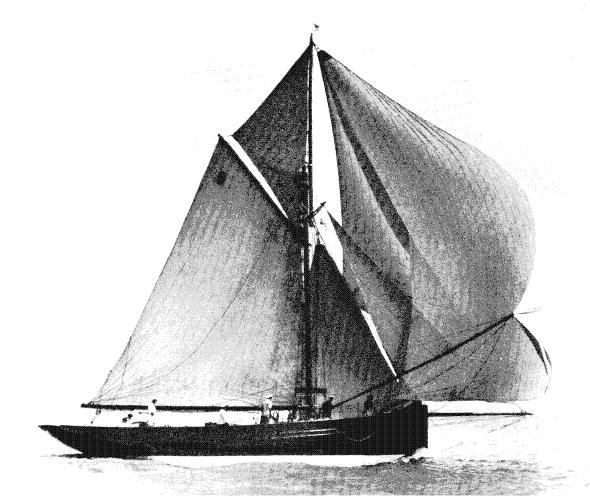
**Safety Management System**

****

***Jolie Brise*  
&**

**Dauntsey’s School**

**Sailing Club**

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**Record of Changes   
  
*Jolie Brise* SMS (Safety Management System): Version 1 2014**

Changes to this SMS are given a letter and year description to identify the sequence in which they were released, e.g. ‘A/2014’ would be the first change in 2014.

The changes will be added to any hard or digital copies of the SMS and the changed or inserted text also highlighted in a colour on the page to ensure the change is easily noted. Changes may have a future date when they come into force.

At the end of the year, changes will be fully incorporated into the SMS and the colours removed.

Changes will need to be read by relevant staff, as decided by the Head of Sailing.   
  
The table below allows simple verification of which changes have been incorporated.

Example: A correction with reference ‘J/2011’ with a date of coming into force of 2/11/2011 would be recorded as shown below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Record of Change** | | | |
| **Reference** | **Date coming into force** | **Colour** | **Notified to:** |
|  |  |  |  |
| *Example J/2011* | *2nd November 11* |  | *All sea staff* |
| A/2014 | March 2014 |  | All sea staff |
| A/2015 | 1st November 2015 |  | All sea staff |
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**Foreward**

This is the SMS (safety management system) for the vessel, *Jolie Brise*, which is owned and administered by Dauntsey’s School. This document sets out the over arching principles of operational and health & safety procedures for the running of the vessel and the safety of life and prevention of pollution. The objective of this SMS is to, as far as reasonably possible, ensure safety at sea, prevention of human injury or loss of life, and avoidance of damage to the environment, in particular, to the marine environment, and to property.

This SMS is a living document and constantly under review. Significant changes will be identified and read by the staff concerned.

*Jolie Brise* is mainly used by Dauntsey’s School for the adventurous education of their pupils, school groups, parents and the occasional private charter.

**1 Definitions and Abbreviations****Definitions**‘Code’ refers to the The Code of Practice for the Safety of Small Commercial Sailing Vessels. This is the level to which Jolie Brise is equipped, manned, operated and certified to under the UK Merchant. Because of the colour of its’ cover it is often known as the ‘Blue’ code.

‘CoSWP’ is the Code of Safe Working Practices for seamen, the maritime equivalent of Health and Safety Executive.

‘H&S’ means Health and Safety.

‘Head’ is the Head Master of Dauntsey’s School with overall responsibility for the school, its’ staff and pupils.

‘Head of Sailing’ is the person who is in charge of the sailing department, voyage planning and the overall running of *Jolie Brise*.

‘Governors’ are the group elected by the School to govern the running of the school by debate and committee.

‘ICS’ means International Chamber of Shipping who publish maritime reference books on good practice such as the ICS Bridge Procedures Guide.

‘IMO’ means the International Maritime Organisation who are the International Body responsible for setting the standards for safety at sea.

‘LY3’ means The MCA Large Yacht Code (3rd Edition). This Code is for vessels over 24m and as Jolie Brise is right on the limit of 24m, often more relevant ‘good practice’ can be had by reviewing LY3.

‘MarPol’ is the International Convention for the Prevention of Marine Pollution, 1973 as amended.  
  
‘MCA’ refers to the Maritime and Coastguard Agency the body responsible for the regulation of Maritime policy for UK Government, the implementation of International and EU Directives at sea.

‘MGN 280’ refers to the Small Commercial Vessel and Pilot Boat (SCV) Code which is the New harmonised Code for vessels up to 24m. *Jolie Brise* is coded under the older Blue code and this is allowed by statute.

‘RYA’ is the Royal Yachting Association, who are the National Governing Body for sailing and many water activities in the UK. They also run a training program for which is used by *Jolie Brise* for the qualification of its’ skipper and the training of the trainees.

‘School’ refers to Dauntsey’s School, West Lavington, Wiltshire.

‘SMS’ is the Safety Management System.

‘SOLAS’ refers to the International Convention for the Safety Of Lives At Sea which forms the basis for, and criteria for, life saving appliances and safety practices on board the boat.

‘Vessel’ is a boat, ship and depending on the context used, often means *Jolie Brise*.

**Scope**

*Jolie Brise* is certified under the Maritime and Coastguard Agency as a Small Commercial Vessel and therefore operates and is certified under *The Code of Practice for the Safety of Small Commercial Sailing Vessels.* Under this code she is certified to carry up to 15 persons in Category 4 waters and 12 persons in Category 0 (Unrestricted). She is also an active Sail Training Vessel operating under the guidance laid down by the ASTO (Association of Sail Training Vessels) and recognised by the RYA under the ASTO/RYA Training Centre exemption to offer RYA certification to its’ club members and trainees up to RYA Watchleader.

Standards that ASTO and RYA require will be additional, and where possible, complimentary to those required under the Merchant Shipping Regulations, its’ code exemptions or local or International laws and regulation.

**References**   
In drafting this document; reference, guidance and best practice has been sought from the following documents and authorities:

International Maritime Organisation (IMO) SOLAS V

MCA Large Yacht Code (LY3), Safety Management Systems: Annex 2

The International Safety Management Code IMO Assembly Resolution A.741(18) – 1993.

RYA G15 logbook and G27 Cruising Instructor Handbook   
  
The Code of Practice for the Safety of Small Commercial Sailing Vessels

Small Commercial Vessel and Pilot Boat (SCV) Code; Annex 7 (MGN 280)

International Regulations for the Prevention of Collisions at Sea (IRPCS)

The Code of Safe Working Practices

MARPOL 73/78; Annex V

The Merchant Shipping (Prevention of Pollution by Sewage and Garbage from Ships) Regs 2008

Dauntsey’s School Health and Safety Policy

Dauntsey’s School Staff handbook

The Railway and Transport Act; Sections 78-79

ICS Bridge Procedures Guide

Maritime Labour Convention as amended in the UK Merchant Shipping Act

**2 Health, Safety and Environmental Policy**

The policy of *Jolie Brise* and Dauntsey’s School is to conduct its’ activities, taking full account of the health and safety of its employees and of all persons using or connected with the vessel and to protect the environment. In implementing this policy, Dauntsey’s School will ensure that *Jolie Brise* is, at all times, properly maintained and operated by qualified personnel in full compliance with relevant legislation.

Going to sea is all about assessing risk. Whilst it is impossible to fully eliminate risk, it can be assessed and where necessary, steps taken to minimise its’ effects or actions taken, to inform others about its’ presence.

The Head of Sailing will carry out a risk assessment annually or more often if circumstances change or dictate. It should be remembered that Sailing carries with it inherent dangers and the Skipper and mate are constantly carrying out and applying Dynamic Risk assessments when they are on-board.   
  
The risk assessment will follow these steps:   
Identify the hazardsand assess the chances of a hazardous event occurring.   
Assess the severity or consequences, and if the risk and severity is too great, take action to;  
remove the risk, or if not possible, reduce the risk to as low a level as reasonably practicable.

Risk will be managed by:   
Ensuring facilities and vessels conform to relevant standards, are safe to use and maintained.   
Using trained staff, who are informed about the risk through documentation and briefing.   
Staff informing trainees and passengers of the risks with the activity and use of safety equipment.   
Using the guidance laid down in these operational documents and following best practice.

Changes to the risk assessment or operational procedures will be notified to the staff in writing.

Staff should feel free to seek guidance from the Head of Sailing or their superior, if faced with a problem they are unsure of handling. No unnecessary risk should be taken that may endanger the lives of the trainee, staff or others. The prevailing conditions of, age, declared medical condition and experience of the individuals, will influence this decision.

Our intention is to create a safety and environmental ethos surrounding *Jolie Brise* and demonstrate best practice in the operation of the vessel.

This will be achieved by providing safe practices in vessel operation and a safe working environment, establishing safeguards against identified risks and continuously improving skills of personnel ashore and aboard, including preparing for emergencies.

Annexes give specific detail for operational and emergency procedures. Further guidance is given on the handling of the vessel. For the safe running of the vessel it is a requirement that the instructors and staff read and fully understand these procedures.

Signed

T. Marris Head of Sailing

**3 Responsibilities**The registered owner of *Jolie Brise* is Dauntsey’s School. The vessel is managed by the Head of Sailing, on the School’s behalf.

Everyone who has a hand in the operation of Jolie Brise have an overriding responsibility to take care of their own health and safety and that of others, co-operate in health and safety duties, make proper use of safety equipment and report any deficiencies or hazards.

‘Head’ has overall responsible for ensuring compliance with the school's Health and Safety Policy which comprises of three parts - the General Policy Statement, the Organisation for Health and Safety, and the Arrangements. The Head delegates items of the day to day responsibilities for Health and Safety to the ‘Head of Sailing’ and where necessary the Bursar.

‘Governors’ recognise and accept their responsibility as ‘employers’ for providing, so far as reasonably practicable, safe and healthy work places, work practices and working environments for all their employees, pupils and visitors.

‘Head of Sailing’ has responsibility for the safe and efficient running of the vessel and developing the overall sailing and annual voyage plan. He will manage the risk assessment, the health and safety of employees, pupils and other persons within his area of responsibility. This will include safe manning, the compliance with relevant maritime laws and good practice maintenance and refit, and safety inspections and accident reporting.

‘Sailing Secretary’ is responsible for all administration in respect of *Jolie Brise* and the Sailing Club. This will include producing Cruise Information documents reviewing and updating *Jolie Brise* documentation, club membership, arranging transport and crew changes.

‘Shore Contacts’ are identified people within the school who are always on call whilst the vessel is at sea. They hold crew lists and information on how to contact the vessel and the procedures to take if the vessel is overdue.

‘Skipper’ is the Master on board and has authority at all times to make decisions with regard to the safety of the vessel and the persons on board. The Skipper has ultimate responsibility for the safe navigation of the ship and the prevention of marine pollution.

‘Staff Mate’ has the responsibility for all aspects of the maintenance and the vessels refit detailed by the Head of Sailing. They are to work under the guidance of the Head of Sailing. The staff mate will also adopt the role and duties of Mate when sailing on board the vessel.

‘Mate’ will carry out the skippers instructions Their day to day responsibilities will be watchkeeping, inspections, and assisting in the general safe running of the boat.

‘Bosun’ will carry out the skippers and mate’s instructions. The Bosun is often a role that allows a person to train up into a mates position.

‘Trainees/Passengers’ have a responsibility to themselves and others and their actions should not hinder the safe operation of the vessel.

**4 Designated Persons and Lines of Communication**

**Designated person**The Head of Sailing is the person designated by the school to be the link between the school and the safe operation of *Jolie Brise*.

**School communication**There is a responsibility by the school and those on board *Jolie Brise* to ensure that clear Lines of Communication are available so that the vessel can operate safely.

The line of communication with the school is achieved by meetings between the Head of Sailing with the Head, Bursar and Board of Governors and the submitting of the Annual Voyage plan and Safety Management System for *Jolie Brise*.

**Communication with Skipper and Mates**The line of communication with Skippers and Mates is through induction, training, the production of Standard Operating Procedures and the constant discussion with the staff to discuss and review of voyages.

All those with a position of responsibility to *Jolie Brise* are welcome to discuss safety and environmental issues with the Head of Sailing, so that the safety of the vessel is not compromised  
and so that this document can be constantly updated.  
  
**Overdue vessel**Shoreside Contacts hold crew lists and specific information on how to contact the vessel and the procedures to take if the vessel is overdue.

**5 Skippers responsibility**

**Schools undertaking**Dauntsey’s School consider that the Skipper is Master on board and has full responsibility and authority to operate the vessel. The School acknowledges that they cannot prevent or restrict the Skipper from taking or executing any decision that, in the Skipper’s professional judgement, is necessary for safe navigation and protection of the marine environment.  
  
**The Skippers responsibilities are:**Safe running of the vessel and welfare of those on board

Implementing the Safety and Environmental Policy and encouraging the crew to observe the Policy  
Issuing orders and commands in a clear and simple manner

Verifying that specific tasks and requirements laid down in the operating procedures are completed Reporting all navigational hazards to the appropriate authority as soon as possible  
Complete the Ship’s Log and associated paperwork  
Reviewing the SMS and reporting its’ deficiencies to the shore based management

**6 Resources and Personnel**

**Staff, Certification and experience**Only staff who carry appropriate in date certification and relevant experience will fulfil the roles required by the Code. Because of the nature of the work, DBS checks will be carried out or kept on file for staff in contact with trainees. Up to date records of certification will be kept on file.

**Induction**New seagoing staff will undertake a briefing or induction with the direction of the Head of Sailing or an experienced Skipper to ensure they are aware of the day-to-day operations on board.

**Evaluation of staff**The Head of Sailing will monitor standards by either meeting the trainees by consulting feedback forms. Complaints will be dealt with by the Head of Sailing.

**Trainee and Staff vulnerability**The Head of Sailing and Sailing Secretary will make every effort to ensure that trainees have not been allocated to voyages that they are too young in which to participate. The ethos of the school is to introduce trainees to new experiences and the appropriateness of the experience will be assessed and supervised by the Skipper during the voyage.

A Staff member should ensure that they do not put themselves into a situation where they are alone with a trainee for any length of time and should seek another member of staff or another trainee to keep a balanced view of a situation.

**Trainee suitability**To ensure trainees are fit for the intended course, all persons are required to fill out a health declaration before they arrive. The health declaration is not intended to stop attendance but will highlight to the School any particular procedures required or problems that could arise. This information will be passed by the Sailing Secretary to the Skipper responsible for the person, it will also travel in the minibus so that any issues can be dealt with promptly in case of accident.  
 **Non Swimmers**The booking form will establish whether a trainee or passenger can swim. Those that cannot swim will be required to wear a lifejacket (150 Newton performance level) when on deck and underway.

**Drugs and Alcohol   
Drugs**A person using or in possession of controlled drugs without a prescription is breaking the law and not allowed on *Jolie Brise*.

**Alcohol**Alcohol will not be consumed by sea staff or trainees until the vessel is tied up for the day, then only in moderation. Trainees or passengers considered unfit to sail due to Alcohol or drugs, will be asked to leave the vessel. Staff who have a safety critical role should exercise moderation when trainees or passengers are onboard.

**Section 7 Operation of *Jolie Brise***  
The following procedures are the overarching principles applying to all operations.   
**Safe Manning***Jolie Brise* will only be operated by staff who have the correct qualification and experience of similar types of boat. New staff will be briefed on how the vessel works before it puts to sea. If felt necessary trainees on major voyages will attend a Sea Survival Course.

**Safety Briefing**Before the commencement of any voyage with trainees or passengers, a safety brief will be given. The level of brief will depend on the voyage being undertaken. The Safety Brief is located…..

**Environmental protection (MARPOL)***Jolie Brise* has responsibilities to the environment because she wants to and because of regulation. When *Jolie Brise* carries 15 persons, she also encounters more stringent regulation, which is explained in the management plan. The Environmental policy and management plan is located in …..  
  
**Standard Operating Procedures**Standard Operating Procedures and Skippers Notes are provided to give a baseline on how the boat is to be handled and operated. These have been gained by experience and by trying to find the simplest way of safely completing the task. The Head of Sailing appreciates that the safety of the vessel may require the Skipper or mate, deviating from the Standard Operating Procedures if they see fit.

**Staffing**The minimum manning requirement for *Jolie Brise* is a Skipper and Mate who have been authorised by the Head of Sailing or the School and conform to the requirements laid down in the Code of Practice. The level required by Dauntsey’s School is located ………  
  
**Watchkeeping**  
A Safe Navigational Watch will be adopted at all times the boat is at sea. In planning the watch, the nature and experience of the crew will be taken into consideration. A list of times to call the skipper will be posted so the staff or crew will not be left in any in doubt of an approaching situation.

**Passage planning**All vessels require a passage plan by regulation and good practice. Each Skipper for each voyage, be it from the Hamble to Cowes or Canada to Belfast, should assess the weather, crew strength, likely hazards encountered on the proposed voyage, density of commercial traffic, ports of refuge, etc as part of his training and good practice. Skippers should record their plan in the log book and keep navigational records.   
  
**Sailing programme planning**When planning the Sailing Programme, the Head of Sailing assesses the elements of each major leg; expected meteorological conditions, density of commercial traffic, local facilities and ports of refuge. The Head of Sailing ensures that the vessel is legally compliant for the passage undertaken.

**Medical contingency planning**Often the longer voyages *Jolie Brise* undertakes are generally with the Tall Ships Fleet, where there are usually vessels with hospital type facilities on board. *Jolie Brise* is also equipped with long range communication devices with which to seek medical help.

**Consideration to other users**Boats may create disruptive wash even at low speed, whatever the speed limit. Staff will ensure the vessel is slow enough to minimise wash when around susceptible areas and other users.

**Section 8 Emergencies**  
**Procedures***Jolie Brise* has a set of Emergency procedures for the actions to be taken in the event of an emergency. The procedures should be seen as the initial actions of what to do and it is understood that the person in charge of the situation may need to deviate from these procedures to affect the safest outcome for the staff, trainees and passengers. These procedures are set out in the Emergency procedures documents within **Annex A.**

**Drills**The Emergency procedures will be practiced regularly, using the Emergency procedure cards as the initial template for the drill.  
  
**Medical and First Aid**The position of first aid kit on *Jolie Brise* will be identified to staff during their induction. Additionally a first aid kit will be provided by the School Sanatorium for minibus travel to and from *Jolie Brise*. NB All school minibuses permanently equipped with first aid kits.

**Shoreside contact**A Shoreside Contact will be nominated before a voyage. Emergency contact information will be held for contacting the next of kin of staff, trainees and passengers. This will be gained from booking forms and trainee or instructor records held by the school. The procedures for the shoreside contact are located on the school computer system and in the Sailing Club office and with the shoreside contact.

**Section 9 Accident Reporting  
Incidents and near-misses**However safe an organization, accidents, incidents and near-misses can happen. If they occur, the Skipper will manage the situation and ensure relevant information is recorded.

**Investigation**The Head of Sailing will investigate and pass on lessons learned to reduce the likelihood of its’ reoccurrence. These events will be recorded in the Log Book and Dauntsey’s Incident report form. The full accident reporting system is located on board *Jolie Brise’s* computer system.

**Reporting**Depending on the circumstances and severity, accidents on board commercial vessels may need to be reported to the Marine Accident Investigation Branch. They may also need reporting to ASTO and the RYA. MAIB report forms are kept on board *Jolie Brise*.

**10 Maintenance of *Jolie Brise* and her equipment**   
**Vessel***Jolie Brise* is surveyed by a Certifying Authority on behalf of the MCA , who certify she conforms to; ‘The Code of Practice for the Safety of Small Commercial Sailing Vessels’.

The material state of the vessel and its’ equipment is governed by the Maritime Coastguard Agency, and Skippers and Mates are to be aware of that the vessel should be operated and maintained to these standards.

**Seaworthiness and suitability**The Head of Sailing will satisfy himself as to the safety and suitability of the vessel for the voyages planned.   
  
Skippers and mates should question the Head of Sailing if they are unsure of the operation of maintenance routines for a particular piece of equipment.

**Maintenance**The Head of Sailing ensures that *Jolie Brise* complies, and is maintained in accordance with the Maritime & Coastguard Agency (MCA) Code of Practice – the Safety of Small Commercial Sailing Vessels.  **Inspection - staff**The vessel will be regularly inspected by, or under the supervision of, the Skipper or Mate. These inspections are produced as regular checklists (Daily, Weekly and Monthly) and are located on board *Jolie Brise’s* computer system.

**Inspection - MCA***Jolie Brise* has a regulated inspection regime enforced by the MCA. This requires a full MCA Survey and inspection every five years, an annual inspection by a person approved by the MCA. Additionally, *Jolie Brise* is inspected by a surveyor at the start and end of her annual refit to ensure that she is in a fit condition to go to sea.

**Life saving Appliances**Appropriate personal floatation devices and Life Saving Appliances are carried on board. These will be serviced to the manufacturer’s recommendation and PFDs will be visually examined as part of the regular checking program.

**Non-conformities**If during Inspection, maintenance or occurrence items are found to be broken or showing signs where they could be hazardous, they should be removed from service and the Skipper/Head of Sailing notified and recorded if it is not dealt with immediately.

Non-conformities and their repair should be logged so that a pattern can be established.

When there is equipment failure that would make the voyage unduly hazardous, the vessel should not depart.

**11 Certification and documentation**

*Jolie Brise* is a commercial vessel and is certified as such with the MCA. Therefore the vessel and certain staff are required to hold appropriate certification and qualifications.

It is the Head of Sailing’s responsibility to manage the survey and compliance of the vessel and to ensure that appropriately qualified staff, man the vessel.

**Carriage requirements**To comply with good practice and regulation, the following documents will be kept on-board.

Certificate of British Registry  
Small Commercial Craft Certificate  
Small Commercial Craft SCV2 form  
Vessels Insurance Certificate and Policy  
Small Commercial Craft - Training Manual  
Small Commercial Craft - Instruction Manual  
Safety Management system complete with Standard & Emergency Operating Procedures  
Vessel Log Book  
Garbage Management Plan  
Service records for: Life Saving Appliances and Fire Fighting Prevention   
Trainee details and medical/voyage critical information  
Insurance documents

**Documents ashore**The following records will be kept ashore and administered by the Sailing Secretary;

Booking forms including medical details  
Trainee certificates and correspondence/feedback   
Staff qualifications and competencies  
Staff training and induction  
Accidents, incidents and near misses  
Confirmation ‘sign-off’ sheet to ensure instructors and staff have read this document

**Insurance***Jolie Brise* carries insurances to fulfil its’ legal obligations.

**Section 12 Review and Evaluation**

**Distribution**This SMS will be read by all staff who have a role in the operation of *Jolie Brise*, whether ashore or afloat. All those who are noted in the responsibilities section of this document will read this SMS and any amendments brought to their attention.  
 **Review**The Safety Management System is a living document and is under constant review. A full review and audit is being considered for three years from the implementation of the SMS (Implementation 2013 – Review 2016)

**Record of Changes**Significant changes will be notified to the staff who will re-sign to say that they have read and understood the changes or documentation. Changes to the SMS will be identified on the amendment sheet at the front of the SMS.

**Risk Assessments**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Contents:** | **Personal Injury** | ***Jolie Brise*** | **Other Vessels** | **Environment** |
| **Fire** | **🗸** | **🗸** | **🗸** | **🗸** |
| **Collision** | **🗸** | **🗸** | **🗸** | **🗸** |
| **Flooding** | **🗸** | **🗸** | **🞨** | **🗸** |
| **Grounding** | **🗸** | **🗸** | **🞨** | **🗸** |
| **Man Overboard** | **🗸** | **🞨** | **🞨** | **🞨** |
| **Hypothermia** | **🗸** | **🞨** | **🞨** | **🞨** |
| **Gas Escape** | **🗸** | **🗸** | **🞨** | **🗸** |
| **Going Aloft** | **🗸** | **🞨** | **🞨** | **🞨** |
| **Boom** | **🗸** | **🞨** | **🞨** | **🞨** |
| **Working on Deck** | **🗸** | **🞨** | **🞨** | **🞨** |
| **Backstay Block** | **🗸** | **🞨** | **🞨** | **🞨** |
| **Headsail sheets and Staysail** | **🗸** | **🞨** | **🞨** | **🞨** |
| **Rope injuries** | **🗸** | **🞨** | **🞨** | **🞨** |
| **Foot injuries** | **🗸** | **🞨** | **🞨** | **🞨** |
| **Sea Sickness** | **🗸** | **🗸** | **🞨** | **🞨** |
| **MOB at anchor or harbour** | **🗸** | **🞨** | **🞨** | **🞨** |
| **Swimming** | **🗸** | **🞨** | **🞨** | **🞨** |
| **Companionway ladders** | **🗸** | **🞨** | **🞨** | **🞨** |
| **Galley Stove** | **🗸** | **🗸** | **🞨** | **🞨** |
| **Galley Fire** | **🗸** | **🗸** | **🗸** | **🗸** |
| **Galley Utensils** | **🗸** | **🞨** | **🞨** | **🞨** |
| **Falling in interior spaces** | **🗸** | **🞨** | **🞨** | **🞨** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Hazard** | **Consequence** | **Severity** | **Likelihood** | **Control measure** | **Action** |
| **Fire** | **Loss or damage to vessel** | * **High** | * **Low** | * **Equip and maintain fire fighting equipment to MCA standards** * **Skipper or Mate to hold fire fighting certificate** * **Procedures for Fire and Abandon ship** | * **Fire fighting equipment to be inspected and maintained by checklist and service engineer** * **Staff member trained in basic fire fighting** * **Safety brief to include fire safety and evacuation** * **Conduct fire and abandon ship drills** |
| **Collision** | **Loss or damage to vessel** | * **High** | * **Low** * **Medium** | * **Adequate watch keeping whilst at sea** * **Early action when risk is identified** * **Procedures for abandon ship** * **Procedures for when to call Skipper if risk of collision is identified** | * **Efficient look out to be kept at all times.** * **Early avoiding action to be taken** * **Ensure extra vigilance during sail hoists & drops** * **Conduct regular abandon ship drills** |
| **Flooding** | **Loss or damage to vessel** | **High** | **Low** | * **Maintenance of skin fittings** * **Bilge pumping systems to MCA level** * **Monitoring of bilge levels** * **Skin fitting location plan** * **Procedures for flooding & abandon ship** | * **Regular inspection of skin fittings and systems** * **Regular check of bilge pumping and alarm systems** * **Regular checking of bilge levels** * **Skin fitting location identified at staff induction** * **Conduct regular abandon ship drills** |
| **Grounding** | * **Loss or damage to vessel** | * **High** | * **Low** | * **Navigational awareness** * **Use of echo sounder** | * **Maintain regular position fixing.** * **Maintain Effective Look out** |
| **Person Overboard** | **Casualty lost overboard.  Risk of death by drowning or Hypothermia.** | **High** | **Low** | * **Lifejackets and harness lines to be worn when told by skipper or mate** * **Staff to enforce lifejacket rules** * **Procedures for bowsprit use and MOB** | * **Safety brief on lifejackets and harness lines** * **Procedures for bowsprit use** * **Regular MOB training and drills** |
| **Hypothermia** | **Risk of death** | **Medium** | **Low  Medium** | * **All to be properly dressed for weather conditions.** * **Waterproofs available for all on board** * **Joining instructions to indicate clothing to bring on voyage** | * **Staff to check that trainees are correctly dressed** * **Staff to be alert for first signs of hypothermia** * **Those showing signs of hypothermia to be sent below for warming/treatment and supervised** |
| **Gas Escape** | **Explosion** | **High** | **Low** | * **Gas safety procedures to be followed** * **Galley stove not to be left unattended when lit** | * **Briefing and supervision of Trainees on gas safety** * **Annual inspection of gas installation by Gas Safe engineer** |

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| **Hazard** | **Consequence** | **Severity** | **Likelihood** | **Control measure** | **Action** |
| **Going aloft** | **Injury or death** | **High** | **Low** | * **Use correct equipment and procedures when going aloft** * **Supervision from deck** | * **Enforce procedures for working aloft** * **Permission required from Skipper or Mate** |
| **Boom** | **Injury from being struck by boom during sailing manoeuvres** | **High** | **Medium** | * **Use of boom guys when necessary** * **Supervision of crew when sailing** * **Avoid sailing close to gybe point** | * **Staff to organise guys when required** * **Supervision of helm when sailing up/downwind** * **Safety brief to cover danger of boom.** * **Staff to ensure trainees are not in potentially dangerous positions** |
| **Working on deck** | **Injury from being washed off feet when on deck** | **Medium** | **Medium** | * **Bear away if conditions are hazardous** * **Use of harness lines and jackstays when necessary** * **Manage crew working on deck** * **Anticipation of conditions and setting appropriate sail plan in advance** | * **Staff to lead deck work when required** * **Supervision of helmsman whilst crew are working** * **Effective briefing of trainees before starting work** * **Setting sail plan appropriate to conditions/ability of crew** * **Safety brief to cover harness use** |
| **Backstay Block** | **Crew on side deck hit by runner block** | **Medium** | **Low** | * **Use of tricing lines to control runner block** | * **Briefing, training when sailing** * **Trainees suitably experienced or supervised** |
| **Headsail Sheets & Staysail** | **Injury from flogging sheets and staysail clew** | **High** | **Medium** | * **Sheets to be controlled to reduce flogging during sail hoists** * **Trainees to be clear of staysail clew during manoeuvres** | * **Supervision of sheeting and making fast** * **Staff to check trainees are not in hazardous position** * **Safety brief to cover sheets and blocks** |
| **Rope Injuries** | **Rope Burns** | **Low** | **Medium** | * **Correct use of belaying pins** | * **Training in correct use of making off and easing** * **Halyards and sheets to be used under supervision** |
| **Seasickness** | **Dehydration**  **Shock** | **Medium** | **High** | * **Those seasick to be cared for and if required treated for dehydration** * **Medication if directed** | * **Staff to monitor trainees for seasickness and give appropriate care** * **Master to administer medication if qualified** * **Drinks before leaving and regularly on voyage** |
| **MOB at Anchor or in Harbour** | **Drowning**  **Hypothermia** | **High** | **Low** | * **Young trainees to remain below deck after lights out** | * **Brief on rules requiring trainees to remain below after lights out when at anchor or in harbour** * **Safety brief to include life-rings and MOB** |
| **Swimming** | **Drowning**  **Hypothermia** | **High** | **Low** | * **Assessment of conditions** * **Supervision of swimmers** * **Tender readied for rescue** * **Vessel should be at anchor, buoy etc.** | * **Skipper to assess wind/sea and tide conditions** * **Staff to supervise swimmers** * **Tender readied for immediate launching** * **Procedures for swimming followed** |

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| **Hazard** | **Consequence** | **Severity** | **Likelihood** | **Control measure** | **Action** |
| **Companionway Ladders** | **Falling** | **High** | **Low** | * **Correct use of ladders.** | * **Briefing and supervision of Trainees** |
| **Galley Stove** | **Burns**  **Scalds** | **Medium** | **Low** | * **Care when using galley stove** * **Protective clothing** * **Adequate supervision** | * **Briefing and supervision of Trainees using Stove** |
| **Galley Fire** | **Burns**  **Loss of vessel** | **High** | **Low** | * **Galley stove not to be left unattended when lit** | * **Briefing and supervision of Trainees whilst using Galley Stove** |
| **Galley utensils** | **Cuts** | **Low** | **Low** | * **Care when using sharp utensils** | * **Briefing and supervision of Trainees whilst using Galley utensils** |
| **Falling in interior spaces** | * **Injury** | * **Medium** | * **Low** | * **Handholds and proximity of surfaces** | * **Briefing on the use moving around at sea** |
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Signed by T. Marris…………………………..Head of Sailing, on the ………………………..20…..

Revision date: January 2014

**Policies  
  
Contents  
  
 Marine and Environmental   
 Garbage Management Plan  
 Policy for Work Parties  
 Policy for the safety of trainees in Port  
 Drugs Policy  
 Alcohol Policy  
 Transportation Policy**

**Child Protection Policy**

**Physical Restraint Policy**

## Safe Working Practices with Pupils and Colleagues Policy

**Marine Pollution and Environmental Policy**

This policy is intended to reduce the impact of operating *Jolie Brise* on the marine environment. Having reviewed the MarPol regulations we consider that within the normal running of *Jolie Brise* and her operating area, the following key regulations should be complied with due to the nature of her operation, her size and amount of passengers. We will review our policy if we venture into special areas such as the Caribbean, Baltic, Antarctic, Arctic or Mediterranean Sea.

*Jolie Brise* operates with 15 persons on board for short day trips in the Solent and with 12 persons on board at other times.

The regulations applying to *Jolie Brise* are:   
  
Discharge limits   
1) Oil discharges shall be less than 15 ppm (parts per million)   
(Reference MARPOL - Annex V - Reg 9 (2), 10(2)(b))   
Measure adopted on board  
Check bilges before pumping   
Use environmentally approved products for bilge cleaning

Do not overfill fuel tanks

2) If oil discharge is over 15ppm it shall be kept onboard and disposed of ashore  
(Reference MARPOL Annex V – Reg 9(6))   
Measure adopted  
Use oil absorbent matting if a leak is suspected and dispose of ashore

Waste oil and other chemical products to be retained on board for disposal at appropriate facilities.

3) Discharge of chemicals that are hazardous to the marine environment are forbidden   
(Reference MARPOL - Annex V – Reg 9(5))   
Measure adopted  
Do not use detergents for dispersing spillages

Use only environmentally approved products for cleaning including washing up

Garbage Management  
4) Display placards for garbage disposal.  
Reference Marpol - Annex V - Reg 10 (1.1)   
Measure adopted  
All domestic waste to be retained on board for disposal of at appropriate facilities.

As far as practical recyclable materials should be separated and disposed of at the appropriate facilities.

Crew to be briefed on environmental considerations before going ashore

Vessels carrying over 15 persons require a garbage management plan  
Measure adopted   
Garbage management plan overleaf

**Garbage management plan and policy**

**Foreward**When *Jolie Brise* carries 15 or more persons she is required by MarPol to carry a garbage management plan. *Jolie Brise* is coded by the MCA to carry 15 persons in area Category 4 and this only occurs when operating in the UK. When operating with 15 persons *Jolie Brise* only runs day charters within the UK as she physically cannot accommodate more than 12 overnight. As *Jolie Brise* does not operate with 15 persons ‘in voyages to ports or offshore terminals under the jurisdiction of a Party to the Convention other than the ship’s flag State,’ (The Merchant Shipping (Prevention of Pollution by Sewage and Garbage from Ships) Regulations 2008) she does not require a garbage record book.

The expected garbage types on Day Sails will be food, paper waste and drinks and food containers.

The Skipper is the person designated in managing the garbage management plan for *Jolie Brise*. The Skipper may delegate the duties as he sees fit and may ask for guidance from the Head of Sailing.

Where possible the waste will be sorted so that recyclable items are separated and kept separate from non-recyclable wastes.

Waste bins/receptacles are located in the galley.

Persons on board will be briefed on the location of the receptacles and crewmembers will ensure that waste items are collected from deck and placed in the suitable receptacle.

When a receptacle is full it will be secured, double bagged and stored in the forepeak. Because the boat only Day Sails, stored waste should not be on board overnight.

When the vessel reaches shore, the waste will be carried ashore and placed in the suitable receptacles ashore. Special consideration will be made to ensure that recycleable products are placed in recycling bins whenever possible.

The waste receptacles at a port are well marked and we see no need for any further training of staff to dispose of waste in port.

**Policy For Work Parties**

**For example; pupils working on board *Jolie Brise* whilst in refit**

Work parties involve the carrying out of maintenance tasks on *Jolie Brise.*

**Possible Dangers:**

1) Traffic hazards within the boatyard itself.

2) Working on scaffolding at height of 12 feet.

3) Pupils falling off *Jolie Brise* or ladder giving way whilst climbing on board.

4) Using hazardous products on board as part of maintenance activity.

5) Use of tools and power tools.

6) Cooking evening meal.

7) Abduction/Harassment whilst staying in Hamble Village

8) Drowning through water hazard of Hamble River.

9) Potential Fire Risk whilst working in Hamble Yacht Services Boatyard.

**Actions to minimise risk as far as possible:**

1) Traffic hazards within the boatyard itself.

All pupils to be given thorough briefing about general hazards of machinery and vehicles operating in boatyard before disembarking the minibus.

2) Working on scaffolding at height of 12 feet.  
Working on scaffolding – Head of Sailing to ensure scaffolding has been erected properly with footboards and safety rails around all parts of scaffolding. All pupils working on scaffold to be briefed “no running/horseplay whilst at height and also no pupils to move any scaffold boards without first consulting Head of Sailing/First Mate, also no pupils to go outside scaffold”.

3) Pupils falling off *Jolie Brise* or ladder giving way whilst climbing on board.

Head of Sailing or First Mate to ensure pupils briefed about moving round on deck and not leaning outboard of vessel, also Head of Sailing/First Mate to ensure all relevant ladders are secured aloft and pupils briefed in there use.  
4) Using hazardous products on board as part of maintenance activity.

Head of Sailing/First Mate will ensure pupils thoroughly briefed about hazards of products used, i.e. paints, cleaning products, etc. Will also ensure that relevant safety protective clothing is used, i.e. safety goggles, respirator, ear defenders and gloves, as appropriate.

5) Use of tools and power tools.

Head of Sailing/First Mate will ensure pupils thoroughly briefed about hazards of power tools and will also ensure that pupils are taught correct use and will also ensure that relevant safety protective clothing is used, i.e. safety goggles, respirator, ear defenders and gloves, as appropriate.

6) Cooking evening meal.

Pupils to be thoroughly briefed and assisted by Head of Sailing during cooking of evening meal.

Head of Sailing/First Mate will ensure that none of the above activities are carried out without continuous adult supervision.

7) Abduction/Harassment whilst staying in Hamble Village.

Head of Sailing will ensure that no pupils will walk around Hamble Village, after sunset, in groups of less than two. Head of Sailing has also noted Hampshire Police Headquarters, at entrance to Hamble Village. Hamble Village has one road in and one road out – therefore relatively low crime rate.

8) Drowning through water hazard of Hamble River.

If pupils required to walk along the pontoons or near water, Head of Sailing will ensure that all pupils are thoroughly briefed about dangers of cold water/slippery pontoons. If Head of Sailing deems it necessary, will issue buoyancy aids and keep under supervision if conditions warrant it.

9) Potential Fire Risk whilst working in Hamble Yacht Services Boatyard.

All pupils and staff on Work Party will be shown fire escape routes from yard. On board *Jolie Brise* ship’s own fire extinguishers will be kept on board for duration of re-fit.

NB If Firemen are on strike Work Party will be cancelled.

**Actions To Be Taken In The Event Of An Accident/Incident Occurring:**

Head of Sailing will ensure First Aid Kit from school accompanies the minibus and Work Party to Hamble and is available both whilst working on board *Jolie Brise* and will also go to Head of Sailing’s house whilst the Work Party are there.

Head of Sailing will ensure that a file is carried on board the minibus accompanying the Work Party, which includes “Dauntsey’s School Action in the Event of an Emergency on a School Trip” sheet. Parental Consent Forms with medical information and emergency contact numbers for each pupil will also be included. Head of Sailing will ensure that all adults/staff on Work Party are aware of file, and will have read the information before Work Party commences.

**Policy for the Safety of Trainees – in port**

**Risks**: a) embarking & disembarking *Jolie Brise*

b) risk to pupils and crew from members of the public whilst in port

# Actions to minimise these risks

**a) embarking & disembarking *Jolie Brise*.**

If *Jolie Brise* is alongside the Captain/First Mate will ensure that all crew/pupils are briefed as to the dangers of falling between the vessel and the quayside. The Captain/First Mate will also ensure as much as is possible that there is safe access to and from the boat, i.e. suitable gangway/ladder.

If *Jolie Brise* is on a mooring or at anchor the Captain/First Mate will ensure that all crew are briefed as to the dangers of rubber dinghies and outboards and will ensure, where applicable, that the correct safety equipment is worn.

**b) risk to pupils and crew from members of the public whilst in port**

The Captain/First Mate will ensure that when pupils/crew go ashore that they never do so in groups of less than two, and all pupils/crew members will seek the Captain/First Mate’s permission to go ashore either being given or giving a return time. If pupils/crew members have mobile phones they will be given both the ship’s mobile phone number and also local emergency service numbers.

# Actions to be taken in the event of these risks

**a) embarking & disembarking *Jolie Brise***

If there were a casualty due to either of the above, to follow the school’s “Actions to be taken in the event of an emergency on a school trip” policy.

**b) risk to pupils and crew from members of the public whilst in port**

If a problem does occur to follow the school’s “Actions to be taken in the event of an emergency on a school trip” policy.

# Actions to be taken in the event of these risks

**a) embarking & disembarking *Jolie Brise***

If there were a casualty due to either of the above, to follow the school’s “Actions to be taken in the event of an emergency on a school trip” policy.

**b) risk to pupils and crew from members of the public whilst in port**

If a problem does occur to follow the school’s “Actions to be taken in the event of an emergency on a school trip” policy.

**2) Travel to and from *Jolie Brise* for crew changes**

See School’s Generic Policy for School Trips.

**PLEASE NOTE:**

There are six categories of operation which apply to *Jolie Brise*.

Category 0 - plus 150 miles from safe haven, no restrictions apply - able to cruise worldwide, no helicopter rescue available;

Category 1 within 150 miles from safe haven, helicopter rescue available;

Category 2 within 60 miles from safe haven, helicopter rescue and fast inshore lifeboat available.

Category 3 up to 20 miles from safe haven.

Category 4 up to 20 miles from safe haven, in favourable weather in daylight.

Category 5 to sea, within 20 miles from a nominated departure point in favourable weather and daylight.

Category 6 to sea, within 3 miles from a nominated departure point and never more than 3 miles from land in favourable weather and daylight.

**PLEASE NOTE: *Jolie Brise* is coded and carries the equipment for Category 0 operations**

**ADDENDUM FOR 2016**

**SUMMER CRUISE PROGRAMME**

**Category 1 voyage (see above)**

**Dauntsey’s School Cruise 1** – Antwerp, Belgium – Lisbon, Portugal

Tall Ships Race Leg 1

**Additional risks to normal sailing in these areas:** Becoming embayed in the Bay of Biscay.

**Actions to minimise these risks:** *Jolie Brise* sailing with rest of Tall Ships Fleet therefore numerous larger vessels on hand to offer assistance if need be. Race Control normally on board Warship or Ocean going tug following the Fleet, again additional resources available. Weather information available from Race Control, specific to Tall Ships Fleet, therefore much advanced warning.

**Category 2 voyage (see above)**

**Dauntseys School Cruise 2** – Lisbon, Portugal – Baiona, Spain

**Additional risks to normal sailing in these areas:** None, *Jolie Brise* making small legs in her own time.

**Actions to minimise these risks:** *N/A*

**Category 1 voyage (see above)**

**Dauntsey’s Pupils Cruise 3** – Baiona, Spain – Dartmouth, UK

**Additional risks to normal sailing in these areas:** Becoming embayed in the Bay of Biscay.

**Actions to minimise these risks:** *Jolie Brise* will not be racing and is not under time pressure and will have satellite communications for excellent weather forecasting

**Category 2 voyage (see above)**

**Dauntsey’s Pupils Cruise 4** – Dartmouth, UK – Hamble, UK

**Additional risks to normal sailing for this cruise:** A standard coastal trip. *Jolie Bris*e will be racing with the ASTO fleet so in company with numerous other vessels.

**Actions to minimise these risks:** All Skippers will be familiar with *Jolie Brise’s* radar and AIS systems.

**Category 2 voyage (see above)**

**Dauntsey’s Pupils Cruise 5** – Hamble to Hamble

**Additional risks to normal sailing in these areas:** No additional risks. Home waters voyage.

**Actions to minimise these risks:** All Skippers will be familiar with *Jolie Brise’s* radar and AIS systems.

***Jolie Brise* Mobile Number in case of Emergency: +44 7796 531232**

**email:** [**joliebrise@dauntseys.wilts.sch.uk**](mailto:joliebrise@dauntseys.wilts.sch.uk)

**Hull Insurance – Policy No. 70909186-11** with Pantaenius UK Limited, Marine Building, 1 Queen Anne Place, Plymouth PL4 0FB

through Hayes Parsons Marine

St Lawrence House

Broad Street

Bristol

BS1 2HF

Tel: 01179 301652 (Contact: Pasquale Zezza – [p.zezza@hayesparsons.co.uk](mailto:p.zezza@hayesparsons.co.uk) )

**Protection and Indemnity Insurance** **– Policy No 03209000001** with British Marine, London

through Sturge Taylor Associates Ltd

Notebeme House

84 High Street

Southampton

SO14 2NT

Tel: 02380 222666 (Contact: C Pitkin – [cpitkin@sturgetaylor.com](mailto:cpitkin@sturgetaylor.com) )

**Drugs’ Policy (Standard Dauntsey’s School)**

It is forbidden to possess, or bring into school, drugs, except as authorised by the school medical officer, nursing sister or parents. The unauthorised sale, possession or use of illegal drugs constitutes a criminal offence whether on, or outside, school property, whether in term time or vacation, and any pupil found guilty of these offences should expect to be requested to leave the school.

If the Head Master feels there is reasonable cause, he reserves the right to call for a medically supervised test to establish the presence or absence of any illegal substance. This will normally take the form of a urine test. Parents will be informed of an intention to test, wherever possible.

The Head Master will in all cases report the full circumstances to the Chairman of Governors. If the test proves positive and, very exceptionally, it is considered that automatic permanent expulsion may not be appropriate, any readmission will be conditional upon the agreement of that pupil and his/her parents to special sanctions, including random testing.

It is the School’s aim to promote in partnership with pupils and their parents a drug-free culture throughout the Dauntsey’s community. Central to this policy is the programme of education dealing with, amongst other aspects, the harm which drugs bring.

This education programme, followed as part of the PSE curriculum by every pupil, aims:

to increase knowledge and understanding of drugs (both legal and illegal) and their effects by providing students with accurate information

to improve students’ self-awareness, particularly in terms of risk-taking

to promote positive attitudes towards healthy lifestyles and to challenge those likely to lead to negative outcomes

to promote a sense of responsibility towards the use of drugs

to enable our students to acquire the social skills they will need to make informed choices and to resist pressure from peers and media influences

**Drugs Policy on board *Jolie Brise***The same overall policy as to the schools acceptance of drugs is adopted on board *Jolie Brise*. However the way that it is dealt with, and the implications for the individual, crew and vessel could be very different.

*Jolie Brise* can be boarded by Customs and Excise, Marine Police or Maritime Inspectors at any time. If drugs are found, or if adequate suspicions are raised, these will be dealt with by the law of the country, that often means investigationand possible prosecution by the Police or the inspecting authority. It can also mean the boat is served with a detention notice stopping it from leaving port.   
Drugs found on staff or staff under the influence of drugs would be subject to disciplinary action.

**Alcohol (Schools Policy)**

Pupils are forbidden to purchase, possess or consume alcoholic beverages. Exceptions to this are:

Within the "17 Club" by those who are members of the club. Following the introduction of The 2003 Licensing Act, which came into effect in November 2005, the School has adapted its policy in order to conform to the regulations of the new Act. This allows, in the case of older pupils, a sensible and reasonable approach such as might be found in the pupil's own home. Of course, the laws of the land circumscribe any school dispensation.

Formal House/School dinners, directly under the supervision of members of staff. On such occasions pupils need House Staff permission to have beer or wine. Such permission will not be granted to pupils below the 6th Form, or to 6th Form pupils when House Staff know there are family objections.  In addition it is forbidden to visit any licensed premises, other than the village shop.  Exceptions to this are:   
Pupils over 18 with specific permission from House Staff, and who are in possession of appropriate identification.

Prefects who are going out for a meal, with permission from House Staff.

Pupils accompanied by parents/guardians, or who are the guests of other parents/guardians.  It is recognised that some parents may have objections to their sons or daughters using the dispensation set out above. House staff are glad to hear of such cases and to support parents accordingly.  Any pupil who breaks the rules on alcohol will be subject to the following sanctions:

1st Offence 2nd Offence

3rd Offence

Saturday evening detention. Parents informed.

Saturday evening detention (parents informed), or temporary exclusion from school for up to 1 week.

Temporary or permanent exclusion at Head Master's discretion.

Sanctions will apply for a 12 month period from the date of the first offence. If the offence is serious it will assume greater gravity (e.g. spirits are involved, or medical attention is required).

**Alcohol policy onboard *Jolie Brise***

The Dauntsey’s School policy on consumption of alcohol by pupils will be applied to all pupils embarked as trainees on board the *Jolie Brise*. No pupil below the 6th Form must be allowed alcohol under any circumstances. Alcohol may only be consumed by 6th Form pupils in moderation over dinner, under the direct supervision of members of staff. At other times, it will be at the discretion of the Skipper, but at all times must be in moderation abiding by 17 Club rules. Permission will not be granted to 6th Form pupils where parents have expressed an objection to the consumption of alcohol by the pupil.

For staff there are three maritime regulations concern the use of Alcohol;

1. Railway and Transport Act; sections 78 and 79
2. STCW 95 Alcohol limits imposed under the Maritime labour Convention
3. UNCLOS which states that when a vessel is overseas, that nations laws apply.

**DAUNTSEY’S SCHOOL -** V**isits and activities out of school**

**School Transport Risk Assessment**

**Part 1; Minibus Use In UK**  
1.1 The Management System

1.2 The Minibus

1.3 The Driver

1.4 Passengers

1.5 Other Road Users

1.6 Road, Traffic And Weather Conditions

**Part 2; Minibus Use In UK**

2.1 Embarking/Disembarking

2.2 Pick Up/ Drop Off

2.3 Accounting For The Pupils

**Part 3; Minibus Use Abroad**

**Part 4; Other Modes of Transport in the UK**  
4.1 The Teacher In Charge

4.2 Other Road Users

4.3 Public Transport

4.4 Coaches

4.5 Private Cars

4.6 Ferries

4.7 Air Travel

**Part 1; Minibus Use In UK**  
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**School Transport Risk Assessment**

**Part 1; Minibus Use in UK**

In this document the risks involved in running a minibus (Risk Assessment) are considered along with how those risks can be reduced or minimised (Risk Management).

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| **HAZARD** | **WHO IS AT RISK?** |
| Road traffic accident | Driver and/or pupils |

To reduce the risk of a minibus being involved in a road accident, the factors that might cause such an accident must be assessed. The following are considered:

1.1 The management system   
1.2 The minibus itself   
1.3 The driver   
1.4 The passengers   
1.5 The road, traffic and weather conditions

**1.1 The Management System**

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| **MEANS OF REDUCING RISK** |
| Drivers must be properly trained and fit to drive. |
| The Facilities Co-Ordinator will keep the following:   * all documents relating to the vehicle; * the vehicle operating log; * full details of all drivers * testing and training information; * accident/incident reports; * emergency equipment check forms; * a record of all journeys taken. |

**1.2 The Minibus**

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| **MEANS OF REDUCING RISK** |
| The Facilities Co-Ordinator will ensure that every minibus will –   * be adequately insured; * be well maintained; * have a valid MoT certificate (if more than one year old); * display a valid tax disc; * display a small bus permit disc; * carry an operating logbook; * be checked on a daily basis for safety features including brakes. If there are any faults that might affect the safe use of the vehicle or the safety of the passengers, the vehicle must not be used until the faults have been remedied. |
| The Facilities Co-Ordinator will ensure that every minibus will have –   * correct seating; * correctly fitted seat belts; * a suitable, clearly marked First Aid box; * a fire extinguisher |
| The Facilities Co-Ordinator will ensure that every minibus will carry –   * instructions and contact details for dealing with an emergency; * insurance policy details; * breakdown policy details, contact numbers etc. |
| The driver will ensure that   * they have mobile phone/phone card/change for telephone - for emergencies; * exits are kept clear and free from obstruction. |

**1.3 The Driver**

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| **MEANS OF REDUCING RISK** |
| The Facilities Co-Ordinator will ensure that everyone who drives a minibus for the school is suitable to do so. By law, minibus drivers must –   * + hold a valid, full driving licence for private cars (Category B = D1, from 1st January 1997, or Group A or B on old style licence);   + be at least 25 years of age;   + be insured to drive the vehicle in question (covered by School insurance). |
| The Facilities Co-Ordinator should be satisfied that every minibus driver –   * is medically fit to drive a minibus; * fully understands their responsibilities and is able to demonstrate it; * undergoes an initial assessment (as outlined in Section 10 of ‘Visits and activities Outside school Policy’) and then re-assessment, by attending a formal minibus awareness course, of their competence to drive a minibus safely in the event of an accident or following a period in which they have been unable to drive; * receives such practical driver training as they need. |
| The EVC should be satisfied that every minibus driver –   * is accompanied by a second driver on very lengthy journeys or difficult shorter journeys; * is aware that they should not drive for more than 7¾ hours in total in a 10 hour period or more than 5½ hours without taking a 30 minute break, to avoid the potential for falling asleep; |
| Drivers should –   * have a satisfactory driving licence & bring any endorsements to the attention of the Facilities Co-Ordinator; the school reserves the right to prohibit any school employee from driving a school minibus, based on the details of the endorsements on their licence; * plan their journey to include plenty of breaks if necessary and appropriate, and not plan to drive when they would normally be sleeping unless adequate rest has been taken; * whenever possible, arrange to travel outside the normal rush-hour periods. Travel time is reduced and comfort increased; * know what to do in the event of a vehicle breakdown, an accident or incident; * drive within the law at all times; * never drink ANY alcohol and drive; * never drive when feeling tired or unwell, or while under the influence of medication that may cause drowsiness. |
| Drivers should remind passengers to wear seat belts before setting off on the journey –   * all seat belts should be worn as tightly as possible and lap belts should go over the top of the thighs and NEVER the stomach. * the end of the "3 for 2" rule means only one child passenger must use each seat and each individual child must have a seat belt. It is dangerous, and now illegal, for a seat belt to be worn by more than one person at a time. |

**1.4 Passengers**

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| **MEANS OF REDUCING RISK** |
| Drivers should make passengers aware of the kind of behaviour that is expected of them. |

**1.5 Road, Traffic and Weather Conditions**

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| **MEANS OF REDUCING RISK** |
| The Facilities Co-Ordinator will ensure that minibus drivers have training that enables them to cope with a wide variety of road and traffic conditions. |
| At the planning stage drivers should consider –   * the risks and hazards. * whether or not the journey is in fact necessary. * alternative forms of transport (coach, bus, train), which could as easily be used. |
| Drivers should –   * allow sufficient time for the journey. |

**School Transport Risk Assessment**

**Part 2; Minibus Use in UK**

In this part of the document other risks are considered along with how these risks can be reduced or minimised.

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| **HAZARD** | **WHO IS AT RISK?** |
| Failure to rendezvous etc. | Pupils |

The following are considered:

2.1 Embarking/Disembarking   
2.2 Pick Up/ Drop Off   
2.3 Accounting for the pupils

**2.1 Embarking/Disembarking**

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| **MEANS OF REDUCING RISK** |
| Drivers must not –   * allow passengers to board until the vehicle is at a complete standstill, and safely parked. |
| Drivers should –   * ensure pupils are supervised when boarding the vehicle, especially if using rear door; * approach each stop slowly and with care; * check all mirrors every time before moving off in case latecomers are approaching the vehicle. |

**2.2 Pick Up/ Drop Off**

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| **MEANS OF REDUCING RISK** |
| Drivers should consider the safety of the passengers waiting for the minibus to arrive and   * identify a safe pick-up point; * ensure appropriate supervision is provided before the vehicle arrives. |
| Drivers must –   * not leave pupils alone at a drop-off point if parents/carers have not arrived to collect them unless other arrangements have been agreed; * pre-arrange pick-up and drop-off points and make parents/carers aware of when and where they are expected to collect their children. |

**2.3 Accounting for the pupils**

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| **MEANS OF REDUCING RISK** |
| Drivers should -   * always head count the school party on and off transport; * carry a complete list of pupils for all but the most brief of trips (with notes of any special needs on lengthy trips); * keep this list with other relevant documents in a place where can be readily found in event of an accident. |

**School Transport Risk Assessment**

**Part 3; Minibus Use Abroad**

Staff should first consult the Facilities Co-Ordinator when planning to take a minibus abroad.

When taking a minibus abroad, the driver must be over 25 and must hold a full, current driving licence and a PCV (passenger carrying vehicle) licence.

Be aware that different legislation and regulations apply to drivers’ hours and requirements. For example: there are some very specific EU regulations on drivers hours including maximum driving time without a break. For all international journeys, a tachograph must be fitted and used. Regulations apply from the start of the journey in the UK.

Special documentation is required. The Facilities Co-Ordinator and motoring organisations (AA, RAC, Bus and Coach council etc) will assist in obtaining the right documentation as will the Department of the Environment, Transport and the Regions and The Foreign and Commonwealth Office's Travel Advice Unit.

Adequate insurance cover must be in place for the journey and for the countries being visited. A 'green card' (essential for trips to non EU countries) incorporates an approved accident report form.

The risk assessment will contain much of what has gone before as well as some extra considerations. For instance, when abroad, the minibus doors may no longer open on the pavement side of the road where travel is on the right-hand side. Extra care is needed when supervising the children getting on and off the minibus. The safest option is to pull into a place off the highway before letting the children get out.

**School Transport Risk Assessment**

**Part 4; Other Modes of Transport**

In this document the risks involved in using other nodes of transport (Risk Assessment) are considered along with how those risks can be reduced or minimised (Risk Management).

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| **HAZARD** | **WHO IS AT RISK?** |
| Injury | Staff and/or pupils |

To reduce the risk of an accident the following are considered:

4.1 The teacher in charge   
4.2 Other Road Users   
4.3 Public Transport

4.4 Coaches

4.5 Private cars

4.6 Ferries

4.7 Air Travel

**4.1 The Teacher In Charge**

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| **MEANS OF REDUCING RISK** |
| Whichever mode of transport is chosen, the discipline of the school party is the responsibility of the teacher in charge, not the driver of the coach, conductor on the train or steward on a ship or aircraft. |
| The teacher in charge must –   * make pupils aware of the kind of behaviour that is expected of them. |
| The teacher in charge should –   * use a reliable company when travelling by coach, rail, air or sea, preferably one that the school has been satisfied with previously; * If appropriate, reserve seats well in advance and aim to keep the party as close together as possible while travelling; * always head count the school party on and off transport. |

**4.2 Other Road Users**

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| **MEANS OF REDUCING RISK** |
| If the school trip involves a visit to a local place within walking distance then there is no need to arrange for transport. The teacher in charge should ensure that -   * pupils are reminded of the basic rules of the road; * a group of pupils walking are kept under supervision; * the pupils' clothing and footwear are appropriate for the weather and lighting conditions outside; * the group keeps away from kerbs and pavement edges; * the group uses the safest crossing places available. |
| If a teacher assumes the responsibility to get pupils across a road, they must discharge this activity as a "reasonable person" and to the best of their ability. Remember that only police officers; traffic wardens and official school crossing patrols have a right under the law to control traffic. For this reason it is essential that a safe crossing point is chosen carefully. |

**4.3 Public Transport**

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| **MEANS OF REDUCING RISK** |
| If pupils are to use public transport the teacher in charge should –   * have fares already collected and be ready to pay for the whole party. * make sure the pupils understand the codes of behaviour for travel on public transport, particularly in relation to noise levels, movement, eating and drinking; * supervise pupils getting on and off making sure that the vehicle has stopped moving before anyone attempts to step off the platform; * ensure that school bags and other equipment are safely stored away from the public aisles; * ensure that pupils do not attempt to cross the road until the vehicle has moved off. |
| On trains teachers in charge should –   * try to keep the pupils’ platform waiting time down to a minimum. Reserving seats may make boarding more straightforward; * try to reserve seats before the journey so as not to break up the school party. Supervision is easier when all the pupils are in one place; * make pupils aware of the potential dangers of rail travel. For example:      * 1. keep away from platform edges (stand behind the yellow, solid lines);   2. always wait until the train stops completely before getting on or off a train;   3. never touch carriage doors or lean out of the windows while the train is moving;   4. take extra care where there is a gap between the coach and the platform;   5. secure any luggage in the allocated storage compartments;   6. be aware of other health and safety risks - e.g. the dangers of hot drinks; litter; not using the toilets when the train is stopped at a station.   On underground trains teachers in charge should -   * carefully instruct pupils in the use of the Underground; * ensure that pupils know what to do if they become separated from the rest of the party; * where possible, purchase tickets in advance. Travel passes save money and time; * avoid rush hours, if possible. If not, be prepared for the group to travel in different carriages. Allocate groups of pupils to teachers for responsibility; * make regular checks and head counts; * be aware that escalators require particular care. The safest method is for one teacher to supervise pupils stepping on in single file and another going down in front to supervise them stepping off; * make sure that there is a designated waiting point after using a lift in separate groups; * keep proper control and supervision of pupils on platforms - keep pupils well back from the edge of the platform; * brief pupils on the journey route being taken. Give them the names of the stations along the way. Plan what to do if anyone misses the stop. |

**4.4 Coaches**

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| **MEANS OF REDUCING RISK** |
| The teacher in charge should –   * only use coaches from reputable companies. Written reservations should be made and details of times and routes should be known in advance; * check that all pupils have their seatbelts correctly fitted at the start of the journey. All coaches that carry groups of pupils under 16 years MUST be fitted with seat belts. The three for two concession (fitting three pupils under 14 in two seats) ended in 1996. * check in advance that the coachers that are used abroad have seat belts fitted. If they do not, this fact must be drawn to the attention of the parents before the trip departs. Written consent must then be obtained from parents, before departure, for their children to travel without a seatbelt. * note the position of the Emergency door and exits and first aid equipment; * agree eating times with the driver when food and drink for the journey is taken; * be aware of the risks around coach parks/service stations. A large number of vehicles are moving in and out all the time. Treat these car parks like you would a road - with respect - and watch out for traffic. Stick to the pedestrianised areas and supervise the pupils across the car park. |

**4.5 Private Cars**

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| **MEANS OF REDUCING RISK** |
| A teacher is legally entitled to use their own car to carry passengers so long as the vehicle is not overloaded. If this is the case, it is dangerous and could invalidate the insurance cover.  The school insurance policy covers teachers who use their own cars to carry pupils on school business. |
| Non-teaching adults have a normal duty of care to their passengers. While it is not a teacher's responsibility to check each parent's driving competency, they should be cautious when allowing pupils to travel with other parents. Pupils should not be placed with a parent known to be an irresponsible driver or in a car clearly unsuitable.  Some parents may not wish their pupils to travel in other parents’ cars. If possible they should be given an opportunity to make their wishes clear. |

**4.6 Ferries**

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| **MEANS OF REDUCING RISK** |
| The teacher in charge should –   * split the party into smaller groups supervised by adults and senior pupils and establish out of bounds areas; * ensure that the whereabouts of the leader and deputy leader should be known and an assembly point and luggage storage area clearly fixed in the pupils’ minds; * ensure that each member of the party knows what to do in an emergency; * keep pupils under 13 together in small groups of between six and eight under the supervision of an adult; * allow teenagers (13-18) more scope but give clear instructions as to the limits of their movements - and behaviour expected; * establish a party base - near one of the emergency "muster stations" and ensure everyone knows where that is and what time to be back there before disembarkation. There should be a Rota of leaders manning the party base. |

**4.7 Air Travel**

Much of what has gone before will be applicable but taking a school group on an aircraft requires careful planning and preparation. The following advice from the Professional Association of Teachers may be useful:

* The Airline will provide much of the necessary information;
* Special meals need to be ordered in advance;
* In-flight pupil’s activities are often available;
* Many airlines arrange a member of the cabin crew to look after the pupil’s needs;
* A wheelchair service should be booked in advance if needed.

Bursar

Reviewed April 2014

Next Review April 2015

**DAUNTSEY’S SCHOOL  
CHILD PROTECTION POLICY**

She acts on behalf of the Head Master and liaises with the Wiltshire Safeguarding Children  
Board, passing concerns about allegations involving pupils to a Social Worker and

Dauntsey’s School Child Protection Policy reflects the ethos of the School, which is to respect the individuality and integrity of a pupil while recognising that while in a community there must, inevitably, be sensible rules and regulations. Dauntsey’s School is fully committed to equal opportunities and makes no distinction by gender, sexual orientation, race, religion, culture or disability. Pupils from widely differing backgrounds are warmly, and equally welcomed to the School community.

Dauntsey’s School adopts Article 19 of the United Nations Convention on the Rights of the Child which sets the principle that all appropriate measures shall be taken to “*protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child\*.*

The School’s Policy informs all its life and is consistent with the requirements of ‘Working together to Safeguard Children’ (2015) and ‘Keeping Children Safe in Education’ (July 2015).

Where a child is suffering harm, or is likely to do so, immediate action will be taken to protect the child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are not at immediate risk, through inter-agency assessment using local processes, including use of the Common Assessment Framework (CAF) and Team Around the Child (TAC) approaches. Dauntsey’s School has a responsibility to have in place a process in line with those from Wiltshire Safeguarding Children Board for responding to allegations made against those who work with children on a paid or voluntary basis ([www.wiltshirepathways.org](http://www.wiltshirepathways.org)).

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to abuse by one or more pupils, a referral will be made to children’s services. Where bullying is thought to have taken place but a child has not suffered significant harm or is not likely to suffer significant harm the School’s anti-bullying policy will be followed. In all circumstances the welfare of the children concerned will be the first priority. In the event of disclosures about pupil on pupil abuse all children involved, whether perpetrator or victim, will be treated as being “at risk”.

**ALLEGATIONS OR DISCLOSURES OF ABUSE**

Any member of staff, (i.e. employees and volunteers – permanent or temporary) who:

suspects that child abuse has taken place has been told of an alleged incident

**MUST** refer the matter **IMMEDIATELY** to the Designated Senior Lead (DSL), Mrs Jane Upton, or the Deputy Designated Senior Lead, Miss Eleni Conidaris.

allegations involving staff or volunteers to the Local Authority Designated Officer for Allegations.

If there is an allegation of abuse or if a child is likely to suffer serious harm the DSL will report this to the LADO within 24 hours of disclosure.

Should concerns be raised about a child in need the DSL will seek appropriate support from an external agency. Informal discussions with the LADO take place without names being given should the DSL require advice and guidance about the welfare of a child.

Those wishing to voice concerns about safeguarding to the Head Master rather than to the DSL should feel free to do so. What is important is that all information relating to safeguarding issues is passed on and not ignored.

Should circumstances be such that it is difficult for the member of staff or volunteer to contact the DSL, e.g. the member of staff/volunteer is accompanying pupils on a trip during School holidays, the member of staff should contact their Line Manager or the appointed contact person at School and they will then contact either Jane Upton or the Head Master.

If an allegation is made against the DSL the member of staff receiving the allegation must immediately inform the Head Master. Should he be absent the allegation should be passed to the Chairman of Governors.

The Head Master should be kept informed of all allegations about staff.

Should the Head Master be subject to allegation or suspicion the matter should be referred immediately to the Chairman of Governors without notifying the Head Master first.

In the case of serious harm or if a crime may have been committed the police should be informed from the outset.

**UNDERSTANDING AND IDENTIFYING ABUSE AND NEGLECT**

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child’s health, development and well-being.

**Types of Abuse and Neglect**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflecting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

There are four main categories of abuse and neglect:-

**Physical Abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional Abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual Abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect:** the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resit or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is

important to recognise that a warning sign doesn’t automatically mean a child is being abused.

There are a number of warning indicators which might suggest that a child may be being abused or neglected.

**Some of the following signs might be indicators of abuse or neglect:**

1. Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
2. Children with clothes which are ill-fitting and/or dirty;
3. Children with consistently poor hygiene;
4. Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
5. Children who don’t want to change clothes in front of others or participate in physical activities;
6. Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
7. Children who talk about being left home alone, with inappropriate carers or with strangers;
8. Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
9. Children who are regularly missing from school or education;
10. Children who are reluctant to go home after school;
11. Children with poor school attendance and punctuality, or who are consistently late being picked up;
12. Parents who are dismissive and non-responsive to practitioners’ concerns;
13. Parents who collect their children from school when drunk, or under the influence of drugs;
14. Children who drink alcohol regularly from an early age;
15. Children who are concerned for younger siblings without explaining why;
16. Children who talk about running away; and
17. Children who shy away from being touched or flinch at sudden movements.

**Some of the following signs may be indicators of physical abuse:**

1. Children with frequent injuries;
2. Children with unexplained or unusual fractures or broken bones; and
3. Children with unexplained:

o bruises or cuts;

o burns or scalds; or

o bite marks.

**Some of the following signs may be indicators of emotional abuse:**

1. Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
2. Parents or carers who withdraw their attention from their child, giving the child the ‘cold shoulder’.
3. Parents or carers blaming their problems on their child; and

• Parents or carers who humiliate their child, for example, by name-calling or making

negative comparisons.

**Some of the following signs may be indicators of sexual abuse:**

1. Children who display knowledge or interest in sexual acts inappropriate to their age;
2. Children who use sexual language or have sexual knowledge that you wouldn’t expect them to have;
3. Children who ask others to behave sexually or play sexual games; and
4. Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

**Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn’t always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

**Some of the following signs may be indicators of sexual exploitation:**

1. Children who appear with unexplained gifts or new possessions;
2. Children who associate with other young people involved in exploitation;
3. Children who have older boyfriends or girlfriends;
4. Children who suffer from sexually transmitted infections or become pregnant;
5. Children who suffer from changes in emotional well-being;
6. Children who misuse drugs and alcohol;
7. Children who go missing for periods of time or regularly come home late; and
8. Children who regularly miss school or education or don’t take part in education.

**Some of the following signs may be indicators of neglect:**

1. Children who are living in a home that is indisputably dirty or unsafe;
2. Children who are left hungry or dirty;
3. Children who are left without adequate clothing, e.g. not having a winter coat;
4. Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
5. Children who are often angry, aggressive or self-harm;
6. Children who fail to receive basic health care; and
7. Parents who fail to seek medical treatment when their children are ill or are injured.

Concerns about a child’s welfare can vary greatly in terms of their nature and seriousness, how they have been identified and over what duration they have arisen. If you have concerns about a child, you should ask for help and contact the DSL.

1. Take all allegations seriously. Be aware that the perpetrator may be a full or part time member of staff, a contractor working on the School site, a visitor or volunteer at the School or it may be a pupil.
2. If the child needs urgent medical attention contact the School Sanatorium.
3. Keep the child informed of the steps that are being taken.

the date and time of events the nature of the allegation the reason for suspicion details of any injury

4. Record all information available as soon as possible. This should include:

action taken

It is important that staff should not investigate reports of physical or sexual abuse beyond the point of establishing that there is an allegation of abuse. This is to prevent unnecessary or repeated interviewing.

Staff should not ask leading questions.

It is important that staff should not give an absolute guarantee of confidentially to pupils or adults.

Staff should not contact parents. This will be undertaken by the Head Master. If necessary, anyone can make a referral to Children’s Social Care – see Wiltshire Safeguarding Children Board flow charts at Annex A.

Annex B provides more detailed guidance on what to do if a disclosure is received but: **DON’T**

1. Appear shocked or angry.
2. Try to obtain more information than is necessary.
3. Make comments or judgements.
4. Contaminate the evidence.
5. Promise to keep secrets.
6. Give sweeping assurances.
7. Confront the abuser.

**DO**

1. Listen carefully and take it seriously.
2. Stay calm.
3. Reassure the child.
4. Explain what you will do next.
5. Report the allegation and do not ‘go it alone’.
6. In an emergency protect the child.
7. Record everything the child has told you (in detail and immediately).
8. Put date, time and who else was present.
9. Use child’s own words/actions.
10. Keep first hand account.
11. **It is NOT your responsibility to decide whether or not a child is being abused.**
12. **IT IS your responsibility to act if you have any concerns and contact the DSL.**

**Contact with the appropriate welfare agency will always be made within 24 hours of any disclosure or notification of suspicion of abuse.**

The following arrangements are in place to safeguard and promote the welfare of both boarding and day pupils at Dauntsey’s School:

1. The Designated Senior Lead (DSL) is Mrs Jane Upton (Deputy Head). [j.uptonOdauntseys.org](http://j.uptonOdauntseys.org); (01380) 814508; 07717 712174
2. The Deputy Designated Senior Lead is Miss Eleni Conidaris (Head of Lower School). [e.conidarisOdauntseys.org](http://e.conidarisOdauntseys.org); (01380) 814557; 07980 730622

\*

The broad areas of responsibility for the Designated Safeguarding Lead are: **Managing referrals**

1. Refer all cases of suspected abuse to the local authority children’s social care and:

o The designated officer(s) for child protection concerns (all cases which

concern a staff member),

o Disclosure and Barring Service (cases where a person is dismissed or left

due to risk/harm to a child); and/or

o Police (cases where a crime may have been committed)

1. Liaise with the Head Master to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
2. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

**Training**

1. The DSL and her Deputy receive appropriate training carried out every two years in order to:

o Understand the assessment process for providing early help and

intervention, for example through locally agreed common and shared assessment processes such as early help assessments.

o Have a working knowledge of how local authorities conduct a child protection

case conference and a child protection review conference and be able to

attend and contribute to these effectively when required to do so.

o Ensure each member of staff has access to and understands the School’s

child protection policy and procedures, especially new and part time staff.

1. The Designated Governor for Child Protection is Mrs Lucy Walsh Waring who reports annually to the Full Board, which carries out an annual review of safe guarding policies and procedures. A record of this report is in the minutes of the Governors’ Full Board meeting each summer.

• The Head Master and all other staff and volunteers receive Child Protection training

on a regular basis in line with advice from the Local Safeguarding Children Board. Training arrangements include training staff about the risks of radicalisation and how to identify pupils at risk.

1. The School operates safe recruitment procedures as detailed in the Safer Recruitment Policy. The following statement accompanies all documents  
   associated with recruitment: *‘Dauntsey’s School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service’.’*
2. Dauntsey’s School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Comprehensive safer recruitment procedures, including DBS checks and compliance with Independent School Standards Regulations are followed. All employees and volunteers working at the School, full or part-time, are DBS checked and provided with immediate safeguarding induction training on appointment. Partners of those living in School property who are not employed by the School are also DBS checked and required to sign a Declaration and Agreement for Adult Residents in a Boarding House that they will ensure that their behaviour is appropriate and seemly at all times. All those over 16 (not on the roll of the School) who after April 2002 began to live on the same premises as boarders but are not employed by the School are also DBS checked.
3. All staff, including volunteers, are given a copy of the School’s Child Protection Policy and Procedures which clearly identifies the DSL and her role in School and states what should be done if staff suspect or are told of abuse. All colleagues also receive guidelines on Safe Working Practices with pupils and colleagues and guidelines, should the need arise, on the use of force to control or restrain pupils. All prefects also receive Child Protection training.
4. All staff and volunteers are required to confirm that they have received, read and understood ‘Safeguarding Information for All Staff’ from Keeping Children Safe in Education (July 2015). This includes information on child sexual exploitation (CSE) and female genital mutilation (FGM). From October 2015 it will be mandatory to report cases where an act of FGM appears to have been carried out. Unless it is an emergency, in which case 999 should be called, those reporting FGM should phone the police contact centre on 101.
5. Staff and volunteers are provided with advice about the risks of radicalisation and how to identify pupils at risk. As part of their training they complete the Channel General Awareness Module on line. The Department for Education provides advice and support about extremism and can be contacted at  
   [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk) or via the telephone helpline – 020 7340 7264.
6. The School’s Whistle Blowing Policy makes it clear that it is the duty of employees and volunteers to report any concerns or allegations about behaviour of colleagues or practices which are likely to put pupils at risk of abuse or serious harm. The policy also makes clear that there will be no retribution against the reporter.

• Pupils are provided with a document entitled ‘Pastoral Information for Pupils’ which

includes details of support services both within and outside School. This document includes the **Independent Schools Inspectorate number, 020 7600 0100,** as well as contact details of other agencies providing help and advice.

1. All visitors to the School are required to report to reception to sign in and collect a badge which should be worn while on the School site. Visitors are also given a leaflet entitled ‘Safeguarding Children’ which outlines guidance for adults visiting or working at Dauntsey’s.
2. Personal data held by the School is:-
3. Obtained fairly.
4. Only used for specific purposes.
5. Adequate but not excessive for that purpose.
6. Accurate and kept up to date.
7. Only retained for as long as necessary.
8. Processed with regard to the data subject’s rights.
9. **Held securely.**

However, any concerns regarding Child Protection override any issue of Data Protection.

1. Pupils are taught about safe guarding, including on-line safety specifically as part of the Complementary Curriculum and PSHE Programme and in IT lessons but also when appropriate opportunities arise during other curriculum lessons and extra­curricular activities.
2. The School has adequate IT filtering systems in place to keep pupils safe when accessing the internet when at school.
3. There is an anti-bullying policy for pupils which includes a policy on cyber bullying and the use and abuse of technology. Staff are also provided with an anti-bullying policy and, like the pupils, have to agree to abide by the terms and conditions of the Use and Abuse of Technology Policy.
4. A detailed record of all punishments is kept. In the case of detentions or suspensions this is the responsibility of the Second Master and in the case of blue paper and gatings that of the Housemaster/mistress.
5. All Houses display the Dauntsey’s School Pastoral Information Booklet detailing where and how a pupil may seek help and advice should the need arise and all pupils have access to a telephone which they can use in privacy if they wish to seek help or advice from a source outside the School.
6. Assurance is obtained that appropriate child protection checks and procedures apply to any staff or volunteers working for another organisation with the School’s pupils on another site, for example on the School’s boat, Jolie Brise, at an outward bound centre or on a field trip or other educational visit.
7. Care is taken to ensure that visiting speakers to the School are suitable whether invited by staff or pupils.

• Should an allegation of child abuse be made against a member of staff a full and

fair investigation will take place. If the member of staff concerned is normally resident on the School site and they are suspended pending an investigation, alternative off site accommodation will be arranged for them.

1. The School will be prompt in reporting to the DBS any person, (whether employed, contracted, a volunteer or student), who has harmed or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children or would have been removed if he or she had not left earlier.
2. If a teacher has been dismissed, (or would have been dismissed had he/she not resigned), for misconduct a referral will be made to the National College for Teaching and Leadership.
3. If a member of staff resigns or is dismissed following an allegation of child abuse the Disclosure and Barring Service (DBS) will also be informed within one month of the person leaving the School.
4. The Child Protection Policy is reviewed annually and should any weaknesses in child protection procedures be identified in the interim they are remedied without delay.
5. Dauntsey’s School provides clear boundaries, standards and procedures for pupils and staff and aims to create an environment in which all members of the community feel safe and valued and empowered to speak out should the need arise. A separate document ‘Safe Working Practices with Pupils and Colleagues’ is the School’s behaviour policy and provides a clear code of conduct for staff.

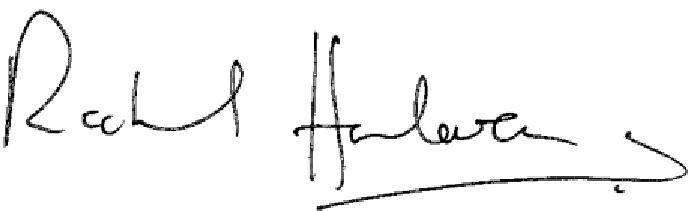
Mrs J F E Upton Deputy Head

Reviewed: September 2015

Next Review: September 2016

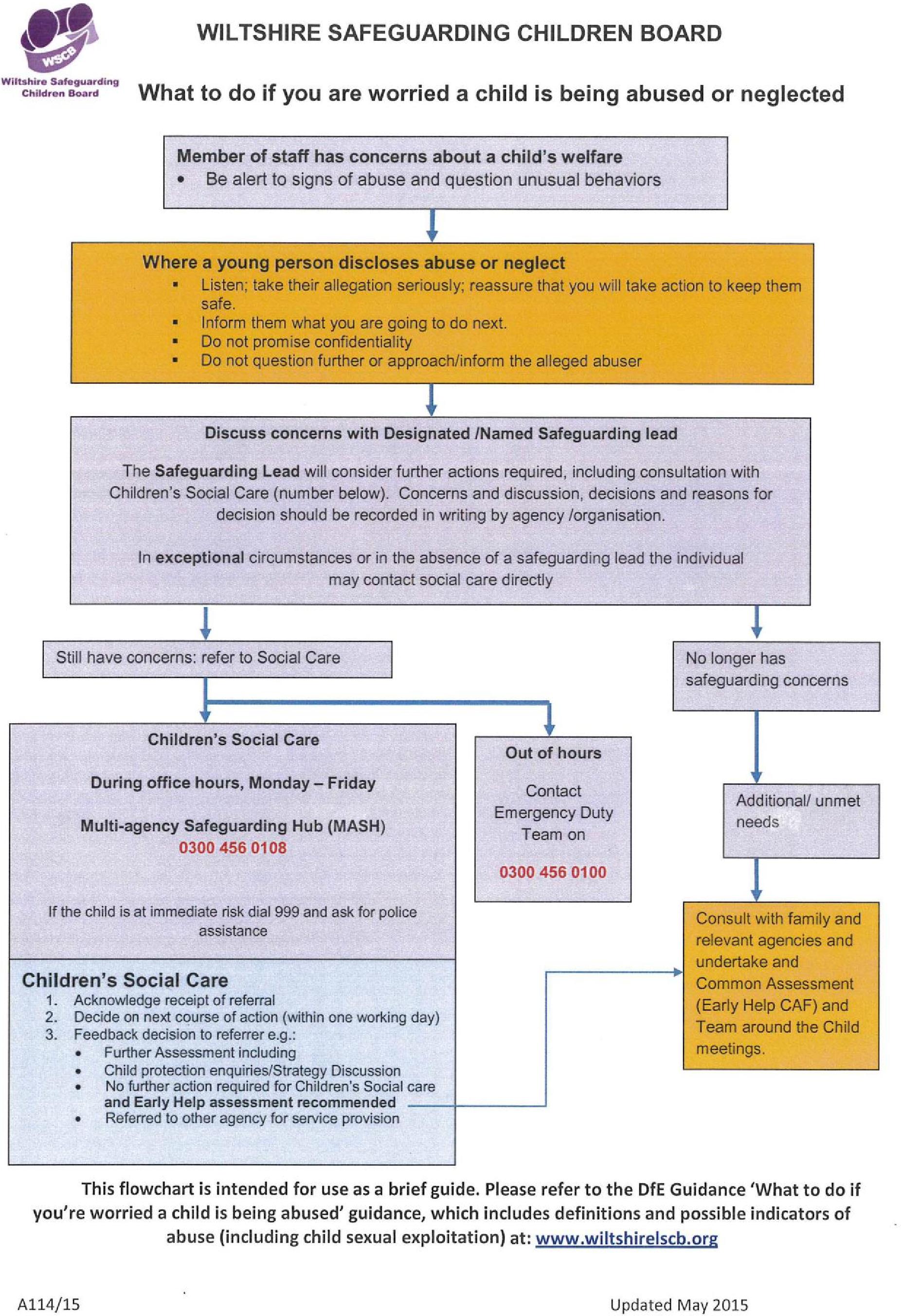
Approved by: Mr R. G. Handover

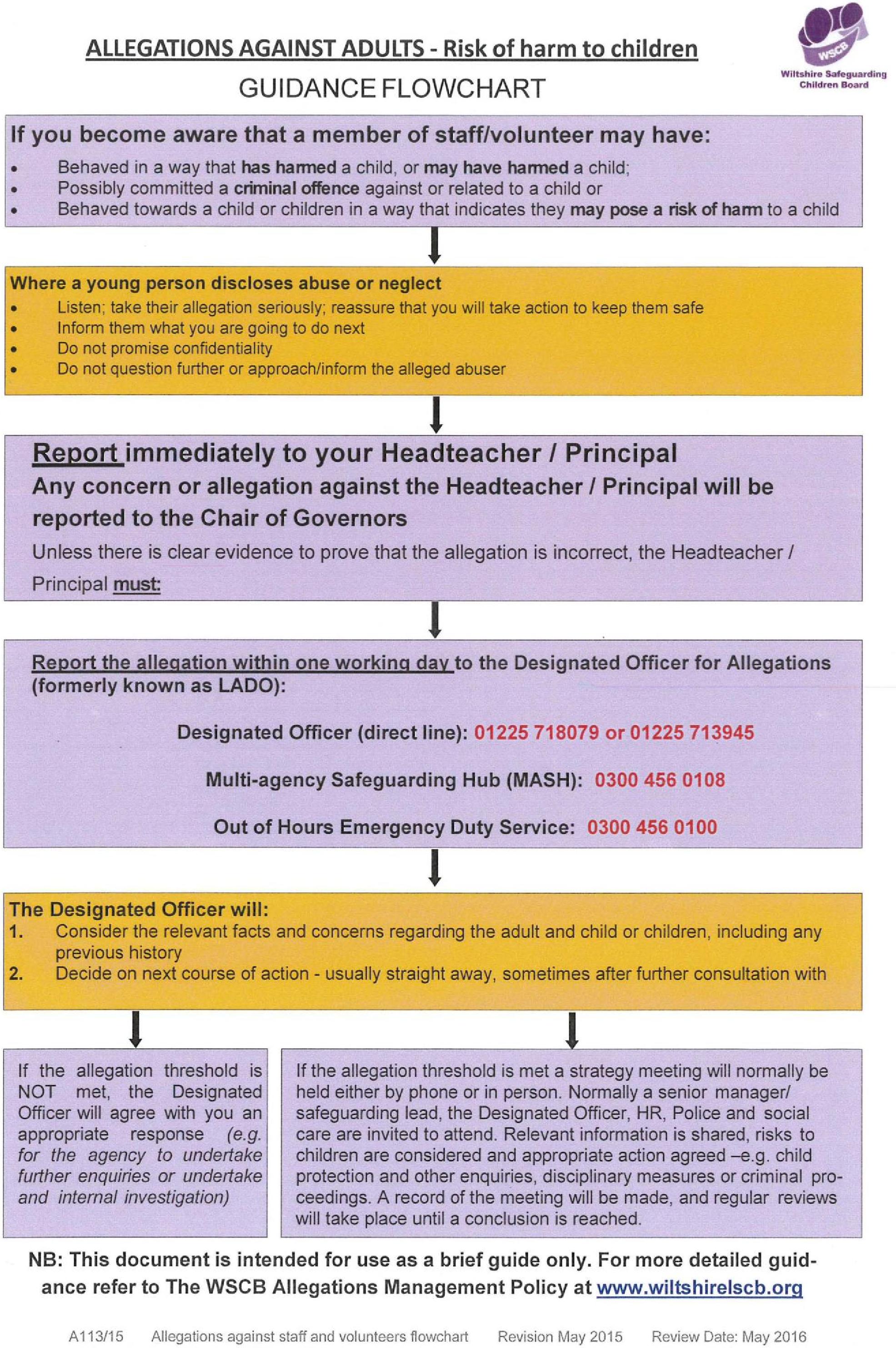
Chairman of Governors



It is the duty of all employees, and volunteers to protect pupils from abuse by being aware of the Child Protection procedures and knowing when to act; the following flow chart, which is also displayed in the staff room, advises on the appropriate course of action should concerns arise.

**ANNEX A**





JFEU September 2015

**ANNEX B  
TEN KEY POINTS TO FOLLOW IF YOU SUSPECT, OR ARE TOLD, OF ABUSE**

JFEU September 2015

Adults looking after children or young people in schools should be aware of the risks of abuse, (by adults or other young people), and take steps to reduce those risks.

Adults in charge of children or young people should know what to do if they suspect that someone is being abused, or if someone tells them that this is happening. The following key points give a guide on what to do and not to do:

1. Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
2. If you can, write brief notes of what they are telling you while they are speaking. These may help later if you have to remember exactly what was said. Keep your original notes, however rough, and even if you wrote on the back of something else. It’s what you wrote at the time that may be important later, not a tidier and improved version you wrote up afterwards! If you don’t have the means to write at the time, make notes of what was said as soon as possible afterwards.
3. Do not give a guarantee that you will keep what is said confidential or secret. If you are told about abuse you have a responsibility to tell the right people to get something done about it. If asked, explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell people who absolutely have to know.
4. Don’t ask leading questions that might give your own ideas of what might have happened, e.g. “Did he do X or Y to you?” Instead ask “What do you want to tell me?” or, “Is there anything else you want to say?”
5. Immediately tell the Designated Teacher for Child Protection unless they are themselves accused or suspected of abusing, in which case report to the Head Master. Don’t tell others what you have been told.
6. Discuss with the person in charge whether any steps need to be taken to protect the person who has told you about the abuse.
7. Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people yourself. Social services and police staff will do this. You could cause more damage and jeopardise possible criminal proceedings.
8. Ensure that evidence from mobile phones, cameras and computers or from clothing is kept securely and is not tampered with so that it is available, if required, in a police investigation.
9. Never think abuse is impossible in your school, or that an accusation against someone you know well and trust is bound to be wrong.
10. Children and young people often tell other young people, rather than staff or other adults, about abuse. Make sure that senior pupils, such as prefects and members of the Listening Service, know the points on this sheet.

**DAUNTSEY’S SCHOOL PHYSICAL RESTRAINT POLICY**

**THE USE OF REASONABLE FORCE TO CONTROL**

**OR RESTRAIN PUPILS**

Although there is little likelihood of such action being necessary at Dauntsey’s, staff should be aware that they may use reasonable force to control or restrain pupils in order to prevent them from:

* committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility
* causing damage to property, including their own
* injuring themselves or others
* behaving in a way which is prejudicial to the good discipline and order of the school whether in the classroom or elsewhere where the teacher has lawful control of a pupil

This provision applies for a teacher, or other authorised person who has lawful control or charge of pupils, on school premises or elsewhere e.g. on a field trip or other authorised activity.

# TYPE OF INCIDENT

Situations in which reasonable force might be used fall into three categories:

1. Where action is necessary in self-defence, or because there is an imminent risk of injury.

2. Where there is a developing risk of injury or significant damage to property.

3. Where a pupil behaves in a way that compromises good order and discipline.

# REASONABLE FORCE

There is no legal definition of reasonable force. It will always depend on the circumstances. However there are three relevant considerations:

1. The use of force can be regarded as reasonable only if the circumstances warrant it. The use of any degree of force is unlawful if circumstances do not warrant its use.

2. The degree of force must be in proportion to the seriousness of the behaviour. It should always be the minimum needed to achieve the desired result.

3. Whether it is reasonable to use force, and the degree of force that could reasonably be employed, will depend on the pupil’s age, understanding, physical maturity and sex.

# GUIDANCE DURING AN INCIDENT

Force should be used in all incidents as a method of last resort and, if at all possible, prior to intervention, help from a colleague should be sort urgently. Other pupils should never be involved in restraint. Strategies and techniques that help calm and diffuse the situation should be used wherever possible. These include:

* Before intervening physically a teacher or member of staff should, wherever practical, tell the pupil who is misbehaving to stop and state will happen if s/he does not stop.
* The teacher should attempt to continue to communicate with the pupil during the incident and should make it clear that physical contact or restraint, if applied, will stop as soon as it ceases to be necessary.
* An assured, calm, and non-confrontational approach is helpful, however trying the circumstances. This can be conveyed by one’s tone of voice and body language.
* Allow the pupil to ‘save face’.

There are times when a teacher should not intervene in an incident without help, unless it is an absolute emergency. These might include when dealing with a physically larger pupil or a group of pupils or when the teacher believes s/he is at risk. In these circumstances, the teacher should:

* Remove other pupils at risk and summon help from a colleague, if possible the Head Master.
* Continue to diffuse the situation orally and try to prevent it escalating until help arrives.

# PHYSICAL INTERVENTION

Can take a number of forms such as:

* Physically interposing between pupils.
* Standing in the way of a pupil.
* Holding, pushing or pulling.
* Leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back.
* In extreme cases, more restrictive holds may be used.

# RESTRAINT MUST NOT BE:

* Holding around the neck or any other hold that might restrict breathing.
* Kicking, slapping, punching.
* Forcing limbs against joints (e.g. arm lock).
* Tripping or holding by the hair or ear.
* Contact with sexually sensitive areas.
* Holding face down on the ground.

# RECORDING INCIDENTS

It is essential that members of staff involved in incidents inform the Head Master orally and complete a detailed report as soon as possible after the event. The written report should include:

* The name(s) of the pupil(s) involved and when, and where the incident took place.
* The name(s) of other staff and pupils who witnessed the incident.
* The reason force was necessary.
* How the incident began and progressed, including details of the pupil’s behaviour, what was said by those involved, the steps taken to defuse or calm the situation, the degree of force used, how that was applied and for how long.
* The pupil’s response and the outcome of the incident.
* Details of any injuries suffered by the pupil, another pupil or any member of staff and of any damage to property.

Staff may wish to seek advice from a colleague or from a representative of their professional body. They should keep a copy of the report.

The Head Master will keep a record of restraint on a child by an adult in a separate dedicated bound and numbered book.

Mrs J. F. E. Upton

Deputy Head

Reviewed: April 2015

Next Review: April 2016

## Safe Working Practices with Pupils and Colleagues Policy

Safeguarding children, and matters of child protection, have rightly become central to all services working with young people. Schools have a duty to ensure that all children are safe in school; they spend more time there than almost anywhere else and relationships with adults are important, especially to younger children.

As an integral part of its ethos, Dauntsey’s School adopts Article 19 of the United Nations Convention on the Rights of the Child which sets the principle that all appropriate measures shall be taken to *“protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of the parent(s), legal guardian(s) or any other person who has the care of the child.”*  The Schools’ policy informs all its life.

Adults working with, or around, children must be aware of the risks of abuse by adults or other young people and must take steps to reduce those risks. Even if you are not directly involved with children you have a part to play in this. Anyone working in a school environment has a duty of care towards the children. It is the duty of everyone to be aware of the School’s Child Protection Policy and act accordingly.

It is not always easy to lay down hard and fast rules, but the following guidelines may help prevent difficult or potentially damaging situations from arising. In addition to contributing to the safety of children it is important to remember to keep yourself safe. The following guidelines are provided for the safety of all – observing simple precautions can prevent potentially damaging situations. There are many situations and places where difficulties may arise so it is important that staff are aware of appropriate behaviour and protocol. Awareness and common sense have a very important role to play.

* **One-to-one meetings**. If you are teaching one pupil, or conducting a one‑to‑one meeting with a pupil, you should take particular care in the following ways:
* use a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open, or inform a colleague that the lesson/meeting is taking place;
* arrange the meeting during normal school hours when there are plenty of other people about;
* do not continue the meeting for any longer than is necessary to achieve its purposes;
* avoid sitting or standing in close proximity to the pupil, except as necessary to check work;
* avoid idle discussion;
* avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact;
* avoid any conduct that could be taken as a sexual advance;
* report any incident that causes you concern to the Designated Person under the School’s Child Protection Procedures, and make a written record (signed and dated).

If you have reason to enter a boarding house (especially one for the opposite sex) where pupils may be present, consider whether it is appropriate for you to be there alone.

* **If you contact a pupil via e-mail or text message** ensure that all communication is for professional reasons and is conducted in a professional manner. Do not use internet or web-based communication channels to send personal messages to pupils.
* **Ensure that personal networking sites** **are set at private** and pupils are never listed as approved contacts. It is not appropriate for a member of staff to have a pupil as a friend on Facebook or any other social networking site and staff should never use or access social networking sites of pupils.
* **Be circumspect if you decide to take photographs or video footage of pupils.**  Ensure that if you do take any photographs, digital images or video footage of pupils that these are for legitimate School purposes only. It would be unwise to store digital images or video footage of pupils on personal laptops and computers; images should be deleted once no longer required.
* **Avoid inappropriate banter**. You are in a professional not a social environment, and what is acceptable to you may not be to someone else. If you think that someone else’s remarks are unacceptable, tell them this is the case. If you feel unable to do so, report it to your line manager.
* **Physical contact with a child is only ever acceptable under certain circumstances** e.g. if a child is injured. Physical contact may also be necessary when teaching a musical instrument or coaching sport. In all instances common sense rules apply.
* **Be careful with physical contact among colleagues**. What to you is a friendly touch or squeeze may constitute (sexual) harassment to another person. Should a child touch you, report this immediately to your line manager. This will also apply to inappropriate contact by a colleague.
* **If accusations of improper conduct are made against you, report this immediately to your line manager** with a clear written statement of events from your point of view (signed and dated).
* **Remember** “All education staff need to know that inappropriate behaviour with or towards children is unacceptable. In particular under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a child under 18, where the person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full time education and the person works in the same establishment, even if he or she does not teach the child.” - Wiltshire Local Safeguarding Board 2006.

The above guidelines are to safeguard all members of the Dauntsey’s Community. Observing them will ensure an environment where all employees can be clear and confident in their roles.

Mrs J. F. E. Upton

Deputy Head

Reviewed: October 2014

Next Review: October 2015

**Operating Procedures**

**Contents**

**Skippers and Mates notes   
Going aloft  
Garbage management   
Use of Dinghy  
Swimming  
Relief Mate and Skipper Familiarisation  
Safety briefing checklist  
Shoreside contact  
Times to call the Skipper  
Checklists – Daily – Weekly - Monthly**

**Skippers, Mate and Bosun’s notes**The following notes are based on experience gained by the staff skipper and mate. They should be considered as guidance to assist an experienced skipper to make day to day judgments on the running of the boat.

**Voyage start**Arrive in good time before the voyage starts to check the vessel is fuelled, water and all the required safety checks have been completed. Discuss any issues with the boat with the staff skipper or mate

When the crew arrive, they will require a briefing on the safety and living aspects of the vessel. The safety brief needs to be given before departure. See **Annex B.**

The students arrival also means that their paperwork arrives and it will need to be reviewed.

Review the crew members’ details and establish whether they can swim, if they have medical, dietary or pastoral considerations.

**Voyage finish guidelines**

All defects and maintenance issues should be recorded and reported to the Head of Sailing or at the earliest time. Clean the vessel and ensure all deficiencies are logged. Please refill fuel tanks when they get below 60% and leave the water tanks full.

Please leave safety equipment in a way that it can easily be checked, and remain dry and fresh.

**Equipment Notes**

**Yankee**The yankee/jib topsail sheets run well aft and can be a hazard across the whole of the aft deck if they flog. These sheets require monitoring when sail handling and keeping under control.

In heavy weather the yankee should come off the bowsprit and be stowed. If it stays on the bowsprit it fills with water and loads up the bowsprit and the rest of the rig.

**Flying jibs**When raising or lowering any flying jib, hoist them stoppered or with the wind aft of the beam in anything other than very light winds. During hoist monitor sheets and have keep a full turn on to control the sheet.

**Jib**Ensure the tack is hauled fully out on the bowsprit using the outhaul. It is often easier to do this when sailing off-the-wind when under the lee of the main, or hoisting it stoppered when there is not enough sea room to bear away.  
  
Jib No1 and 2 have a better upwind sheeting angle when the sheet is led through the eye on the capping rail forward, however this does make it harder to sheet in.   
  
The No3 jib can be tacked without initially touching the sheets. When on the new tack the new sheet can be made off and the old sheet eased.

**Staysail**The staysail is a very handy sail going upwind and it is worth putting a handy-billy on the sheet to get it hard-in. The clew & sheets can be a hazard during tack or gybe so keep everyone clear or adequately briefed.

**Trawler sail**This works best when at least 60—70 degrees off the wind. It is sheeted under the bulwarks.

**Mainsail hoist**When hoisting it is preferable to keep the wind on the starboard bow as it saves having to pull the gaff onto the portside of the topping lift.

It is very easy to lose vision when hoisting the main, because as soon as the aft sail ties are removed the sail drops on top of the helm area. Ideally both the Skipper and Mate supervise the main hoist.   
Best practice – Ensure that all crew are ready and standing by to hoist the main before the final two sail ties and gaff tie are released.   
Starboard side - The Mate supervises the halyards and lookout to starboard.   
Port side - Skipper ensures the peak stays to port of topping lift and keeps a lookout to port as well as advising helm.   
  
**Mainsail reefing**Top the mainsail up a lot (1-2m) to depower and to help deal with the amount of sail to be hauled out.   
When sufficient sail is lowered;

1. Lash the ‘new’ tack down to the cleats on the mast
2. Remove the tackle under the boom from the existing clew outhaul
3. Attach to the new clew outhaul and stretch it a lot before attempting to fix reefing pennant.
4. Put a lashing through the new clew and around the boom

If the exercise is still difficult, raise the boom gallows and drop the boom into the gallows, by lowering the topping lift and steering the boom with the mainsheet. Tighten the mainsheet to keep the boom in the gallows whilst the reef is put in.

**Storm Trisail**Lower the mainsail completely and securely lower the boom and gaff into gallows and lash in place.   
Fix storm trysail into place and use throat halyard to hoist.

Use the topsail sheets and sheet through the topsail sheet blocks on the quarters.

Keep both runners on.

**Topsail**This sail often looks a mess when it is first pulled out of a bag onto the deck but it generally sorts itself out when hoisting.

When its’ first hank meets the top of the leader on the topmast it often requires yanking clear. If the header gets caught on top of the mainmast it can often be cleared by a flick from the deck, otherwise someone may need to go aloft to clear it.

The fully tension the clew consider topping-up the gaff peak, sheeting the topsail clew, then easing the gaff peak once again. The downhaul and leader get squeezed together on purchase.

**Lowering main**Be aware this can be done on any point of sail

**Scandalizing the main**Topping lift on, lower peak so peak end of gaff is at same height of boom.

**Backstays**Trainees operating the backstays aft of helmsman seat during a tack or gybe should be suitably experienced or monitored by staff.

**Storm jib**The storm jib and No 3 jib are kept in colour-coded bags. Always hoist them stoppered. When they are lowered, re-stopper the sails ready for next use.

**Topsail**When lowering do not release leader ease the downhaul.

**Fuel and boathandling under power**

**Fuel Data**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Engine Fuel Consumption | |  | Diesel Fuel Capacity | |
| Engine Revs | Litres per hour |  | Increments on Diesel Tank Dipstick | |
| 1200 rpm | 6 litres per hour |  | 50 litres | 25 cm |
| 1500 rpm | 7.5 litres per hour |  | 100 litres | 33 cm |
| 1800 rpm | 10 litres per hour |  | 150 litres | 43 cm |
| 2000 rpm | 14 litres per hour |  | 200 litres | 52 cm |
| 2200 rpm | 18 litres per hour |  | 250 litres | 61 cm |
| 2500 rpm | 25 litres per hour |  |  |  |

**Boathandling**

Before berthing ensure both backstays are tensioned to support the bowsprit.

The prop is offset on the port side and the boat naturally and always turns to starboard until it is sufficiently underway.

If the boat is making way forward going into neutral will often allow for a smaller turning circle to both port and starboard.

Going astern, if the prop ventilates the stern will walk dramatically to port. Once the boat starts moving backwards and the prop is not ventilating, it will drag the stern to starboard.

If you need to stop quickly you will not be able to stop a dramatic turn of the boats head to starboard because of the big kick to port.

**Radar**The radome is fitted to the crosstrees on the starboard side. It therefore has a radar blind spot port side because of the mast.

**Depth**The vessel draws 3m and vessel grounds when the sounder reads Zero.

**Going Aloft**There are usually two reasons for staff or trainees to go aloft:   
1) To work or carry out a duty  
2) For adventure

Whatever reason a person goes aloft, safety must be maintained during the exercise.

Permission must be sought from the Skipper or Mate.   
The area underneath the person aloft should be kept clear and a person designated to keep other clear, during hoisting, lowering and whilst the person is aloft.  
  
**Aloft to work**Trainees will be briefed before going aloft and monitored whilst aloft.   
Any tools used should be tied on.  
Use a climbing harness and the Skipper, Mate or Bosun will check it is fitted correctly.   
Two lanyards with karabiners are fitted to the climbing harness. Hook one karabiner to the aft shroud above aft ratline (marked with red tape) and use this whilst going up to the spreaders. When at the spreaders, hook the second Karabiner onto the shroud above the spreaders (red tape) and unhook the initial lanyard and clip it to the climbing harness out of the way.

The reverse procedure of double hooking will be used to come back down the ratlines.

**Aloft for adventure**  
Trainees will be briefed before going aloft and monitored whilst aloft.

Use a climbing harness and a second body harness. The Skipper, Mate or Bosun checks fitting.

Attach a halyard with bowline to the sit-in climbing harness.

Attach the spinnaker halyard with a bowline to the body harness as a safety line.   
Skipper or Mate monitors the safety line and trainees hoist on Topsail halyard.

**Garbage Management**The expected garbage types on Jolie Brise is food, paper waste and drinks and food containers.  
Where possible waste will be sorted so that recyclable items are separated from non-recyclables.  
Waste bins/receptacles are located in the galley.

Brief trainees on the location of the waste bins.  
When a bin bag is full it will be secured, double bagged and stored in the forepeak.   
Dispose of waste ashore at the earliest possible time ensuring recyclable products are placed in recycling bins.

**Use of Dinghy/Tender**  
Before the dinghy is used the Skipper or Mate must give permission.   
  
If the dinghy is going out of sight of *Jolie Brise*, the expected time of return and procedures for contacting the vessel if overdue should be discussed.

Only those who have been suitably trained to the satisfaction of the Skipper or Mate can use the dinghy. Those that have the experience, but not familiarity with *Jolie Brise’s* dinghy should be inducted into its use.

When the dinghy is used by trainees, the area of operation or boundaries will be set and discussed.

**Swimming**Before any swimming commences permission has to be granted by the Skipper or Mate. Before granting permission, the Skipper or Mate will assess the conditions of wind, stream, visibility, proximity of other boats, water temperature and quality.   
  
The vessel should be at anchor, on a buoy or in a position where she cannot drift away from or onto the swimmers.

The boarding ladder will be deployed.

Non swimmers will not be allowed to enter the water.

Swimmers should bring their towels on deck so that they can dry themselves sufficiently before going down below and making the surfaces below slippery.

A member of staff should be allocated to watch over the swimmers. The swimmers should be watched for signs of hypothermia and in cold climates, should dry and get dressed as soon as they come out of the water.

**Relief Mate/Skipper Vessel Familiarisation**

Before a new Skipper or mate works on the boat they will be familiarised to the minimum list below.

**Documentation**Paper work of vessel, Safety Management Systems and operating procedures.

**Vessel   
Safety Harnesses**Clipping points and policy – bowsprit policy

**Life Jackets**When to where, operation and checks

**Gas**Deck gas shut off valve, cooker isolator tap, Gas alarm.

**Fire**Smoking policy, below & on deck, Emergency procedures, extinguisher locations, engine room  
valves and pump.

**Hull Openings**Where they are located

**Safety Drill**Policy for drills and special procedures for Jolie Brise - MOB

**Bilge Pump**Locations and switch/change over valve locations and use

**Life Saving Appliances**Location of liferafts  
Liferings   
Danbuoys   
Lights  
Flares

**Man Overboard**Emergency procedure and normal problems/solutions on Jolie Brise. Recovery Methods.

**Anchor Windlass**Procedure and how to use.

**Sailing procedures**See Skippers, Mates and Bosun’s Notes.

**Navigation Equipment**Powering up the system  
Vessel start up  
DC panel - all instrument switches on  
See Me switched to ‘on’ to activate  
GPS on  
Plotter on  
Sat C – check login using the LED lights on the unit  
VHF on plus ensure the VHF remote is switched on and ondeck  
AIS switch on and check whether it is switched to receive on Transmit  
Fleet broadband switched on  
Navtex on  
B&G and Tack tick Instruments switched on and mounted under gooseneck **Engine**Location of spares and lubes  
Identification and location of major valves and systems  
Bleeding points for engine and generator  
Tank location and checks

**Electrical**240 system, switch panel and breakers  
12 volt system, panel and breakers  
Changeover switches and primary power breakers.

**Safety briefing checklist**

Before the commencement of any voyage the Skipper should ensure that all persons are briefed, as a minimum, on the stowage and use of personal safety equipment such as those underlined.   
  
Before venturing offshore or when the crew are on board for over 24 hours the remaining topics should be covered.

**Lifejackets and harnesses** These are worn when asked by the Skipper or MateHarnesses and clipping points on deck and jackstays  
 Clipping on before going on the bowsprit and permission sought  
 **Emergency procedures and actions in case of abandonment** Life jacket on, muster on deck, head count.  
 **Liferaft location, launching and abandonment**

**Procedures for the recovery of a person from the sea and LSA equipment**

**Location and use of flares**

**Method of starting, stopping and controlling the main engine   
  
Location of first aid kits**

**Personal safety** Dangers around the pontoon – lines, cables and boats alongside  
 One hand for yourself and one for the boat  
 Travel on the high side  
 Hatches and companionway/forepeak steps  
 Dangers of falling off:  
 Water temperature  
 Difficult to get back to you  
 Sailing dangers such as:  
 The boom and what happens during tacking and gybing  
 Main and staysail blocks, headsail sheet and backstays  
 **Sailing Skills** Flaking and tailing lines, surging lines, use of belaying pins. Deck walk bow to stern highlighting the common lines, sheets and halyards.

**Going ashore** Location of shoreside facilities  
 Go ashore in groups of more than 1 so that help is at hand

**Down below**Procedures and operation of radios carried   
 How to send a DSC alert message

Location of navigation and other light switches

Walk through the boat highlighting the key areas for stowage and equipment  
  
Location and use of Fire Extinguishers and Blanket  
  
Use of the gas system below and the cooker  
  
Hand holds down below and dangers of slipping across cabin  
  
Personnel gear stowage and tidiness  
  
Use of heads

**Operating Procedure for Shoreside Contact**

When *Jolie Brise* is on a voyage with trainees or passengers, a shoreside contact will be available with relevant voyage information so there is a continual line of communication between the boat and the School.   
  
The Shoreside contacts will have a copy of the Safety Management System with **Annex C** attached , showing Procedures flow chart for overdue vessel.

On longer passages, the Shoreside contact can also provide passage information and ways to check on the vessels position to the Emergency services if require.

The shoreside contact will have the following documentation:  
Full crew list and notifications of changes to crew  
Next of Kin and medical details

EPIRB registration number

MMSI number and call sign

The contact and tracking details for *Jolie Brise* by

1) Cell Phone numbers of Skipper and Mate  
 2) Inmarsat phone number

3) Sat C contact information via email

4) AIS tracking via internet

5) Yellow Brick tracking information on website

In the event of the vessel being overdue by 24 hours or by a prearranged time, the following procedure will be followed see below and **Annex C.**

The Shoreside contact will endeavour to make contact or establish the position of Jolie Brise by the methods shown above.

If the vessel is uncontactable the Head Master and Bursar will be informed.

**If the vessel is uncontactable but through investigation, is underway and** **steering a straight course, then the position of the boat will be noted and monitored regularly until contact is made.**

**If the vessel is uncontactable and when tracked, looks as though she is sailing erratically or has**

**stopped, there could be possible problem especially if she should be sailing faster in the conditions.The Coastguard should be notified with the following information.**

*“Jolie Brise* with …. Number of persons onboard has failed to meet a scheduled report, her position is Latitude ……….. and Longitude ……….. . She is uncontactable and seems stopped or slow in the water.”

**If the vessel is uncontactable and no current position is available.**

*“Jolie Brise* with …. Number of persons onboard has failed to meet a scheduled report, her position is Latitude ……….. and Longitude ……….. . The last point of contact was…….. and she is failing to show up on her tracking or communication devices.”

It should be stressed that lack of contact could just be an electrical problem, that is being rectified or needs sorting out when back onshore. The boat has short range VHF radios which can be used to communicate when near other vessels or land.

**Times to call the Skipper**

The watchleader should call the Skipper at the following times:

In any emergency situation

If restricted visibility is encountered or expected

If traffic conditions or the movements of other vessels are causing concern

If difficulties are experienced in maintaining course

On failure to sight land, a navigation mark or obtain soundings by the time expected

If, unexpectedly, land or a navigational mark is sighted or a change of sounding occurs

Of breakdown of engines, propulsion machinery, steering equipment, sails, rig or any navigational equipment or alarm.

If the radio equipment malfunctions

In heavy weather, if in any doubt about the possibility of weather damage

If the vessel meets a hazard

If there are any security concerns

If the wind increases or decreases by parameters set by the Skipper.

In any other emergency or doubt.

**Checklists**

**Daily**

**Engine** Isolate engine battery/remove keys before entering engine compartment before checks Engine Oil  
 Engine Coolant   
 Stern Gland - visual   
 Hydraulic oil   
 Fuel filter   
 Belt tensions  
 Sea Water strainer   
 Engine hours recorded  
 Visual look for leaks/problems

**Charts**

If with internet connection/navionics/on line chart correction  
  
 **Generator**  
 Oil level   
 Coolant level  
 Belt tension  
 Sea water strainer   
 Fuel filter  
 Visual look for leaks/problems

**Weekly**

Lifejackets - bottle security general condition  
Horseshoe buoy light check  
EPIRB – visual   
Liferaft – visual   
Danbuoy - visual   
Gas alarm – test  
Gas – quantity  
Emergency torches  
Bilge pumps working  
Navigation lights

**Monthly**

EPIRB – self test  
 Throw lines  
 Rigging cutters, knives and grinders - operable  
 Fog horn  
 Bilge alarm test

Fire Extinguisher gauges  
 Sea cock operation  
 Change over valves operable  
 Fuel shut offs operable  
 Search Light operable  
 Yellow Brick tracker  
 Rig condition check  
 First Aid Stretcher condition

**Emergency Procedures**

**Contents**

**Fire  
 Engine Fire  
 Man Overboard  
 Flooding  
 Abandon Ship**

**Emergency Procedures – Fire**  
The following actions will be managed by the Skipper and First Mate

Sound alarm by shouting ‘Fire’

Call the Skipper

Muster Crew and don lifejackets

Check all Crewmembers present

Consider calling MAYDAY or PAN PAN

Prepare fire hose/fire fighting equipment

If appropriate send in fire party

Fight fire

Close doors and hatches and reduce air into area  
  
 Consider boundary cooling

Consider flooding problems if using water

**Other items**

Switch off Gas at bottles and consider dumping the bottles

Dump outboard fuel

PREPARE TO ABANDON SHIP

**Emergency Procedures – Engine Fire**

The following actions will be managed by the Skipper and First Mate

Sound alarm by shouting ‘Fire’

Call the Skipper

Muster Crew and don lifejackets

Check all Crewmembers present

Consider calling MAYDAY or PAN PAN

Stop engine

Shut off - fuel and Main engine battery

Close engine dorade vents near engine panel

Activate Manual Engine Extinguisher

Retrieve extinguishers from the boat – if possible

Close hatches and doors

Move liferafts away from engine compartment and starter panel

Prepare fire hose consider boundary cooling on deck

**Other items**   
Switch off Gas at bottles and consider dumping the bottles  
Dump outboard fuel  
  
PREPARE TO ABANDON SHIP

**Emergency procedure - Man Overboard**

The following actions will be managed by the Skipper and First Mate

Sound alarm by shouting ‘Man Overboard’

Assign someone to point at the person in the water (binoculars useful)

Release lifebuoy and danbuoy into the water

Activate MOB button on GPS or Chartplotter

Call skipper to deck

Ready boat to stop and turn - controlling mainsheet and runners

Commence a recovery procedure

Broadcast Urgency or Distress message

Ready throwing line

Ready a staff member with harness line or climbing harness to help effect recovery

Crew to ready helicopter lifting strop

Consider clipping the staff member to the deck so they do not get pulled in

Recovery could be from bobstay, ladder, liferaft, utilising a halyard and a helicopter strop

Start First Aid and get the person ashore if appropriate

If MOB is attached to boat or washed off bowsprit, turn head to wind or stop the boat immediately.  
Inform Head of Sailing/Shoreside contact.

**Emergency procedure - Flooding**

The following actions will be managed by the Skipper and First Mate

Alert the Skipper

Start pumps

Muster crew to deck in lifejackets

Head count

Assign trainees to manual pumps on deck and buckets

Locate leak and check skin fittings - check engine room

Divert valves in engine room whilst possible  
  
Remove portable radios, EPIRBS, SARTs from down below.

Use Communication devices before water level rises above batteries

Broadcast Distress Alert or Urgency message

**Other Items**

Consider clutch pump on engine

Divert fire hose to run from bilge

If a seam, consider reducing stress from rig or point of sail

**Emergency procedure - Abandon Ship**

The following actions will be managed by the Skipper and First Mate

Master to notify all on board to Abandon ship

Broadcast Distress Alert

All to Muster on deck

All to don warm clothing, waterproofs and lifejackets

Fetch Grab Bag

Fetch SART

Fetch EPIRB

Launch Life-raft(s) – ensure life-raft painters are attached to vessel

Embark crew and staff in life-raft

Rafts to stay together and within safe proximity of Jolie Brise or last known position.

**Accident Reporting**

**Accidents, incidents and near misses**Accidents, incidents and near misses can happen. When they occur, the Skipper will normally be first on the scene so will need to deal with the incident, manage the situation and afterwards ensure the relevant information is recorded. Events will be recorded in the vessels log book and on a Dauntsey’s School Incident Form.   
  
The Head of Sailing will review the information and pass on lessons learned to reduce the likelihood of its reoccurrence. The Head of Sailing or Headmaster will be responsible for contacting the Marine Accident Investigation Branch with reportable incidents. Reportable incidents are defined below.

**DEFINITIONS: ACCIDENT, SERIOUS INJURY AND SEVERE POLLUTION**

For the purposes of the Regulations, an accident may be any marine casualty or marine incident. Accidents may be classified (in order of severity) as follows: very serious marine casualties, serious marine casualties and marine incidents.

A **marine casualty** is an event or sequence of events that has resulted in any of the following and has occurred directly by or in connection with the operation of a ship involving-

(i)  the death of, or serious injury to, a person;   
(ii)  the loss of a person from a ship;   
(iii)  the loss, presumed loss or abandonment of a ship;   
(iv)  material damage to a ship;   
(v)  the stranding or disabling of a ship, or the involvement of a ship in a  collision;   
(vi)  material damage to marine infrastructure external of a ship, that could  seriously endanger the safety of the ship, another ship or any individual, or   
(vii)  pollution, or the potential for such pollution to the environment caused by  damage to a ship or ships.

A **very serious marine casualty** is an event or sequence of events that has resulted in any of the following and has occurred directly by or in connection with the operation of a ship-   
a)  the total loss of a ship;   
b)  loss of life;   
c)  severe pollution.

A **serious marine casualty** is an event or sequence of events that has resulted in any of the following and has occurred directly by or in connection with the operation of a ship but does not qualify as a very serious marine casualty, that involves-   
(i)  fire;   
(ii)  explosion;   
(iii)  collision;   
(iv)  grounding;   
(v)  contact;   
(vi)  heavy weather damage, or   
(vii)  ice damage, or a suspected hull defect.   
  
resulting in any of the following-  
a)  the immobilisation of the main engines;   
b)  extensive accommodation damage;   
c)  severe structural damage including penetration of the hull under water  rendering the ship unfit to process;   
d)  pollution, or   
e)  a breakdown that necessitates towage or shore assistance.

A **marine incident** is an event or sequence of events other than those listed above which has occurred directly in connection with the operation of a ship that endangered, or if not corrected would endanger the safety of a ship, its occupants or any other person or the environment. ‘Near misses’ are marine incidents.

An accident does not include a deliberate act or omission with the intention to cause harm to the safety of a ship, an individual or the environment.

7. A **serious injury** means-  
a)  any fracture, other than to a finger, thumb or toe;   
b)  any loss of a limb or part of a limb;   
c)  dislocation of the shoulder, hip, knee or spine;   
d)  loss of sight, whether temporary or permanent;   
e)  penetrating injury to the eye;

f)  any injury to a person employed or carried in a ship which occurs on board or  during access which results in incapacitation for more than three consecutive  days excluding the day of the accident, or g)  any other injury leading to hypothermia, unconsciousness, requires resuscitation  or requiring admittance to a hospital or other medical facility as an in-patient for more than 24 hours.

8. **Severe pollution** is a case of pollution which, as evaluated by the coastal State(s) affected or the flag State, as appropriate, produces a major deleterious effect upon the environment, or which would have produced such an effect without preventive action.

**REPORTING SCHEDULE AND MAIB CONTACT DETAILS   
Information that must be provided in reports sent to MAIB**

Name of ship and IMO, official or fishing vessel number including flag of the country of registration;

Type of ship;

Date and time of the accident;

Latitude and longitude or geographical position in which the accident occurred;

Name and port of registry of any other ship involved;

Number of people killed or seriously injured and associated type or types of casualty;

Brief details of the accident including ship, cargo or any other damage;

Ports of departure and destination;

Traffic separation scheme if appropriate;

Place on board, and

The nature of any pollution that occurs as a result of an accident.

**Contact numbers**

|  |  |
| --- | --- |
| **Who** | **How** |
| Head of Sailing – Toby Marris | 01380 814630 h / 07785 278715 m |
| Staff Mate – Adam Seager | 07717 510631 m |
| Sailing Secretary – Sue Stone | 01380 814520 w/ 07791 824307 m |
| Headmaster – Mark Lascelles | 01380 814503 w / 01380 814569 h |
| Bursar – Steve Lilley | 01380 814512 w /01225 766556 h/07977 203631 m |
|  |  |
|  |  |
| Southampton Vessel Tracking Service | 02380 608205 |
| Hamble Yacht Services | 02380 454111 |
| Lee-on-Solent Coastguard | 02392 552100 |
|  |  |

**ANNEX C**

**IN THE EVENT OF *JOLIE BRISE* BEING OVERDUE BY 24 HOURS, OR BY A PRE-ARRANGED TIME, THE FOLLOWING PROCEDURE WILL TAKE PLACE**

**Shore-side contact will ring Skipper**

**(number is in Cruise Information Pack)**

**and/or Sat Phone: 00870773221316/**

***Jolie Brise* Mobile: +44 7796 531232**

**If no contact with vessel, and if they are not on board, ring either the**

**Head of Sailing (+44 7785 278715) or Adam Seager (+44 7717 510631) who will advise on the situation.**

**IF NOT SEEN: go to**

**www. joliebrise.com Yellowbrick tracker. If *Jolie Brise* can be seen on map and moving in a straight line take no further action**

**If they are not available, Shore-side contact will check online** [**www.marinetraffic.com**](http://www.marinetraffic.com)

**Search vessel *Jolie Brise* - ensure it is correct *Jolie Brise*. If *Jolie Brise* can be seen on map and moving a straight line take no further action**

**Then inform Coastguard with all voyage details and last known position. We are registered with their Safety Identification scheme user name:** [**marristr@dauntseys.wilts.sch.uk**](mailto:marristr@dauntseys.wilts.sch.uk) **and password is: KW4DT**

**IF NOT SEEN: inform Bursar/Head Master**

**Be advised by Coastguard**

**Notes:** Mobile phone coverage is usually only within three miles of the coast. AIS web tracking is usually only up to twenty miles offshore. The Yellowbrick tracker position from *Jolie Brise* website only updates every four hours. It is fairly easy for *Jolie Brise* to lose all electrical power, so the fact that she cannot be contacted or seen does not necessarily mean disaster SO DO NOT PANIC, IT IS VERY LIKELY ALL IS WELL.