (*preferable*) or spare pair of outdoor shoes
- Plastic bag for muddy shoes / wellies
- Thick pair of socks
- Sun cream (*if sunny weather a possibility*)
- 2 different coloured pencils or pens
- Packed lunch/Snacks (*Discuss with HHP - will depend on timings*)
- *Waste group** to bring rags cut into approx 5-6 cm strips (as long as possible and equivalent to pair of adult trousers per pupil)
** HHP may be able to supply these if it is not possible for students to bring*

5. Adult supervision to be provided by school

(HHP will provide 1 guide per topic, but will require at least one additional adult helper per topic* - If you do not have specific names please put TBA under name column)

Name	Teacher	Classroom Assistant	Parent	Other (<i>please specify</i>)
	<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"/>	

** Please let us know ASAP if you are unable to provide sufficient adult helpers - we may be able to find willing adults - however it would be preferable to use adults associated with the school*

We would advise NO PREGNANT WOMEN during lambing period (*Please contact HHP to check dates*)

6. Health and Safety

The site and specific activities planned for the students have been assessed for risks and steps taken to reduce their potential. The LEA has a satisfactory EV2 from Hockerton and currently considers the site a safe and suitable place for educational visits. However, as is policy for all educational visits, a teacher leading the visit must pre-visit the site and, with HHP, plan the specific visit with the needs of the specific pupils involved in mind.

The HHP 'Health & Safety Policies' (including Risk Assessments of all activities) related to educational visits are provided in your copy of the HHP Educational Resource Pack.

Please list below any students or adult helpers with relevant medical conditions or food allergies. It would also be useful to let us know of any pupils with additional needs or special requirements (visually impaired, wheelchair users, etc). This will help us plan your visit.*

Name	Details of known medical conditions	Preferred course of action

**If additional space is required or additional items are to be included please attach at end of document on a separate piece of paper*

Please note: Teachers to be responsible for all cuts to be covered before start of HHP activities.

7. First Aid qualifications

Please add first aid qualifications of your adult helpers (including yourself) to those of HHP members

HHP Members / Employees		Adults accompanying school children	
Name	Qualification details	Name	Qualification details
Simon Tilley	First Aid Qualified		
Louise Lipman	First Aid Qualified		
Richard Arkwright	First Aid Qualified		

8. Toilets

Toilets are provided in several locations around the site for school visits. However it would be helpful if students went to the toilet before leaving school to reduce too much disruption at the start of the visit. A toilets with disabled access is available.

Please let us know in advance if you have any concerns about toilet arrangements.

9. Travel to HHP & Parking

If you do not know the location of HHP please tick this box and directions will be sent with parking details

10 Recording the visit

If possible we will take a few digital images of your visit whilst students are doing the various activities.

Please tick the box if you are happy for images to be taken for your use only

Please tick the box if you are happy for images to be used by us also

Please let us know of any specific children that we should not take any images of.

11. Returning to school

At the end of your visit you will be provided with:

- Problem solver 'Business cards' (1 per visiting student) - *see copy enclosed in pack*

Could you please indicate what additional post-visit materials you would like provided?

- Additional complimentary copy of the 'HHP Educational Resource Pack'
- Digital images of your visit sent via email - *If ticked please add relevant email address for images to be sent* -

12. Costs

Standard costs are below

	Service	Cost
<input type="checkbox"/>	Pre-visit session facilitated by HHP	£50
<input type="checkbox"/>	½ day session for 1 class (up to 33 students and 3 topics)	£300
<input type="checkbox"/>	Whole day for 1 class (6 topics) or 2 classes (3 topics each)	£500
<input type="checkbox"/>	Post visit classroom session facilitated by HHP	£50/class
<input type="checkbox"/>	Additional copies of the 'HHP Educational Resource Pack'	£15/each

There maybe external funding available to support these visits - Please contact HHP if you would like further details.

Signature of Teacher leading visit Date:

Signature of Head Teacher Date:

When completed, please return to:

Hockerton Housing Project
The Watershed, Gables Drive
Hockerton
Southwell
Notts NG25 0QU

HHP Contact details

Tel 01636 816902
Mob 07966 404457 (*For use on day of visit*)
E-mail hhp@hockerton.demon.co.uk
Web www.hockertonhousingproject.org.uk

15. HEALTH & SAFETY POLICIES

**For schools visiting the Hockerton Housing Project
(Including Risk Assessments for all activities)**

(May 2007)

These policies and assessments are specific to HHP and can only be used as a guide by other centres and organisations. Every site is different and will need to prepare its own risk assessments.



CONTENTS

CONTENTS.....	2
HEALTH & SAFETY POLICY STATEMENT	3
INTRODUCTION.....	4
SAFETY RESPONSIBILITIES.....	5
Safety responsibilities of the HHP Education Activity Leaders.....	5
Safety responsibilities of visiting schools	5
ORGANISATIONAL ISSUES	6
Policy for staff recruitment, training and assessment and operating procedures	6
Supervision levels	6
Discipline.....	7
Insurance.....	7
GENERAL SAFETY PROCEDURES	8
Fire Procedures.....	8
Medical Information and First Aid Arrangements.....	9
Recording and Reporting of Accidents, Illness or 'Near Miss' incidents.....	9
Food Hygiene	9
Weil's Disease.....	10
GENERAL EMERGENCY PROCEDURE.....	11
RISK ASSESSMENT FOR EDUCATIONAL ACTIVITIES.....	12

HEALTH & SAFETY POLICY STATEMENT

The Hockerton Housing Project (HHP) members managing school visits recognise their responsibility to enact its safety policies for the protection of all HHP members, pupils, visiting teachers and adult helpers/supervisors liable to be affected by the operations and activities of HHP.

Within the context of all HHP members having equal authority and responsibility as directors of HHP Trading Ltd, the HHP Education Activity Leaders will manage the health and safety functions of school visits to HHP to prevent, so far is reasonably practicable, injuries to any person as a result of the operation of HHP by provision of safe facilities and equipment, and the effective management of the work activities over which the centre exercises control. This provision will be based on the principles of risk management and include controls and protective equipment necessary for persons identified as being at risk.

It is the duty of all HHP members, anybody employed by HHP, and any HHP volunteers to co-operate with HHP Education Activity Leaders to ensure the safety of themselves, co-employees, pupils and other persons liable to be affected by their activities at work and to follow the relevant operational procedures of HHP.

Signed:

Position: Education Activity Leaders

Date

Signed

Position: Other HHP members/ directors

Date

INTRODUCTION

'Sustainability in Practice', the educational programme developed by the Hockerton Housing Project (HHP) for schools, is a comprehensive educational experience for young people to learn about the problems of sustainability and discover some of the solutions. The 'problem solvers' are typically in Years 5 and 6. In small groups of 10, they explore different topics; Water, Shelter, Energy, Waste, Food, Bio-diversity plus a mapping exercise done by all the 'problem-solvers'. A half-day visit is sufficient to cover one topic and an associated mapping exercise per group of 10.

All activities take place at the Hockerton Housing Project (HHP) site with all necessary resources provided. A guide ('Sustainability in Practice' Resource Pack) has been developed to provide teachers with a summary of all the activities and how they link to National Curriculum (currently Key Stage 2 only). This is also designed for use at pre- and post-visit in-school sessions. Members from the Hockerton Housing Project can also visit the school to prepare 'problem solvers' for their task!

We aim to make a visit to the Hockerton Housing project, using the 'Sustainability in Practice' Resource Pack, an educational experience for young people (and of course their teacher's) which is unique, fun, exciting, developmental and even life changing. This booklet is aimed at ensuring that the visit is achieved with the highest possible safety standards.

By describing the standards of safety provided for schools by HHP and standards which visiting schools are recommended to provide for their pupils, it provides a quality assurance document for governors, head teachers, teachers, parents and pupils alike.

The document follows the principles set out in Nottinghamshire County Council's 'Safety Policies & Codes of Practice for schools visiting the Environment Education Day Centres'. This in turn follows the recommendations and requirements of the LEA's Educational Visits Policy for Nottinghamshire Schools. It is expected that all visits and activities taking place at the centre will follow the recommendations of these documents.

The LEA has a satisfactory EV2 from Hockerton renewed annually and currently considers the site a safe and suitable place for educational visits.

In following the safety policies, all concerned need to appreciate that no document of this nature can cover every possible set of circumstances. Safe educational visits to HHP will also rely considerably on the common sense and good judgment of the HHP Educational Activity leaders, teachers and other adult helpers, whilst working within their own experience and capabilities.

SAFETY RESPONSIBILITIES

Safety responsibilities of the HHP Education Activity Leaders

1. Take overall responsibility for the management of health and safety of all areas in their operational control.
2. To undertake risk assessments regularly (at least annually) and take appropriate measures to minimise risks. These should be documented as written guidelines (see 'Risk Assessments' in this document).
3. Conduct a pre-visit planning process with visiting teaching staff in order to agree a safe and appropriate programme of activities.
4. Ensure that all visiting pupils, teachers and any other adult helpers are escorted at all times by HHP Education Activity Leaders. In exceptional circumstances this may not be possible - For example, if a child is ill and has to be taken to quiet place, or if a teacher is required to sort out an issue with a child.
5. Provide first aid equipment and materials and wherever possible, leadership and management of emergency situations.
6. Ensure that any equipment and materials used are safe and suitable.
7. Undertake supervision and leadership of pupils where so agreed in the activity programmes.
8. Ensure that there is an adequate number of supervising adults trained and qualified in first aid.
9. If any Educational Activity Leader feels they are having difficulty coping with a group of children they should ask for assistance and all other adults on site will help where possible.

Safety responsibilities of visiting schools

1. Undertake a risk assessment of all areas under their control, including journey to HHP and the needs of the group.
2. Undertaking the school's planning and preparation for the visit, including briefing of other staff, parents, helpers and pupils, the provision of parental consent and medical forms and approval of arrangements by the head teacher.
3. Provision to HHP of all relevant information, including medical information, in respect of both staff and pupils.
4. Provision of safe supervision of pupils at all times by appropriately experienced staff.
5. Ensuring suitable standards of discipline and behaviour, so that pupils act responsibly in their care for themselves, others, the Hockerton Housing Project, equipment and the environment. The school group will be accompanied by at least one of their regular teachers who is familiar with the participants. This teacher will be available to assist with any extraordinary disciplinary or health events which may occur during the visit.
6. Establishing a means of communication between the visiting group, school and parents.
7. Be aware of the Nottinghamshire County Council/ your own LEA's policy on transport of pupils to and from centres.

ORGANISATIONAL ISSUES

Policy for staff recruitment, training and assessment and operating procedures

1. HHP Educational activity leaders at HHP will usually be project members who live on the site. If other leaders are used who do not live on site they will spend time on site to become familiar with it.
2. All Educational Activity Leaders will be familiar with the topic they are leading and most likely have had some input in the development of it. They will have observed/ been a helper at least once before actually leading the topic. They will not be asked to lead a topic group until they feel competent to do so.
3. Educational Activity Leaders will lead and manage activities, using the facilitator notes provided. The facilitator notes comprise the operating procedures for each specific activity. Any significant variation from these should be discussed with another member of staff / director.
4. Other adult helpers, such as teachers, will be expected to support the HHP Educational Activity Leader. This should be focused on helping to maintain good levels of health & safety and discipline. However this may be extended to providing practical help and guidance under the direction of the Education Activity Leader and facilitator notes
5. There will be at least one Educational Activity Leader who will be first aid qualified in a method approved by Nottinghamshire LEA.
6. Health and safety precautions should be made according to the risk assessments conducted for each activity.
7. If any Educational Activity Leader feels they are having difficulty coping with a group of children they should ask for assistance and all other adults on site will help where possible.

Supervision levels

Whilst on the HHP site there is a high adult to pupil ratio for the age group concerned with a minimum of:

1 adult for every 5 pupils approximately

There will be two adults per topic, with approximately 10 pupils.

Adults include:

- 1 HHP Educational Activity Leader
- 1 other person 'helper' via the school - e.g. teacher, teacher's assistant or competent parents.

This compares very favourably with Notts. LEA guideline ratios.

- School year 3 : 1 teacher or adult for every 6
- School year 4: 1 teacher or adult for every 6-10 pupils on day visits
- School years 5 to 6: 1 teacher or adult for every 10 -15 pupils on day visits
- School year 7 onwards: 1 teacher or adult for every 15 - 20 pupils on day visits

Discipline

1. Schools should establish and maintain with pupils and adult helpers clear standards of behaviour before the visit takes place. This could form part of any pre-visit to the school by one of the HHP Education Activity Leaders.
2. General issues of behaviour will be addressed by one of the HHP Education Activity Leaders, as part of the activity introduction at the start of the visit.
3. The school group will be accompanied by at least one of their regular teachers who are familiar with the participants. This teacher will be available to assist with any extraordinary disciplinary or health events which may occur during the visit.
4. If any Educational Activity Leader feels they are having difficulty coping with a group of children they should ask for assistance and all other adults on site will help where possible.
5. Individuals or groups may be withdrawn from activities after discussion with the teacher in charge, if they fail to meet standards expected on such a visit.
6. Smoking is not permitted by any pupil or adult helper during the visit.

Insurance

Please note:

- HHP has public liability insurance for £5 million with Indemnity to Principals and Contractual Liability.
- Teachers are covered usually by their LEA's standard insurance for staff during visits, but this provides no cover for teacher's personal belongings and no cover for pupils.
- Nottinghamshire schools can arrange school travel insurance through the County Council's insurance section (telephone 0115 977 3331). Nottingham City schools can arrange insurance through the City's insurance section (telephone 0115 915 4015)

GENERAL SAFETY PROCEDURES

Fire Procedures

The chances of a fire related to a school visit are minimal, since most of the activities are held outside. However all HHP staff and adult helpers should be aware that a fire could occur, in particular in the following situations.

Shelter and Life Energy topic activities

As part of this exercise a fire is made outside. The risk of burns should be minimized (see 'Risk Assessment' at end of document).

Use of HHP buildings

Visitors are likely to use the HHP office during their visit, either to make use of the toilets, wash their hands, or for some topics (e.g. Energy) to do some of the activities. It may also be possible that during very poor weather, greater use of these facilities would be made. In these circumstances the following procedures should be adopted:

1. Pupils and visiting helpers should be briefed in relation to fire procedures at the start of the visit.
2. On discovery of a fire, the alarm should be raised immediately by voice and bell.
3. The fire service should be called by dialling 999 and stating the HHP address:

The Watershed

Gables Drive

Hockerton

Southwell

NG25 0QU

Tel: 01636 816902

4. The HHP Educational Leaders in the building should check all rooms are clear (including toilets and storage areas). Other adults should lead pupils to the assembly area (**lay-by at end of houses (House 5) nearest office**). All of the topic groups using the building at the time of the alarm are to gather in the assembly area and a check made that all are there.
5. If there is an opportunity to fight the fire, extinguishers in the building should be used. Ensure the correct extinguisher is used for each type of fire. No one may re-enter the building unless authorized to do so by a fire officer.

Medical Information and First Aid Arrangements

1. All visits will include at least one HHP Education Activity Leader who is a first aider with a current first aid certificate
2. Relevant medical details of pupils and staff should be brought to the centre along with a register of those on site. Visiting teachers should make appropriate arrangements for the storage and administration of prescribed drugs and inform HHP staff of any relevant medical conditions of pupils or staff.
3. Schools should make their own first aid arrangements for the journey.
4. First aid equipment is located at HHP and access will be provided by a HHP Activity Leader.
5. Local doctor's are based at the Southwell Medical Centre (01636 813561)
6. If your school is planning to do the **water** topic activity or pupils make contact with water during the visit, please read the specific advice below on Weil's disease.
7. In the event of a serious emergency requiring medical treatment, leaders should call the ambulance service on 999. Any pupil transported to hospital must be accompanied by an adult.

Recording and Reporting of Accidents, Illness or 'Near Miss' incidents

1. Any accident or illness should be reported in the HHP accident logbook.
2. The schools should also record the incident using the LEA reporting systems as appropriate.
3. The head teacher of the school should be informed first of any serious injury or illness. The parents are then normally informed by the head teacher.
4. Any incident which does not get recorded as above, but in the opinion of an Education Activity Leader could have resulted in injury or illness, should be considered as a near miss. Near miss incidents should be recorded by HHP and the school. These will help minimise future accidents.
5. If any child sustains a bump on the head and is not referred to a doctor, visiting school staff should ensure a 'head bump' letter is sent home with the child.
6. In accordance with the Nottinghamshire LEA's policy for educational visits, HHP staff and visiting staff cannot administer drugs to pupils except those prescribed by a doctor. It is the school staff's responsibility to store and record the administration of such prescribed drugs.

Food Hygiene

1. Pupils must always wash their hands thoroughly with soap and water before eating anything. An adult must supervise hand washing.
2. No pupil should consume food or drink while taking part in an activity.
3. Particular care should be taken with those pupils and adults taking part in the **water**, **waste** and **biodiversity** activities.

Weil's Disease

The issue of contracting Weil's disease applies particularly to those doing the **water** activity. However it also should be borne in mind for any other outdoor activity where there is contact with water bodies.

Weil's disease (otherwise known as leptospirosis icterhaemorrhagiae) is an infection caused by bacteria carried in rat's urine, which contaminates water and wet river banks. The bacterium does not survive long in dry conditions. The likelihood of becoming infected is greater from stagnant or slow moving waterways, where rats are present.

Weil's disease is rare, but it can be a serious illness requiring hospital treatment and can lead to kidney or liver failure. The disease is a notifiable disease.

It is caught by absorbing the bacteria through the skin and the mucous membranes of the mouth and eyes. The bacterium gets into the bloodstream more easily through a cut on the skin.

Should anyone fall ill with the symptoms after contact with infected water, particularly within a period of 3-19 days, they should see their doctor immediately. The most common symptoms are: temperature, an influenza-like illness, and joint and muscle pains. Tell the doctor that you/the pupil has been in water and where. It is important that antibiotics are administered straight away if there is a chance of having contracted Weil's disease. A blood test is usually taken to confirm the illness. Doctors can obtain advice and more information about the disease from the Leptospirosis Unit, Hereford Hospital on 01432 277707.

For prevention actions see 'Risk Assessment' at end of document.

GENERAL EMERGENCY PROCEDURE

1. All HHP Education Activity Leaders should be prepared for and ready to deal with any emergency that may arise. It is advisable to have a mobile phone for groups working at some distance from the office.
2. Take charge of the situation. Ensure safety and well being of the whole group. Make sure all members of the party are accounted for.
3. Establish who is injured or ill and the extent of injuries or illness. Give emergency aid if necessary (to sustain breathing and circulation and prevent bleeding).
4. If the situation is urgent or life threatening, telephone 999 and ask for the required services, giving your name, location, number of casualties and an assessment of injuries/illness. Ask for immediate medical advice if necessary.
5. Once any urgent situation has been dealt with, take time to reflect and decide the best course of action.
6. Ensure that any pupil taken to hospital is accompanied by an adult.
7. To ensure information is managed appropriately, the head teacher should be contacted first giving clear details of the situation. The head teacher should contact parents and chair of school governors.
8. Ensure that other pupils and adults are cared for, that they understand what has happened and are distanced from the situation if appropriate. Be aware that others in the party, adults and pupils, yourself included, may be suffering from shock.

RISK ASSESSMENT FOR EDUCATIONAL ACTIVITIES

The following pages provide a detailed assessment of the potential risks during the proposed educational activities and the precautions expected to be undertaken to reduce those risks. These assessments are specific to HHP, other centres must complete their own risk assessments.

References to **GUIDE** apply to both HHP Education Activity Leaders and any other adult helpers brought by a visiting school

RISK ASSESSMENT RECORD	
ACTIVITY ASSESSED Schools half day	ACTIVITY LOCATION Hockerton Housing Project
ASSESSED BY: Nick White/ Simon Tilley/ Louise Lipman	ASSESSMENT DATE: 10th May 2007
SIGNATURE:	NEXT ASSESSMENT BEFORE: 10th May 2008
POSITION: HHP Project member/Director	PUBLIC LIABILITY COVER: £5million

HAZARD	Risk (1) P x S = L	PRECAUTIONS to remove hazard, reduce risk level	(2) NEW RISK P x S = L
Potential for harm			

(1) P= probability from 1 to 4, S= severity from 1 to 5, L= level from 1 to 20
 (2) NEW RISK = RISK AFTER PRECAUTIONS have been completed.

GENERAL (Applicable for all school groups)

Slipping / tripping	4	2	8	Check site beforehand. Issue warnings. No running. Supervision by guide.	2	1	2
Drowning / falling into water bodies	3	5	15	Check site beforehand. Life-ring and throw lines. Supervision by guide.	1	3	3
Falling from roof	3	5	15	Check site beforehand. Issue warnings. Restrict access to roof-edge. Supervision by guide.	1	5	5
Picking up diseases	3	5	15	Wash hands at end of visit. Wash hands before eating. Cover all cuts. Wear suitable footwear. Supervision by guide.	1	5	5
Machinery and other equipment	3	5	15	Remove from where children will be. Machine workers to be informed of visitors. Machines to be left as safe as possible. Ensure children are aware of dangers. Supervision by guide.	1	5	5
Animals	2	4	8	Do not leave gates open or let animals out. Do not put hands through or on fences. No pregnant women during lambing time. Do not touch dogs or cats. Supervision by guide.	1	2	2
Electric shock from fences	3	2	6	Warn children to stay clear. Turn off if possible. Supervision by guide.	1	2	2

HAZARD Potential for harm	Risk (¹)P x S=L			PRECAUTIONS to remove hazard, reduce risk level	(²) NEW RISK P x S=L
Getting cold, dirty or wet	4	4	16	Wear wellies, warm clothes and waterproofs (if possible). Bring a change of shoes in a carrier bag. Bring thick pair of socks in cold weather.	2 1 1
Misuse of tools & equipment during practical sessions	4	4	16	Training before start in safe use of tools & equipment. Supervision by guide. See specific topic sections	2 2 4
Personal medical conditions	2	5	10	Schools asked to provide details of known medical conditions & preferred course of action.	1 5 5
First Aid	3	5	15	Qualified First-Aider present. Take a First Aid kit and mobile phone.	3 3 9
Wandering off, misbehaviour	3	5	15	Maintain supervision ratios recommended by Notts. LEA.	1 5 5
Attack by bees from apiary area	3	5	15	Instruct/ guide children to not walk close (within 5m) and particularly in front of hives. Avoid bee-keeping on same day as school visits.	1 5 5

OFFICE AND VENUE USE					
Fire	2	4	8	Have HHP personnel in attendance or instruct on fire procedure: raise alarm, evacuate, and call 999; use extinguishers if appropriate. Assembly point located; lay-by at end of houses (House 5) nearest office. Quarterly assess hazards.	1 4 4
Electrical shock	1	3	3	Regularly check electrical integrity	1 3 3
Hot water (Via Solar thermal system)	3	1	3	Inform users during long sunny spells that hot water will be hot.	1 1 1
Wet floors	2	3	6	Place signs over effected areas, mop up any spills. Avoid washing floors immediately before people arrive.	1 3 3
Fridge operating above safe temperature.	2	3	6	Regularly measure temperature.	1 3 3
HOUSE USE					
Slip and trip	2	3	6	Tidy house before tour.	1 3 3
Dogs and Cats	2	4	8	Warn people that cats and dogs live in homes. Move dogs prior to visit. Instruct not to touch dogs or cats.	1 2 2

SPECIFIC TOPIC ACTIVITY RELATED RISKS

HAZARD Potential for harm	Risk (¹)P x S=L	PRECAUTIONS to remove hazard, reduce risk level	(²)NEW RISK P x S=L
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ENERGY

Match-burns/ starting unplanned fires	2	3	6	Only guide handles matches	1	2	2
Hot water scalding	3	3	9	Demonstration done by guide. Instructions on hot-water safety. Children only involved with partially cooled water. Supervision by guide.	2	2	4
Mercury poisoning (broken thermometer)	2	5	10	Limit use of mercury-type thermometers. Instructions on safe handling mercury thermometers and precautions if broken (don't breathe fumes or touch mercury). Supervision by guide.	1	3	3
Injuries from solar car assembly (Note sharp axle ends)	3	3	9	Instructions on safe-handling of materials (avoid palm of hand over axle ends). Supervision by guide.	2	3	6

SHELTER

Straining muscle in building activity	2	2	4	Advice on safe lifting. Working in teams. Supervision by guide	1	1	1
Structure collapse	4	2	8	Low height (1.2m). Use of light materials (e.g. polystyrene). Secure fixings. Instructions on safe assembly and disassembly. Supervision by guide	1	2	2
Trapping fingers and toes	4	2	8	Instructions on safe-handling of materials. Light materials. Supervision by guide.	2	2	4
Poking injuries (particularly eyes)	4	4	16	Instructions on safe-handling of sticks/poles. Supervision by guide.	2	4	8
Burns from tipi-fire	4	3	12	Fire outside tipi. Buckets of water and sand (in case water spilt) available nearby. Fire lit by guide. Minimum distance from fire of 1m. Extinguish fire at end of activity. Supervision by guide.	2	2	4

WASTE

Picking up diseases from handling waste materials (dustbin and compost activities)	4	5	20	All to wear gloves. No fish or meat products or soiled nappies included. Ensure hands are washed thoroughly at end of activity. Supervision by guide.	1	5	5
Cuts and other injuries from dustbin activity	3	3	9	HHP to fill dustbin. All to wear gloves. Supervision by guide.	1	2	2
Scissor injuries (rag activity)	2	2	4	Supervision by guide.	1	2	2

HAZARD Potential for harm	Risk (1)P x S=L	PRECAUTIONS to remove hazard, reduce risk level	(2) NEW RISK P x S=L
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FOOD							
Picking up diseases from handling compost/soil	4	5	20	All to wear gloves. Ensure hands are washed thoroughly at end of activity. Supervision by guide.	1	5	5
Nettle stings (for plant feed activity)	4	1	4	Use gloves to pick nettles. Treat any stings with docks and reassurance.	2	1	2
Illness from eating 'wild' food or from food-tasting	4	5	20	Wash hands first before eating anything. Safety instructions – nothing to be eaten without adult permission. HHP aware of any food allergies with specific children.	1	5	5

WATER							
Picking up diseases from 'dirty' water	4	5	20	Instruct not to put hands in mouths. Ensure hands are washed thoroughly at end of activity. Cover all cuts on hands with waterproof plaster. Supervision by guide.	1	5	5
Falling in lake (when collecting water)	3	4	12	Instructions on water safety. Collection from shallow water location. High adult/child ratio for water collection (1:2)	1	4	4

BIODIVERSITY /(Life Energy)							
Eating wild food (e.g. fruit, berries and nuts)	4	5	12	Instruct children not to taste or eat anything that they find without adult permission. Supervision by guide.	1	5	5
Blindfold activities - Falling over, stumbling into objects, falling into water.	4	3	12	Activity done in designated area away from water. Any children walking blindfolded to be escorted by an adult.	2	2	4
Stung by nettles	4	1	4	Make sure children know what nettles are and treat any stings with docks and reassurance. Supervision by guide.	3	1	2
Falling in lake (if water sampling included)	3	4	12	Instructions on water safety. Collection from shallow water location. High adult/child ratio for water collection (1:2)	1	4	4
Picking up diseases from handling plants and animal material	4	5	20	Wash hands thoroughly at end of session. Ask children not to put their hands or any items in their mouths	2	5	10
Poking injuries (particularly eyes)	4	4	16	Instructions on safe-handling of sticks/poles. Supervision by guide.	2	4	8
Burns from fire	4	3	12	Fire outside. Buckets of water and sand (in case water spilt) available nearby. Fire lit by guide. Minimum distance from fire of 1m. Extinguish fire at end of activity. Supervision by guide.	2	2	4

