

West Park CE Primary School

Beach Handbook

2017

"Take nothing but memories, leave nothing but footprints."

Introduction:

The Council for Learning Outside the Classroom states that "*LOtC should not be about a once a year school trip, but about frequent, continuous and progressive opportunities to learn outside the classroom that build on knowledge and skills gained during previous experiences both inside and outside the classroom*" (LOtC - The OfSTED perspective)

At West Park Primary School we believe that the beach is a fantastic resource that can be used, both to learn and have fun on. This handbook intends to outline the key **rationale** and **ideas** for supporting beach school implementation for West Park practitioners. It will also outline the **safety requirements** for all staff when engaging in beach activities.

As a learning resource, the rationale of going on the beach matches the school ethos well - allowing children to use their local environment to enrich the curriculum. **We are committed to ensuring safe and high quality experiences when using the beach in relation to Learning Outside the Classroom and the beach.**

We will visit the beach in any weather: rain or shine. The only instances where weather will stop a beach trip is during storms or particularly strong winds.

Permission to use the beach:

Permission for children to use the beach will be gathered from parents using their 'on entry' consent for school trips and visits form. In addition, at the beginning of each term, a letter will be sent home to all parents to ensure that children are equipped with the appropriate clothing.

Worthing Borough Council are happy that that the public are free to use Worthing and Goring beaches, as long as they follow the seaside code. This includes: leaving things where you find them, including plants, animals and stones, making sure you know the tide times and discarding rubbish that could kill the local wildlife.

Preparing children for Learning Outside the Classroom:

As part of our beach schools provision, we will encourage children to take some assessed risks as part of their overall development that will support them to become well-rounded human beings. These would include balancing on rocks, building fires and paddling.

Before going on the beach, children need to be reminded that every living thing we find on the beach belongs there, so we must not take them back with us. No trace of the activities taken place on the beach should be left, for example if building a fire it should be put out correctly and then covered. The children, particularly younger children, may become over excited when looking at live creatures, so how to handle them will be demonstrated beforehand. As a class you could create your own beach code on how you will treat the environment when you visit the beach.

Safety and assessing risk:

All beach activities must be risk assessed.

Whilst visiting the beach, there will always be at least one member of staff who is confident with the *Normal Operating Procedures* and the *Emergency Action Plan*. These are:

Normal Operating Procedures

- Visit leader and Education Visits Coordinator (EVC) to discuss visit to the beach (rationale, logistics, activities that will take place etc.)
- Visit leader, to organise visit, including risk assessment, ensuring they have the correct number of adults and a letter home to parents asking for the child to be sent with appropriate clothing.
- Before leaving, the visit leader must check the contents of the 'beach bag' to ensure everything is accounted for and working.
- The visit leader must go through the contents of the 'beach bag' with any another adult(s) that is supporting the visit.
- The visit leader must discuss the tide times and speeds and cover the contents of the 'beach bag' if needed with any supporting adults.
- The visit leader must take the school mobile phone. At least one other adult should also have a mobile phone.
- The visit leader must allocate a group to each supporting adult.
- **Agreed route:** The visit leader and the adult support must walk the class to the beach using our agreed route. See appendix 1
- The visit leader must walk the class down onto the beach.
- Each group of children must stay with their supporting adult. Whilst the children are carrying out their activity, the adults must support and watch them, carrying out head counts at appropriate intervals.
- Whilst the activities are ongoing, one adult must stay with their back to the shore, watching the children and the tide with the 'beach bag'. They must know it is their responsibility before they go to the beach so they are prepared. They must know to give the group time to move up the beach as the tide comes in.
- The visit leader should do follow up activities, such as reflection time of the beach, after the visit.
- The visit leader should ensure that the contents of the 'beach bag' are intact and ready for the next visit.
- A first aider will accompany each visit.

Emergency Action Plan:

- Visit leader report **any** concerns regarding the trip to the EVC.
- First aid bag and burns kit located in the 'beach bag' for use if required.
- A mobile phone, with service, will also be located in the 'beach bag'.
- In the event of a problem on the visit, respond using the risk assessments

First Aid required, but well enough to remain on the trip/trip to continue:

- If appropriate, apply first aid, and continue with the activities. Apply first aid using the first aid kit in the 'beach bag'.
- If needed, use a mobile phone to contact the school, depending on the incident 2 members of staff will drive to the beach and take the injured child back to school.

Emergency services needed:

- Contact emergency services immediately and then notify school of the incident.
- Use contents of the 'beach bag' to ensure the injured person is comfortable and warm whilst waiting for emergency services.
- School will notify parents/ carers.
- Depending on the incident, two adults remain with the injured person whilst waiting for the emergency services. Other adults will leave school, walk to the beach and then accompany the rest of the class to school.

Risks:

Due to the environment of the beach, it obviously poses a number of risks. However, these can be prevented by identifying the risks beforehand and implementing suitable preventative measures. The benefit and positive contribution of the different activities on the beach outweigh the possible risks. Children also benefit from a degree of assessed and measured risk taking.

Tide:

An obvious risk on the beach is the tide. It is important to check the tide table before going to the beach, so you are aware where the tide is when you are on the beach, and which way it is going, in or out. **If you do find yourself being caught by the tide, then you should stay calm, immediately alert the rest of the group and gather all children to the dry land. Do not gather equipment if the tide is coming in rapidly. This should not arise if the group leader is monitoring the tide at all times.**

Weather:

Another risk that could affect your trip to the beach is the weather. When visiting the beach with young children in particular it is important to be aware of the sun. Being on the beach when it is hot can be misleading due to the wind. Children and adults should ensure that they are dressed appropriately for warm weather including sun hats and sun cream.

Heat:

When warm, people can quickly become dehydrated so be sure to take water with you and drink it at regular intervals. You should aim to stay out of the sun at midday when the sun is at its highest point as this is when it is the hottest and the risks increased. If you do feel that you are becoming sunburnt ensure that you find shade immediately and try to cover and protect the part of the body that is getting burnt. Children must have hats and sunscreen on to prevent being burnt, you should also avoid the beach between 11am and 1pm on very hot days, Please remember that the sea breeze will allow you to feel cooler but will not stop you from being burnt.

Bad Weather

Bad weather can also be dangerous on a beach. If very windy, or there is heavy rain, then visibility or hearing will be reduced. This may mean that you miss other risks, for example the incoming

tide. If dark clouds are visible, you hear thunder or see lightening it is important to head for shelter immediately. Being on an open beach increases the likelihood of being struck by lightning. Emergency shelters, such as Bothy Bags, will not offer any safety against lightening. If it is not possible to reach shelter then stay out from open space and away from tall objects. As water conducts electricity, you should try and get somewhere dry. Being indoors is the best protection against lightening. You should ensure that you do not leave your shelter and go outside until thirty minutes after you saw the last lightning bolt.

Beach bag:

The Beach bag is designed to ensure that it helps keep everyone safe and happy throughout the visit to the beach.

The contents should be checked before and after a visit to ensure that it is in good condition.

The beach bag should include:

- A whistle
- A mobile phone (the service should be checked to ensure its coverage whilst on the beach)
- A throw line
- Orange survival bag
- Thermal blanket
- Throw line
- Plastic gloves
- First aid kit inc burns kit
- Tide Timetable

<https://www.tidetimes.org.uk/worthing-tide-times>

There is also a Kelly kettle, fire blanket, stove top kettle, fire glove, portable BBQ and gas and a class set of plastic cups that you can take if you need them.

Seasons and tides:

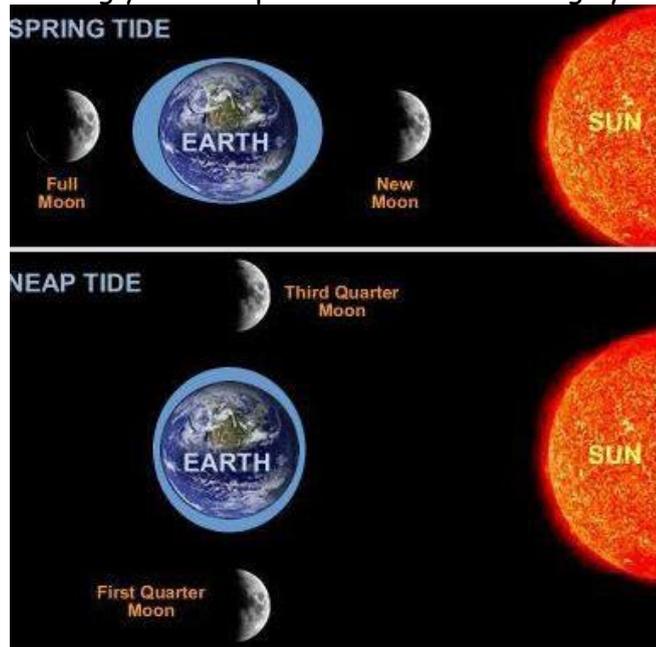
When planning your beach trip, it is important to bear in the mind the time of year you want to go and the time of the day. Both can have a big impact on what type of activities you can carry out.

Spring and Neap Tides:

- Spring tides travel faster and further up the shoreline. A spring tide occurs when the Sun, moon and Earth are directly in line with each other.
- Neap tides travel slower than a spring, and don't travel as far up the shore. They occur when the Sun, moon and Earth are not in line with each other.
- Slack water is when the tide has stopped coming in and is about to change direction and begin to go out. It is when the tide line is at its highest.
- When planning your session, it is important to consider where the tide will be and if it is a spring or neap tide.
- For example, if you are working in the high tide zone, and a spring tide is coming in you must ensure not to be caught unawares as the tide will be moving faster, and travel further inland than usual.
- If you are working in the mid tide zone, as the tide goes out, then you can worry less about

being caught out by the tide. This is because the tide has got to move out, and then back in again before reaching you. This process would take roughly 6 hours.

For example,



Seasons

Although the Sun and the moon affect the tide, you must also take into account the season in which you take the children onto the beach. This is mainly because of the weather, but it can also change what you might find on the beach.

In the Autumn and Winter, the weather is generally raining and cold. It is important that all children are dressed appropriately to spend their time on the beach warm and dry (as

much as possible) by wearing waterproof coats and trousers. Children should also wear layers to stay warm. You must take into account the visibility and how well the children can hear you, and each other, in bad weather.

As the visit leader, you should watch your group for signs of becoming cold, rather than taking them inside you can change the activity, for example play some running around games to warm the children up. It is important not to take the children out when a storm is approaching/in a storm due to the risk of lightning.

If the weather has been particularly windy, then the sea may travel slightly more in then it would be normally. It would also not be appropriate to do particular activities, such as paddling, when very windy as this increases the strength of the waves and the risk of the children falling into the water.

In the Spring and Summer, the weather should be becoming warmer with less rain and not as windy. Again, children need to be dressed appropriately for the weather. For example, if it is hot and sunny children need to wear suntan lotion and sun hats. If it is warmer children may be more tempted to go into the water so it is important they are reminded of water safety and how to behave during paddling sessions.

Due to the warmer weather, it is more likely that the rock pools will have more creatures to discover in them as well. During the colder months, many animals, such as crabs, travel deeper and further into sea to avoid the cold. When the weather starts warming up they begin to move back towards the shore where they can be washed up into the pools.

Ideas for beach activities:

"Learning outside the classroom was most successful when it was an integral element of long-term curriculum planning and closely linked to classroom activities." (OfSTED, Learning outside the classroom - how far should I go? 2008)

In order to support practitioners in planning for a variety of learning styles, a number of simple ideas have been collated in this Beach Schools handbook.

- Shelter building
- Fire making: including singing around the campfire, cooking etc.
- Exploring different levels of the beach e.g. splash zone, high tide zone
- Collecting flora and fauna (remember to return it before you leave)
- Collecting rubbish and cleaning the beach
- Walking along the rocks
- Paddling
- Drawing and writing in the sand e.g. story maps, writing names
- Building sculptures in the sand
- Beach ball games e.g. spiky urchin (hot potato)
- Art in the sand e.g. using materials found, adding texture
- Studying the tide
- Drawing games in the sand e.g. hopscotch, footprints

In addition, a progressive list of things to do at Worthing and Goring beaches has been devised. This organises activities under learning characteristics. These characteristics are:

- **We are explorers and learn through play:**
 - We find out and explore.
 - We play with what we know.
 - We are willing to 'have a go'
- **We are motivated and involved in active learning:**
 - We are involved and concentrate
 - We keep trying
 - We enjoy achieving a goal
- **We are motivated and involved in active learning:**
 - We have our own ideas
 - We make links with learning
 - We choose ways to do things

- These are listed in appendix 2

Building a shelter

Equipment:

- Beach bag
- Materials found on the beach
- Poles
- Tarpaulin
- Rope
- Pegs

How to make the shelter:

- Explain to the children that they need to erect a shelter that will protect them from the wind. Choose a specific number (depending on age and size of the children) of children that should be able to fit in the shelter.
- Choose where to erect your shelter. This should be on flat land.
- Demonstrate to children basic knots or lashings they may need, for example a clove hitch or reef knot.
- Show children the different materials they have. Suggest different methods they could to create a shelter.
- Allow children to use locally sourced materials, for example materials that have been washed ashore.
- Allow children to discuss their ideas.
- Children should choose their materials and begin building
- Where needed adults can intervene and suggest alternatives, however children should be allowed to be creative and experiment with different methods

Shelter rules:

- Children should keep the area tidy and put away any materials they use
- Children should be reminded to keep hold of the poles whilst they are being tied

Paddling

Equipment:

- Beach bag, ensure the throw line has been removed, tested and retied correctly, beforehand
- 2 cones
- Whistles-each adult should have 1

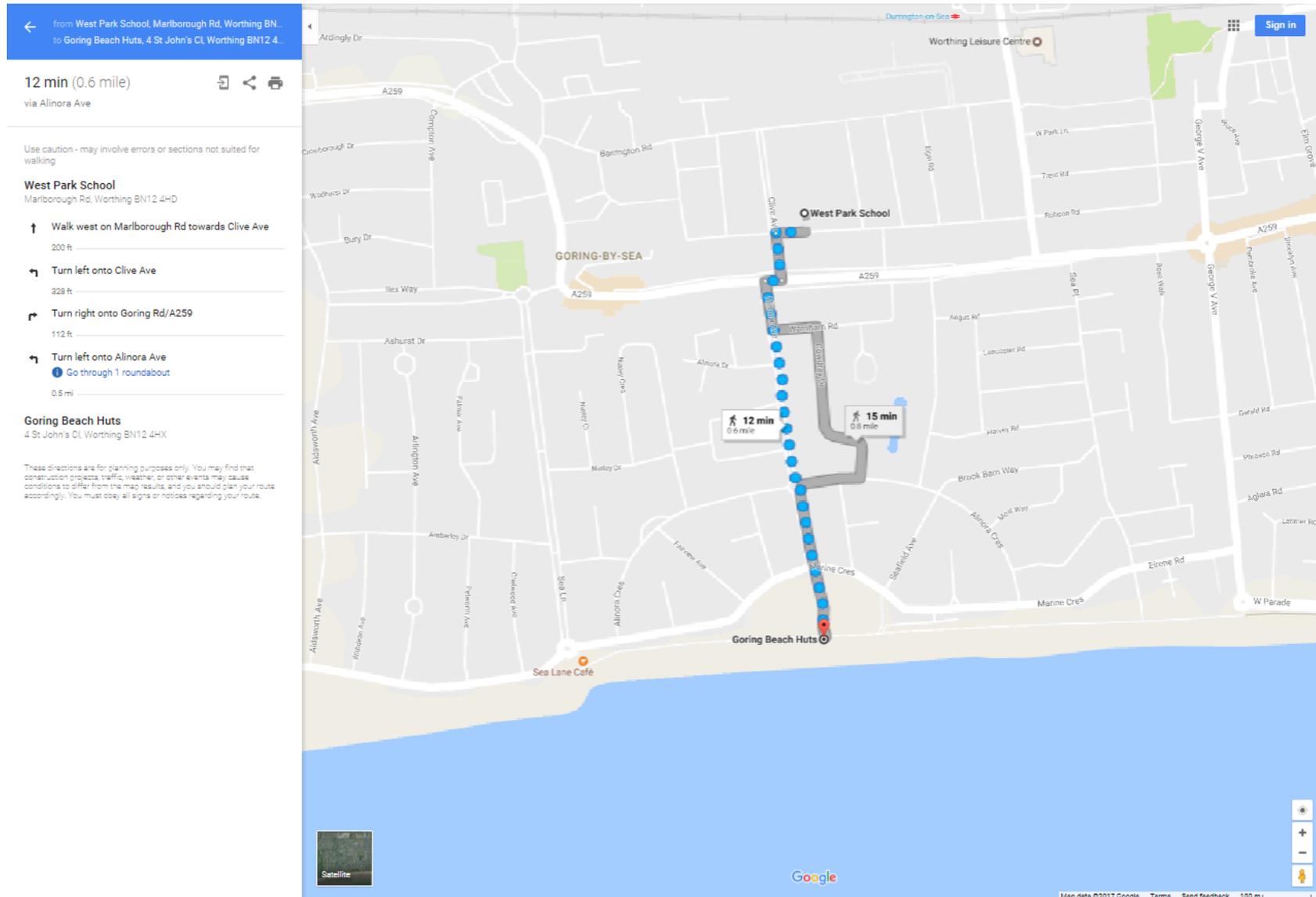
How to paddle:

- Set out the paddling area by placing 2 cones on the edge of the water, the area between the cones will be the paddling area
- 2 adults walk out into the water, in line with cones and stop. Bear in mind how deep you want the children to go, the tide and weather.
- Before the children enter the water demonstrate what will happen if a child is in danger
- Allow the children into the water in the area set out by the 2 adults and the cones.
- Designated adult stays on shore, watching the children with a whistle and the throw line in hand.
- Other adults spread out across the paddling area watching the children
- When the children are to leave the paddling area blow the whistle
- Once all the children have left the water, the adults can follow out

Paddling safety

- If a child is in danger, blow the whistle for all the children to leave the area
- Throw the throw line to the child and slowly pull them out of the water
- Adults in the water follow behind the children

Appendix 1



Our Progressive Beach Activity Curriculum

	We are explorers and learn through play			We are motivated and involved in active learning			We are creators and critical thinkers		
	Find out and explore	Play with familiar objects	Willing to 'have a go'	We are involved and concentrate	We persevere	We achieve our goal	We have our own ideas	We make links with learning	We chose ways to do things
R	Collect shells/driftwood 'flotsam and jetsam'	Throw a beach ball	Beach picnic and ice-cream	Watch the sea and the tide	Balance on a rock, balance stones	Paddle in a puddle	Create a necklace	Meet beach patrol	Build a sandcastle
1	Collect seaweed	Throw a sponge ball/Frisbee	Make hot chocolate	Watch the tide (high and low)	Thread shells on string	Paddle in the sea	Create a sand sculpture	Record the sounds of the sea	Build a town with dry and wet sand
2	Find living things on the beach	Play French boules	Make popcorn	Study tide lines, play tide games	Skim a stone	Paddle in the sea	Create a beach sculpture	Take photos of the beach	Build with driftwood
3	Touch a crab	Play beach football	Make crumpets	Investigate how sea defences work	Build a dam	Race a wave	Make a tall tower of stones	Make up a Maths challenge for others	Can you build a sea defence?
4	Explore a rock pool	Play beach rounder's	Toast pitta pockets	Follow a visual timetable	Identify different types of rock	Race a wave	Create an arch	Make a beach book	Can you float a boat?
5	Catch a live creature	Play circle time games	Toast marshmallows	Follow a tide timetable	Make and fly a kite	Jump over waves	Be inspired by an artist to make a sculpture	Make an advert/leaflet for the beach	Can you make a parachute/boat?
6	Catch it, cook it, eat it.	Play beach volley ball	Make smores	Understand the tides	Litter pick	Jump over waves	Shadow and photo art	Make a film advertising beach school	Can you light a fire?

