

Castleshaw Centre



Guide for Oldham Teachers & People Communities and Society (PCS) Staff

2012

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Oldham
Council

Foreword

Welcome to our revised centre guide. We hope it will answer most of your questions about the Centre and the service we provide. Please contact us, or better still visit the centre if you need further information. The centre was extensively upgraded in 2005 with support from The Big Lottery Fund and Oldham Council. We now have excellent facilities, with improved cloakrooms, dining area, kitchen and best of all bedrooms and bathrooms. If you have not seen our new bedrooms (now 9 bedrooms, all with washbasins and 4 en-suite) and excellent bathroom facilities (all individual shower rooms, no “communal” facilities) do call in and see for yourself! All of our beds and mattresses were replaced in 2011 and our new artificial caving system will be available by Easter 2011.

The whole of the ground floor of the building is now wheelchair accessible, with improved access to the outside of the building too. We have wheelchair accessible accommodation and bathroom facilities.

Centre Staff

Head of Centre:	David Faulconbridge
Bookings & Administration:	Janet Lloyd and Jude Murray (Job share)
Senior Tutors:	Phil Cavanagh/Janet Hannah (Job share) Nick Price Rod Steele
Tutor:	Janet Hannah
Warden [All catering & domestic issues]	Eileen Hampson

Introduction

The Castleshaw Centre offers a wide range of services to Oldham schools and PCS groups including:

- Fully or partly led courses.
- Residential and non-residential.
- Fully catered, self-catering or combination courses.
- Mid week, weekend, and school holiday courses.

In addition to the Centre’s residential facilities, we also have a field which can be used for camping.

Our mid-week courses for schools in term time are all linked to the national curriculum, and include:

1. Environmental Education Courses with links to many aspects of the curriculum including Geography, Science, History and Maths.
2. Outdoor and adventurous activities with links to the P.E. curriculum, etc.

In all the courses we offer, we aim to achieve the learning outcomes outlined in the relevant National Curriculum document. The outcomes actually achieved however, will depend upon the age and ability of children and upon the amount and quality of preparation and follow up work provided by the school.

More details of the courses we provide are included in Appendix 1.

Bookings – Oldham Secondary schools

Oldham Secondary schools are able to utilise the Centre and book activities free of charge by using “Credits” which are allocated each academic year. We write to schools each year to take bookings for the following academic year. To enable us to plan it is important that residential bookings are made at this point. Bookings for activities should normally be made a term in advance, but we try to accommodate requests made at short notice where possible. Centre bookings are dealt with by Janet Lloyd or Jude Murray (job-share).

Bookings – Oldham Primary schools

The booking process consists of 3 stages.

1. Approximately 12 months in advance schools are notified of the number of days they have been allocated. Allocations are for a standard non-residential environmental education day for a **maximum of 32 pupils**. There is an additional charge for residential courses, or for outdoor and adventurous activities, which require additional staff.
2. Schools express preferences for dates, ranked 1 - 3, and indicate whether the bookings would be residential or non-residential.
3. We fit bookings together to maximise use of the Centre, negotiate with schools to attempt to resolve any clashes, and notify schools of days allocated.

Bookings – Oldham Academies

We offer two options for Academies in Oldham – buying ‘one-off’ sessions or support, or for Academies booking a series of sessions our Service Level Agreements (SLAs) enable you to book ahead confidently and access reduced prices. Schools with SLA are also provided with a number of additional ‘package’ benefits. Full details are available from Service Manager David Faulconbridge on 0161-770-8595 or david.faulconbridge@oldham.gov.uk

Bookings – People, Communities & Society

Please book as far in advance as possible to allow planning and preparation time etc. (normally a minimum of 6 weeks in advance). Residential and adventurous activities are subject to prior LA approval, and you should normally allow a minimum of 10 working days for this process.

Planning your Course

Courses at the Centre extend curriculum opportunities for schools and youth groups and introduce opportunities for development and learning, by providing new experiences, which may not otherwise be available to some young people.

These courses can either be residential or day visits and this is normally a decision taken by the school / PCS staff. Courses for youth groups are custom designed to the needs of the group. Please contact us to arrange a planning meeting.

(Appendix 1 to this booklet gives outline details of a variety of courses for schools, which have proven to be popular and successful. We will [within reason] design other courses to meet your requirements and the needs of your pupils but generally it is best to choose topics, which make the most of the Centre environment. For example, the Centre is well positioned to provide input on Victorian history and Roman history [with a Roman fort and road nearby] but less well positioned to provide input on Egyptian or Greek history.)

Primary school groups: Information we will require to help plan your course.

We will contact the school by telephone to obtain some outline details including:

1. The year group[s] of pupils.
2. Number of pupils [normally maximum 32].
3. For a booking of 2 days or more, will the same group be attending each day?
4. Name of class teacher and other accompanying staff.
5. If your course is residential, do you require any evening activities? (there may be an extra charge)
6. Pick up time at school.
7. Departure time from Castleshaw.
8. Whether you wish the children to have access to the Centre souvenir shop.
9. Whether any children have special needs which may affect our planning, e.g. have hearing or visual impairment, walking difficulties or behavioural problems.

For residential visits we will normally visit the school to discuss arrangements [or you may prefer to come to the Centre if you have not been before].

For day visits arrangements will normally be made by telephone, but school staff are always welcome to visit the Centre to familiarise themselves with the layout of the building and grounds, and to discuss course arrangements. These visits can be arranged before, during or after the school day, by prior arrangement.

Preparing for your visit

How you prepare for your visit will depend on the nature of the group, and your aims. However you may wish to consider the following:

- introducing suitable background material
- developing particular skills or strategies
- introducing specialised language
- introducing or developing mapping skills
- discussing different codes of behaviour including The Country Code
- discussing environmental problems and solutions
- local environmental studies.

Where the course at the Centre forms part of an ongoing topic or project, much of this preparation will occur naturally.

To help with your preparation we can provide you with printed materials on the country code, clothing and Centre rules.

Clothing

The Centre can provide cagoules, overtrousers, wellingtons and rucksacks for children and staff. (Please be aware however that we only have a small number of wellingtons and waterproofs to fit children in KS1 classes.) Children may wish to bring their own if they already have them but should be advised this is at their own risk [equipment is likely to get dirty and could be damaged]. Wellingtons are normally worn when working outside but walking boots or trainers are useful on dry days. As wellingtons and boots are not worn indoors, children providing their own wellingtons or boots should bring a change of footwear. Spare clothes are to be recommended, even on day visits, at a minimum this should be a spare pair of socks.

Preparing parents/guardians

Prior to your course we will send you a suggested information letter for parents.

Please consider this letter to parents as the minimum of contact. You may wish to amend the letter or send it with a covering note. Parents of children attending residential courses will naturally feel anxious about their children being away from home, and it may be appropriate to organise an information meeting for parents. All of our standard letters and forms are available in Urdu, Bengali and Gujarati as well as English.

Forms, etc.

A medical/consent form should accompany the letter to parents; it is important that these are returned to school and brought to the Centre on each day of your course. **We provide consent forms, which must be used. Alternatives are not acceptable** (our forms cover issues which may be specific to our activities e.g. sun cream).

You should ensure that an accurate list of pupils and adults attending the Centre (with home contact details) is left in school, as well as the information carried by the class teacher. Parental consent/medical forms should be available at all times during the visit in

case they are required. For residential courses we require details of numbers two weeks in advance to allow for catering arrangements, etc.

We reserve the right to cancel any course where we are not in receipt of medical/consent forms or class information sheets.

Local Authority Approval

Please note that residential courses and programmes involving adventure activities such as rock climbing and canoeing must be approved in advance by the LA. You should contact your school/Integrated Youth Service Educational/External Visits Co-ordinator (EVC) for details of the process, and allow time for this approval to be processed.

The role of visiting staff

It is important that you consider your role at the Centre and any pre-course preparation you may need to undertake. The group leader's background knowledge and experience are crucial to the success of our courses. We rely heavily on feedback from accompanying staff as to the usefulness and effectiveness of our activities. Apart from being responsible for the welfare and behaviour of young people, you may wish to take the opportunity for:

- observing
- sharing observations, perceptions, discoveries and ideas
- initiating questions and encouraging research
- developing hypotheses and drawing conclusions
- developing discussion and encouraging listening or expressive skills
- helping participants reflect on and learn from their experiences
- challenging inappropriate behaviour or language

Working and living in another environment can present you with unique opportunities to observe your young people and often see them in a different light.

Safety of young people and staff

The safety of young people in our care is of paramount importance and no activity will take place that puts students at foreseeable unacceptable risk. If you are concerned about safety issues at any point during your visit, please discuss this with our staff immediately. If appropriate please raise the matter with the Head of Centre, David Faulconbridge.

Please note that for Health & Safety reasons teachers and accompanying staff must have appropriate waterproofs and footwear. Please understand that Centre staff are responsible for your welfare, and if your footwear [or waterproofs] is unsuitable for the activity planned, you will be required to use equipment provided by the Centre.

Insurance

Insurance cover is provided under the normal Oldham Council policy for negligence on the part of staff, or due to defects in equipment, and parents are advised of this in our example letter. Schools and youth groups are recommended to supplement this by

arranging personal accident insurance through the PCS Finance Section. Non-residential courses are normally covered by the annual Personal Accident for Pupils policy which most schools buy into, but we recommend additional insurance for residential courses (the School Journey Policy, or equivalent cover). **You must notify parents of the insurance arrangements which are in place.**

Class teachers will not normally take groups out on their own, however should the need arise a basic first aid kit; available from the Centre must be carried. High visibility jackets and torches are available for evening walks.

Transport for Primary School groups

This will normally be a double decker bus with lap seat belts. (The Centre provides transport for children from Oldham schools attending term-time courses, during the school day). The first pick up time from school is generally 9:00a.m. Please ask the children to arrive on time, **and remember that if you are late boarding this will affect the other school as well.** Teachers must travel with and supervise their children on the journey. The bus normally leaves the Centre between 2.30 and 3.00 p.m. [by arrangement, depending on journey length and school finishing time]. On days when two schools are visiting the centre it may be necessary to share a bus, in which case some flexibility over collection times may be necessary.

If you require transport for wheelchair users please contact us to discuss the possible options.

Lunches

Unless groups are residential*, lunches are provided by parents or by your school kitchen. Please inform your kitchen staff well in advance of your visit and ask the cook to provide individual drinks. **Please - no glass bottles, and if possible avoid fragile plastic cartons.**

***Please note:** We do not normally provide packed lunches on the first day of a residential course, so please ensure children bring a packed lunch for the first day.

Breaks

We are unable to provide lunch-time supervisors, so visiting staff are asked to supervise their children during breaks at the Centre. Please note that there may be more than one group on the field at a time.

Tea/coffee

Staff drinks are available at the Centre.

Adult helpers List 99 and C.R.B. checks

Introduction

We welcome any adults who are willing to work alongside teaching staff, and support children. Careful consideration should be given to the suitability of accompanying adults, by class teachers and head teachers. Any volunteers should be briefed to ensure they are clear about their role.

List 99 and CRB checking

[Refer to the Human Resources section further advice and assistance on this matter.]

In the first instance Head teachers should make enquiries about the suitability of volunteers. This information could come from a variety of sources including:

- * teachers in the school who have previously been assisted by the volunteer;
- * nursery or infant staff if the volunteer has assisted there;
- * other schools if the volunteer has moved schools.

There are 3 levels of checking available beyond this.

1. List 99 checks (normally completed within 48 hours)
2. CRB Standard Disclosure (normally 3 to 4 weeks)
3. CRB Enhanced Disclosure (up to 6 weeks)

Following the introduction of the Criminal Records Bureau, the DfES Child Protection Policy Team wrote to all Local Authorities in November 2002 to clarify when each level of checking is appropriate. The following examples are based on this advice, but, as the letter states,

“.....we expect heads, working with their governing body, to apply their professional judgement in deciding whether Disclosures are needed, balancing any risk to children against their knowledge of individual volunteers.”

In some cases volunteers working in schools will already have been checked at an appropriate level by the school, in which case the checks do not need to be repeated.

Example 1

Non Residential day trip to Castleshaw

(No regular contact, working under supervision and volunteer known to the school)

No disclosure or List 99 checks necessary.

Example 2

Non Residential day trips to Castleshaw involving several days

(Some regular contact, and although the volunteer will be supervised most of the time, the volunteer may be alone with children, briefly on occasions.)

The head would normally decide to request a Standard Level Disclosure, but if the head has direct knowledge of the volunteer, a List 99 check may suffice.

Example 3

A residential visit to Castleshaw where the volunteer will be the only male (or female) accompanying the group.

(The volunteer will have high level of unsupervised contact with the children.)

The volunteer should be asked for an Enhanced Disclosure CRB check.

Inevitably there will be circumstances that fall between these examples, and head teachers should exercise their judgement in these cases. Further advice is available from the PCS Human Resources Section.

When schools are planning residential visits, it is essential that planning takes account of the fact that volunteers may require an enhanced level CRB check, which can take 6 weeks to process.

Spending money

Apart from the small souvenir shop that the Centre operates (by prior arrangement) at break-time, it is unlikely there will be other opportunities for spending money [between £2.00 and £4.00 per day would be ample]. Please advise children not to bring large amounts of money. We have modified the items available from the Souvenir Shop in response to feedback from Schools to take account of 'healthy eating policies'. We now offer a variety of souvenirs.

Telephone

A payphone is provided for the use of visitors to the Centre. **If you wish children to make use of this**, please ask them to use it in "non-lesson" periods. For incoming calls the number is **01457 873014**. **Parents should not ring the Centre Office number except in an emergency. Most children rarely use Payphones, so please ensure you explain the procedure, as otherwise they may lose their money.**

Smoking

All visitors should note that the Castleshaw Centre is a no smoking building.

Adventure/Activity Trail

We have a set of “adventure play” apparatus installed in the centre grounds. This equipment could be used as an evening activity for residential groups, or could be incorporated into a day visit (possibly during the lunch break).

Guidelines for use of the Adventure Trail

The course must not be used under any circumstances without adult supervision.

The Adventure Trail area is kept locked to prevent unauthorised access. This area also contains our High Ropes Tower and this must not be used without our staff.

The code for the Adventure Trail lock is available from the office.

Maximum number of participants :- 32
Suggested staffing ratios :- 1:10

Participants must be clearly briefed regarding rules and procedures, particularly those relating to both group and personal safety.

Adult supervisors should take note of the following:-

1. Appropriate footwear must be worn at all times, i.e. flat soles/good grip/no heels. Most training shoes, walking boots, wellingtons will be fine, no sandals, high heels, bare or stocking feet.
2. A strict one-way system should operate on the course in a clockwise direction. Participants should be set off at intervals or begin at different points on the course. (Remember the one-way system.)
3. A maximum of **2** people on each piece of chained equipment at any one time, a maximum of **3** elsewhere.
4. Equipment must only be used in the way intended in the design.
5. Staff/adults should be positioned with a good line of sight to as much equipment as possible. **One** member of staff/adult **must** be positioned near to the pond area for safety reasons, (this also gives a good view of the course). Staff must ensure children do not play on the High Ropes Tower.
6. Staff in charge should have in place a system for stopping activity, either using a whistle or by shouting.
7. Equipment and surfaces should be checked briefly prior to use, particularly when wet or potentially icy.
8. Any incidents/accidents or problems with equipment must be reported to the office. **The course must not be used if there are any doubts regarding safety.**
9. The Adventure Trail is adjacent to the duck enclosure. Participants should not enter this area, or feed the ducks.
10. **Anyone unable to comply with these guidelines should be asked to leave the course!**

Information for residential courses

Staffing

Centre staff are not available to provide overnight supervision. Residential groups must be supervised by **at least** two responsible adults at night [one of whom must be the staff member leading the visit]. Mixed groups should have adult male and female staff, although for younger groups two female staff may be acceptable (consult LA guidance). Contingency plans should be in place for contacting the Home Contact at night in an emergency, and some groups arrange to have a staff car on site in case it is needed, (if staff are approved to drive minibuses, it may be possible to arrange access to a centre minibus for emergency use).

Residential staff are required to stay between 4.30 p.m. and 8.45 am (minimum). Young people must not be left unsupervised at any time. Dinner is usually served at 4.30 p.m., if extra staff require meals please let us know on the booking form. [For school groups 2 staff meals are provided free - additional meals will be charged for].

Evening activities (additional charge applies)

Evening activities may be available by prior arrangement. We will normally provide one member of the Centre staff to lead the activity - visiting staff will be expected to help with supervision and organisation. You may wish to choose an activity that contrasts with the daytime programme or introduces new experiences. Subject to weather conditions we may be able to offer a night walk or games on the front field. Indoor activities can be arranged on request. Please discuss your requirements with one of the tutors.

We normally have a number of bats, balls and skipping ropes available, but if you require other items, please bring them with you. There is a T.V., video player, and DVD player in the lounge available for use, but please bring your own films.

Duties

All visitors will be expected to make up their bed using a fitted bottom sheet, pillowcase and duvet cover that we provide. We involve the children in assisting with serving meals, cleaning tables and sweeping the dining room. If possible we offer children the opportunity to help with animal feeding. If you wish your group to be involved in other duties please contact us prior to your visit.

Special needs and Personal Evacuation Plan

Group leaders are responsible for risk assessing the Castleshaw Centre building and grounds and having a Personal Evacuation Plan in place. These should be specific to the group and site, addressing the needs of anyone who may have difficulty leaving the building in an emergency. A pre-visit is highly recommended. Please contact the Castleshaw Centre office to arrange this. Copies of a generic risk assessment and site plan are available on request.

Please make sure we are made aware in advance of any special needs individuals in your group may have. We will try to ensure that outdoor sessions are adapted to accommodate individual needs such as walking difficulties, visual or hearing impairment or behavioural problems. Following extensive refurbishment, most of the building is now wheelchair accessible, and we have disabled accessible toilet, shower and bedroom facilities.

Room for prayer or quiet reflection

The modifications and improvements to the centre mean that it is normally possible to identify a room for prayer or quiet reflection, if your group requires this. Please ensure you contact us in advance of your visit. We also recommend that you visit the centre beforehand to ensure that the room is appropriate for your needs.

Appendix 1: Examples of courses for primary schools

In all the courses we offer, we aim to achieve the learning outcomes outlined in the relevant National Curriculum document. The outcomes actually achieved, however, will depend upon the age and ability of children and upon the amount and quality of preparation and follow up work provided by the school.

NB For most of these options, we can provide teachers' resources to support follow up work in schools.

Environmental Education: Geography based days

A selection of our more popular days:

Contrasting localities

The learning outcomes targeted in this topic include:

- To understand why settlements have developed in particular locations
- To recognise why places differ, in particular when contrasting urban and rural locations
- To understand particular features of rural locations e.g. jobs, buildings, land use, sounds, smells etc
- To understand the reasons for the differences between various rural locations e.g. moorland and pastureland
- To be able to recognise and name particular features associated with particular areas.

Contrasting localities: Villages and valleys (Can also include **Canal Study**)

A walk from the Castleshaw Valley, over or along Harrop Edge, and down into the village of Diggle to compare and contrast the valleys and villages. [We can also contrast with Oldham, or with your school's area, if desired]. Pupils can identify houses, factories, mills, schools and other settlement features using maps. We see how natural features influence the nature of settlements. This walk can include exploring a stretch of the Huddersfield Narrow Canal, investigating a variety of canal features, such as locks, bridges etc.

Contrasting localities: The Castleshaw Valley

An opportunity to compare and contrast the local area around your school with the more rural environment in the Castleshaw Valley. Pupils can also compare different parts of the Castleshaw Valley. For example: the farmland around the Centre, the reservoirs, the moorland higher up or the village of Delph.

Contrasting localities: The village of Delph

Includes a walk down the Castleshaw Valley and an exploration of this classic Pennine village. Pupils have the opportunity to explore and observe buildings and a variety of other features around this interesting village. This option can also include a walk along an interesting stretch of the River Tame.

Rivers

The learning outcomes targeted in this topic include:

- To be able to recognise and name features associated with rivers
- To understand how and why people have used rivers, past and present, and the effects of these varying uses (good and bad)
- To understand and avoid the dangers associated with rivers and other types of water
- To be able to understand and use vocabulary associated with rivers
- To understand the effects of rivers on the surrounding land
- To understand the importance of rivers to wildlife and farming.

Rivers and landscapes

This course involves exploring different parts of the Castleshaw Valley, looking at rivers and other associated features.

We can follow the valley as it changes progressively and discover the source of a stream. Along the way pupils can investigate a number of land and water features including tributaries, erosion, transportation, deposition, mill ponds and reservoirs. We can also look at rock formation and the work of glaciers, if required. A number of options are available according to the age and development of the group. Wellies are essential [and can be provided by the Centre] - this is very much a hands-on and feet-in day!

Teachers who require alternative or additional activities, such as measuring water flow, depth, width, pollution etc, should contact the Centre to discuss their requirements so that appropriate resources can be made available.

Mapwork/Orienteering

The main learning outcomes targeted in this topic include the following:

- To be able to use a simple map
- To understand that different types of map can be used for different purposes
- To be able to choose and use the right type of map for the required purpose
- To be able to set a map
- To understand map symbols and use keys
- To be able to understand and use cardinal points and other points of the compass as appropriate.
- To understand the concept of scale
- To understand the tactics and rules of Orienteering
- To be able to understand and use appropriate geographical vocabulary
- To be able to work as a team.

Teachers may wish to target alternative or additional learning outcome appropriate to their group.

(Please note teachers who wish to target alternative learning outcomes should contact the Centre to discuss their requirements, as this may require changes to the normal programme of activities.)

For example:

- To understand and use grid references
- To understand the use of compass bearings.

We offer map work days at a variety of levels to suit the age and abilities of your class and can include the following activities:

Orienteering

Pupils can participate in the sport of orienteering at a variety of levels, using one or more of the various courses we have around the Centre or further afield.

Guided Walks

Pupils can learn to use a simple map through a guided walk to discover the use of symbols, scale etc.

Directions and Cardinal Points

Pupils can learn about direction and cardinal points and try them out on a simple course.

Compass Course

Pupils can learn compass use and how to follow a bearing, using a simple compass course.

Grid Reference Course

We can introduce 4 or 6 figure grid references, and use them to complete a simple or more challenging course.

Throughout all these activities, we can develop skills like team work, measuring distance and direction, following routes, understanding symbols, etc. in a practical situation which is fun and challenging.

The Delph Bypass Game

The main learning outcomes targeted in this topic include the following:

- To understand the concept of a bypass
- To examine and understand the impact a major construction scheme can have on the local environment, its communities and its wildlife
- To be able to weigh fairly both sides of an argument and reach a balanced conclusion
- To be able to empathise with other people's points of view
- To be able to plan and deliver a balanced debate
- To heighten awareness of issues connected with traffic congestion and road safety
- To be able to interpret maps.

A day involving a visit to the nearby village of Delph to investigate the impact of traffic on the village and to explore the route of a possible bypass and to consider the effect it would have on the local environment. Pupils will be encouraged to weigh up the delicate balance between our need to reduce traffic congestion etc. and conservation.

Follow up work, including role play, debating skills, use and interpretation of maps, and an understanding of environmental issues, can be carried out either at the Centre, if time allows, or back in school.

Environmental Education: Science based days

A selection of our more popular days:

Habitats

The learning outcomes targeted in this topic include:

- To understand the concepts of habitats.
- To understand how and why animals and plants have developed and adapted to live in particular habitats
- To be able to recognise and name certain plants and animals
- To be able to recognise, name and understand the use of particular parts of different animals and plants
- To be able to use keys and identification charts
- To develop appropriate field study skills e.g. observation, classification, recording, pond dipping etc
- To be able to use vocabulary associated with various animals and plants and their habitats
- To understand the effects (good and bad) of human activities on animals, plants and their habitats.

Countryside Adventures: Exploring the Senses

For Foundation and Key Stage 1, we provide an opportunity to experience the sights sounds and smells of the countryside, in safety.

We offer a range of experiences:

- meet, feed and learn about the Centre's animals,
- observe farm animals nearby,
- discover animal homes in the countryside,
- explore plants and trees,
- investigate 'minibeasts',
- pond and / or stream dipping,
- opportunities to be creative with natural materials
- play a variety of environmental games.

Life Processes and Living Things

We offer a range of courses to cater for the age and abilities of your pupils. For younger pupils, we can offer a combination of activities. These can include a walk observing the local Castleshaw environment, with its plants, animal habitats, etc., a variety of games to

develop understanding of life cycles, parts of a plant, together with simple classification through observable similarities and differences, and the use of keys and identification sheets.

For key stage 2 and above, we can offer courses to focus on any of the following [or combinations]:

Tree Trail

Pupils can follow the **Castleshaw Tree Trail**, using a map and tree identification sheets. This activity involves developing and using a combination of map and identification skills. It also involves observing the various parts of trees (leaves, roots, bark, blossom, fruit etc.) as well as understanding their purposes.

Water Habitats: Pond/Stream Dipping

Investigations into the watery world, through pond and stream dipping. A close look at life in the pond and/or stream, together with simple identification and classification, through the use of identification sheets and keys. Food chains, webs, life cycles, micro-organisms and adaptation can be included in a short classroom session. We can compare two water habitats - a stream and a pond in the Castleshaw Valley and/or provide the chance to study pollution by comparing a small stream in the Castleshaw Valley and the River Tame below Delph. All these involve children in field study techniques such as observation, classifying, data recording, equipment use and the use of identification keys.

Land habitats

This topic can include the investigation of land animals, through activities such as mini-beasting, observation and exploration of the various habitats in the Castleshaw Valley, including some badger setts close to the Centre. Areas covered can include life cycles, classification, adaptation, migration, hibernation, population [depending on season], nutrient cycling, energy exchange, micro organisms, foodchains and webs. Children will get opportunities to try replicating some of nature's processes as well as having an opportunity to discover minibeasts and identify them through basic classification and keys. These activities can be combined with elements of the Water Habitats programme, providing a great opportunity to study two completely different areas using similar techniques.

Green plants / Soils

Discovery of the habitats, parts and life cycles of plants through activities and observations made through field study and the use of classroom resources. Plant parts and life processes, like photosynthesis and reproduction, can be investigated through games and appropriate resources, as well as through identification. Pupils can participate in 'soil making' to help them to understand the processes involved and the reasons for different types of soils. A walk in the valley to discover different soil types can also be included.

Materials

An exploration of the variety of natural materials in the Castleshaw Valley, their importance and properties, together with their uses for building, food, textiles etc.

Micro-climates

Children can make use of thermometers to investigate temperature differences in various areas around the Centre. They can discuss the reasons for these differences and the effects temperature has on living things.

Environmental Education - History based days

The Romans:

The learning outcomes targeted in this topic include the following:

- To understand who the Romans were, their place on the historical timeline and the concepts of 'invaders and settlers'
- To understand the reasons for the Roman invasion and settlement of Britain and the impact it had at the time and subsequently.
- To understand the importance of evidence when trying to establish historical facts
- To understand and use some archaeological techniques e.g. recognising, dating and establishing the use of artefacts, use of historical maps, documents etc
- To develop the use of maps and plans for historical research
- To understand the concept of a fort and the reasons underlying its design and location
- To have a basic understanding of what life was like in the Roman Army and a knowledge of clothing, equipment, weaponry, battle strategies etc
- To understand that "Auxilliary" soldiers stationed at Castleshaw would have come from other parts of Europe
- To be able to understand and use appropriate historical vocabulary.

Life at the frontier fort in the Castleshaw Valley.

We are fortunate to be based about 15 minutes from the site of a Roman Fort on the old Chester to York, Roman Road. We can combine a visit to the fort, and a study of the site and its remains, with activities based at the Centre.

Activities can include:

- Learning about life in Roman times, in particular in the Roman Army
- Dressing in mock uniforms, with Roman weapons and shields, and trying out some of the more famous Roman manoeuvres and battle formations
- Learning about the Roman occupation's impact on Britain
- Trying out some practical 'archaeology', looking at artefacts and trying to date them
- 'Mini Archaeology' - taking part in a hunt for 'Roman Treasure' at the fort. This involves developing skills such as map reading, following instructions and team work.

Industrialisation & the Victorian Era:

The learning outcomes targeted in this topic include the following:

- To understand who Victorians were and their place on the historical timeline
- To have an understanding of Victorian life, the Industrial Revolution and the impact it had at the time and subsequently.
- In particular, to have a knowledge of Victorian life in the Saddleworth area and the reasons for the growth and demise of local industry
- To have a knowledge of the lives of children in the local area and the major factors affecting their way of life
- To understand the importance of evidence when trying to establish historical facts
- To understand and use some archaeological techniques e.g. recognising, dating and establishing the use of artefacts, use of historical maps, documents etc
- To be able to understand and use appropriate historical vocabulary.

The Victorian Experience

A 'hands-on' day of immersion in Victorian life and history. We encourage schools to come in basic Victorian-style costume [see below]. Our staff will be in appropriate costume, and parts of the day will involve role play. We have a number of options available during the day - you should choose the options which would be most useful / appropriate for your group, to complement your work in school.

Options include:

A Victorian Classroom Experience.

Meet Mr Canem or Mrs Strictly, rather severe school teachers, who will conduct a lesson that can include, tables chanting, handwriting on slate boards, arithmetic using £ s d, nature study and history. We have old photographs of the days when Castleshaw was a Sanatorium School and of the old Castleshaw School located towards the top of the valley.

Children's Games

We can provide a number of traditional games for the children to try: hopscotch, skipping, hoop-la, diablo, marbles, etc.

Wash Day

A hands-on experience of 'wash-day' the hard way. This provides an opportunity for children to handle and try out posers, dolly tubs, scrub-boards, flat irons and mangles.

Weavers' cottages to Steam Mills: a journey through time.

We can trace the transformations of the industrial revolution and learn about the changes this brought about by following a route using an old map, visiting the sites of old mills, mill ponds and other historical sites in the Castleshaw Valley. We can also visit sites further afield by starting from a local hamlet with weavers' cottages, past the remains of water powered mills, finally reaching large steam powered mills in Diggle. This could be combined with a walk along the Huddersfield Canal, passing the entrance to Standedge Tunnel and investigating canal features such as locks bridges etc.

We can also include an indoor 'hands on' session viewing and handling contemporary artefacts such as shears, spinning wheel, carding brushes, handloom etc. We can also investigate the period through the lives of a typical weaving family at the time of the industrial revolution.

Victorian Delph

This visit involves an exploration of Delph, looking at buildings and other features, and searching for clues influencing its growth and development in the Victorian era.

Bread baking and butter making

Roll up your sleeves, and don your pinnies as the children try out part of the daily routine in the kitchen of a prosperous Victorian house. Hopefully the rolls and butter will be ready for lunch [or to take home if you prefer].

The Victorian Tip

An old mill tip near the Centre provides the opportunity for some 'hands-on archaeology'. Pupils can undertake a search for Victorian artefacts and bring their finds back to the Centre for discussion. We can also discuss the impact of the growth of towns and cities on countryside communities like Castleshaw.

A Victorian Christmas

We can combine a number of the above activities into a Christmas theme and also introduce pupils to Christmas card making, using the Victorian technique of 'decoupage'.

The Castleshaw Reservoirs

In 1866 the Mossley and Saddleworth Reporter reported that Oldham Corporation had spent £20,000 promoting a Bill to approve the building of Castleshaw reservoirs. It reported "There is considerable opposition to the measure". We can visit the reservoirs and see the impact these have had on the Castleshaw Valley. This can set the scene to recreate a public meeting, at which the local residents discuss the pros and cons of the scheme.

Victorian costume ideas

Boys: Boots
 Black trousers
 White shirts
 Waistcoats
 Hats
 Handkerchiefs

Girls: Dresses with pinafores
 Boots
 Hats
 Cotton gloves.

Victorian packed lunch ideas:

If possible - why not bring a Victorian style packed lunch?
Try to avoid plastic wrappers [paper is fine].

Suggestions: Block of cheese or cold meat
 Chunk of bread

Pickled onions
Apples
Chicken leg, etc.

Wrap your lunch in a tea cloth or a large handkerchief - or borrow a wicker basket.

The John Buckley Trail - bringing real Victorians to life.

This trail tracks the births, education, marriages, working lives and deaths of a real family from the Castleshaw Valley in the 19th century. The day introduces pupils to the importance of looking at evidence and involves the use of maps from the period, church and other documents, including census information and old photographs. We can walk up to the old church at Heights, passing the sites of old mills, ponds and houses on the way. In the churchyard we can undertake a survey of the graves and other aspects of the church and do some grave rubbings if desired.

More detailed Graveyard Survey (for older pupils)

This also involves a visit to Heights Church. Pupils have the opportunity to undertake a more detailed survey, gathering data on local names, life expectancy relating to different time periods, child mortality etc. Grave rubbing can also be included, if required.

Travel the ancient highways - A journey through time in the Castleshaw Valley, or further afield, using the routes of ancient highways [and more recent tracks] such as the pack horse trail, the Roman road and the turnpike route. We can also include a walk along the Huddersfield Narrow Canal, built in the 18th and 19th centuries, and include the introduction of the railways if desired.

Team Building and Problem Solving Days:

The learning outcomes targeted in this topic include:

- To develop problem solving skills
- To develop and improve group dynamics
- To be willing to attempt challenging and unfamiliar activities
- To be able to work co-operatively with others, in groups of varying sizes
- To develop planning skills and be able to adapt to changing situations and modify plans and strategies where appropriate
- To develop trust in themselves and others
- To improve communication skills
- To help to resolve conflict
- To be able to deal with failure or disappointment
- To encourage a sporting attitude when participating in competitive activities.

We can provide a variety of fun and challenging activities designed to encourage pupils to work co-operatively and develop team skills. This can be delivered as a whole day activity, or as a half day, combined with another topic, such as Orienteering.

Appendix 2: Outdoor and Adventurous Activities

We offer a wide range of outdoor activities, which can be run from the Centre itself or on an outreach basis at various appropriate locations.

The Oldham Outdoor and Environmental Education Service [based at Castleshaw] is Licensed with the Adventure Activities Licensing Authority (AALA) to provide:

- Canoeing
- Kayaking
- Hill Walking & Back Packing (including support for DoE expeditions)
- Ghyll Scrambling
- Raft building
- Rock climbing and abseiling
- Mountain Biking.

We also offer activities which are not licensable including:

- Orienteering
- Problem solving
- High ropes course
- Campcraft
- ***New from April 2011:** Caving, using our new artificial caving system.

Our Staff

We provide experienced and qualified staff, working with group sizes which meet or exceed nationally recognised guidelines. Where adventurous activities, such as rock climbing and canoeing are involved, staff hold nationally recognised qualifications to appropriate standards.

Weekend and holiday visits [Residential]

We will design an activity programme to meet your requirements and your budget. This could include a full activity package [including evenings] or you might prefer one or two evening sessions to complement other activities you are running during your stay. We can provide full catering or, if you prefer, you can self cater.

Term Time Courses

At Castleshaw we can provide a full activity package and design this around the purpose of your visit.

e.g. GCSE PE and Outdoor Activities input
or Personal and Social Education

Again, we can provide full catering, or you can self cater.

Support for GCSE PE [Outdoor Activities]

We can provide equipment, transport and qualified staff to assist schools in running this element of the syllabus. This can either take place over a series of weeks, to fit in with lessons, or it can take the form of a series of activity days [or a residential].

Year 7 Team Building days for form groups

A different approach to helping your new form groups to get to know one another, and their form teacher. We organise a programme of challenges which are fun, adventurous ['but low key'] activities suitable for involving the whole class. Pupils will also get the chance to work in smaller groups during the day - with emphasis on co-operation, team work and communication.

These courses can also include an overnight stay if desired.

Appendix 3: Suggested clothing and equipment list [Adventure Days and Environmental Day visits]

Castleshaw Centre

Adventure Days and Environmental Education Days

Pupils should bring sensible outdoor clothing including:

- Tracksuit bottoms (avoid denims)
- Sweatshirt
- Trainers
- Suitable socks.

Cold days:

Please bring a warm coat, hat, scarf and gloves.

Warm days:

Sun hat, sun cream

(Please note that if you do not send your child with suitable sun cream we will provide your child with some.)

Packed lunch and drink, bottles which can be opened and closed as required are most suitable (no glass bottles please).

Any medication you may require [e.g. asthma inhaler or hayfever tablets]

Please bring your own wellies, if you have them. [We can lend you waterproofs and wellies if required]

Please do not bring valuables, large amounts of money, penknives or electronic games.

You are welcome to bring a camera - at your own risk.

Appendix 4: Suggested clothing list [Residential courses]

Castleshaw Centre

Residential Courses

Washing kit:

- soap, face cloth,
- large towel,
- toothbrush and toothpaste
- comb/hairbrush

Clothing:

- tracksuit bottoms or trousers [not denims]
- 't' shirts
- socks (including thick socks to wear with walking boots if possible)
- pyjamas/nightdress
- outdoor coat
- warm tops/jumpers
- handkerchiefs / tissues
- indoor shoes/trainers
- wellingtons (these can be provided by the Centre, if necessary)
- waterproof coat and trousers (can also be provided by the Centre).

Autumn & Spring Terms: Gloves, scarf and hat

Summer Term: Sun hat and sun lotion (please note that if you do not send your child with suitable sun cream we will provide you child with some).

Medication: Please ensure you bring any prescribed medicines pupils may need including asthma inhalers and hay fever tablets.

DO NOT allow pupils to bring large amounts of money, electronic games, hair dryers or knives.

Please note that expensive items such as cameras or binoculars are brought at pupils' own risk.

Appendix 5: Typical non-residential programme – Primary (times are approximate).

- 9.00* a.m. Bus picks up from school
9:40 a.m. Arrive Castleshaw
Welcome and introduction to topic in classroom.
- 10.15 a.m. Issue children with waterproof tops, bottoms and wellies.
[Winter - check hats and gloves].
[!Summer - check sun cream is applied]
- 10:40 a.m. Outdoor activities on topic.
- 12.15 p.m. Lunch - venue depends on weather and topic we are covering:
1. dining room at Centre, or
2. picnic on the Centre field, or
3. picnic en route as part of walk.
- 12:45 p.m. Afternoon activities
- 2:00 p.m. Return to Centre.
Return waterproofs, etc.
- 2:15 pm Souvenir shop [optional]
- 2:30 p.m. Summary / Review
- 2:45* p.m. Depart Castleshaw
- 3.20* p.m. Arrive school.

***Please note:** Collection and departure times are negotiable to fit in with your school day and that on most days one double decker bus is provided for two schools.

Both schools need to negotiate **an agreed departure time**.

Appendix 6: Typical 2 day Residential Course [Primary]

- * 9.00 a.m. Double decker bus picks up from school
- 9:40 a.m. Arrive Castleshaw.
Overnight bags to storeroom.
Welcome and introduction to topic in classroom.
- 10.15 a.m. Issue waterproof tops, bottoms, wellies and rucksacks.
-In Winter - check hats and gloves.
-In Summer - check sun cream is applied.
- 10:40 a.m. Break on Centre field.
- 10.50 a.m. Working outside on topic.
- 12.15 p.m. Lunch (not provided).
The venue depends on weather and topic we are covering:
1. centre dining room, or
2. picnic on Centre field, or
3. picnic en route as part of walk.
- 2.40 p.m. Return to Centre.
Hang waterproofs etc. on pegs in cloakroom.
- 3.00 p.m. Summary in classroom.
- 3.20 p.m. Break on front field.
- 3.30 p.m. Gather in lounge.
Residential rules, fire drill etc.
- 3.45 p.m. Bags to dormitories
Children make beds and settle in.
- 4.30 p.m. Group to dining room.
Introduction and rules of dining room.
- 4:35 p.m. Tea.
Duty group wipe tables, sweep floor, etc.
- 5.30 p.m. Animal feeding [optional].
- 6.00 p.m. Gather in lounge for evening activities. These can be run either by school or Centre staff.
- 8.30 p.m. Supper [squash, biscuits, hot chocolate].
Centre staff depart.
[School staff decide on bedtime, showers etc.]

Day 2

- 7.20 a.m. Suggested time to rise and shine.
Wash, strip linen from beds etc.
- 8.00 a.m. Breakfast.
Duty group tidy, wipe tables, sweep floor, etc.
- 8.40 a.m. Animal feeding [optional]
- 8.45 a.m. Souvenir shop [optional].
- 9.00 a.m. Meet in classroom.
Introduction to day 2 topic.
- 9.40 a.m. Issue packed lunches - [if lunch is to be taken away from Centre]. Pack
rucksack for day - collect waterproofs and wellies from cloakroom.
- 9.50 a.m. Break on Centre field.
- 10:00 a.m. Working outside on topic.
- 12.15 p.m. Lunch [provided by centre].
- 2.00 p.m. Return to Centre.
Return borrowed equipment.
- 2:15 p.m. Summary in classroom.
- 2:40p.m. Collect bags, etc. from lounge.
- *2:45 p.m. Depart Castleshaw.
- *3.20 p.m. Arrive school.

***Please note:** Collection and departure times are negotiable to fit in with your school day and that on most days one double decker bus is provided for two schools.

Both schools need to negotiate **an agreed departure time.**

Appendix 7: Parental consent/medical form (Schools)

Parental Consent Form (Schools) - to be used for all visits to the centre and activities run by the Outdoor & Environmental Education Service: (see next page).

Outdoor & Environmental Education Service / Castleshaw Centre

Medical information and Parental Consent Form

In order for your child to participate it is essential that you read the information letter provided and complete and return this form supplying relevant information and your consent as Parent/ Guardian.

Date(s) of trip _____

Participant's Name _____

School / Group _____

Home address _____

Contact details for parent / guardian: Name _____

Work _____ Home _____

Alternative emergency contact:

Name _____ Telephone number(s) _____

Address _____

Name of family doctor _____ Telephone number _____

Address _____

Medical information about your child

Any conditions requiring medical treatment and or medication (e.g. Asthma, Hay fever, epilepsy, diabetes etc.).

Yes / No

If **yes**, please give brief details _____

Can any medication required be self administered? **Yes / No**
(If medication cannot be self administered, or if there are any other concerns about your child's medical condition, you will be contacted by the school to discuss in more detail how your child's participation in the trip will be managed and a separate letter will be sent to you to sign).

Please outline any special dietary requirements or food allergies:

If this is a residential trip please provide additional information you consider helpful or important:

To the best of your knowledge, has your daughter / son been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that may be contagious or infectious **Yes / No**

If **yes**, please give brief details _____

Is your son / daughter allergic to any medication or sun creams? **Yes / No**

If **yes** please specify _____

When did your son /daughter last have a tetanus injection? _____

Are there any activities in which your child may not participate? _____

If this course involves water activities like canoeing please fill in this section. (The information letter attached will describe the activities involved in this visit.)

Is your child confident in the water **with** a buoyancy aid? **Yes / No**

(If you answer **no** to this your child **will not** be able to participate in water activities.)

During the course of the visit, staff may take photographs to display in the school, or at the centre, or to be put up on the centre web site so that they can be viewed as part of the follow-up after the course. Photographs may also be used for publicity purposes.

If you do not wish your child to be photographed on this occasion, or you do not want a photograph of your child to be used for any of the above purposes, please tick this box. ☐

Declarations

I agree to my daughter / son taking part in this trip and having read the information sheet agree to her / his participation in all or any of the activities described. I confirm that my child is not participating contrary to medical advice.

I agree to my son / daughter receiving medication as instructed and any emergency dental, medical, or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present.

I understand the extent and limitations of the insurance cover provided (as outlined in the information letter for this trip), and understand that if I require additional insurance, I must arrange this myself.

I am aware of the danger of over exposure to the sun and agree to provide my child with sun cream / sun block as appropriate. In the event of my child being without sun cream / block (e.g. through loss or theft) I give permission for the party leader to supply my child with sun cream / block as s/he deems appropriate to maintain an adequate level of protection. I confirm that if I am aware of my child being allergic to any sun creams / blocks I have indicated this above.

I will inform the group leader / head teacher as soon as possible of any changes in the medical or other circumstances indicated above, between now and the commencement of the trip / activity.

I acknowledge the need for my child to behave responsibly during the trip / activities and I have impressed this upon her / him.

Signed _____ **Date** _____

Full Name (Capitals) _____

Appendix 8: Parental consent/medical form (Youth groups)

Outdoor & Environmental Education Service / Castleshaw Centre

Medical information and Parental Consent Form (Integrated Youth Service)

If you are under 18 your parent or guardian should complete this form. (If you are over 18 we still require this information, address and notification of next of kin etc.)

Date(s) of trip _____

Participant's Name _____

Date of birth _____

Group _____

Home address _____

Contact details for parent / guardian (or next of kin if participant is over 18)

Name of parent / guardian (or next of kin if over 18) _____

Work _____ Home _____

Alternative emergency contact:

Name _____ Telephone number(s) _____

Address _____

Name of family doctor _____ Telephone number _____

Address _____

Medical information about the participant

Any conditions requiring medical treatment and or medication (e.g. Asthma, Hay fever, epilepsy, diabetes etc.).
Yes / No

If **yes**, please give brief details _____

Can any medication required be self-administered? **Yes / No**
(If medication cannot be self administered, or if there are any other concerns about the participant's medical condition, you will be contacted by the organiser to discuss in more detail how their participation in the trip will be managed and a separate letter will be sent to you to sign).

Please outline any special dietary requirements or food allergies:

If this is a residential trip please provide additional information you consider helpful or important:

To the best of your knowledge, has the participant been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that may be contagious or infectious **Yes / No**

If **yes**, please give brief details _____

Is the participant allergic to any medication or sun creams? **Yes / No**

If **yes** please specify _____

When did the participant last have a tetanus injection? _____

Are there any activities which the participant may not take part in? _____

If this course involves water activities like canoeing please fill in this section. (The information letter attached will describe the activities involved in this visit.)

Is the participant confident in the water **with** a buoyancy aid? **Yes / No**

(If you answer **no** to this the participant **will not** be able to participate in water activities.)

During the course of the visit, staff may take photographs to display in the school, or at the centre, or to be put up on the centre web site so that they can be viewed as part of the follow-up after the course. Photographs may also be used for publicity purposes.

If you do not wish your child to be photographed on this occasion, or you do not want a photograph of your child to be used for any of the above purposes, please tick this box.

☐

Declarations by parent/guardian (or the participant if over 18)

I agree to my daughter / son taking part in this trip and having read the information sheet agree to her / his participation in all or any of the activities described. I confirm that my child is not participating contrary to medical advice.

I agree to my son / daughter receiving medication as instructed and any emergency dental, medical, or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present.

I understand the extent and limitations of the insurance cover provided (as outlined in the information letter for this trip), and understand that if I require additional insurance, I must arrange this myself.

I am aware of the danger of over exposure to the sun and agree to provide my child with sun cream / sun block as appropriate. In the event of my child being without sun cream / block (e.g. through loss or theft) I give permission for the party leader to supply my child with sun cream / block as s/he deems appropriate to maintain an adequate level of protection. I confirm that if I am aware of my child being allergic to any sun creams / blocks I have indicated this above.

I will inform the group leader as soon as possible of any changes in the medical or other circumstances indicated above, between now and the commencement of the trip / activity.

I acknowledge the need for my child to behave responsibly during the trip / activities and I have impressed this upon her / him. (If you are over 18 you must accept this responsibility yourself as a condition of participating)

Signature of Parent / Guardian _____

(or signature of participant if over 18 - please note that all of the declarations above still apply - you must accept these yourself)

Appendix 9: Notes for leaders of residential visits

Fire Alarm: The fire alarm is connected to a Central monitoring station. Should the alarm be activated either by the smoke/heat detectors, or the break glass points, a siren will sound.

The central monitoring station will inform the Fire Brigade that there is a fire at the Centre. All groups **must** leave the building immediately and meet at Fire Assembly Point on the stone area of the front field. A roll call **must be taken** and all group members be accounted for. On **no account** should you allow group members to re-enter the building until given permission by the attending Fire Officer. Should the alarm be accidentally activated the above procedure **must be followed**, as you will not have fire alarm cover should a fire occur whilst awaiting the Fire Brigade. The Fire Service **will attend all alarm calls**. Groups making false alarm calls will be liable for call out charges. Where an alarm is deliberately activated groups will be asked to leave and will be liable for charges incurred. Please discourage the over liberal **use of aerosols** amongst your group, as this can trigger the alarms.

Security: Group leaders are responsible for ensuring premises are secure before leaving, or retiring at night. Check lounge door, cloakroom door, kitchen door, student entrance, door in bedroom 3, (plus front door and fire exit in classroom upstairs if you have access to these areas). Close all windows.

First aid: There is a first aid kit in the downstairs staff bedroom (Bedroom 1) if required.

Access to the building: The codes for the coded locks on the main and rear entrances will be provided prior to your visit.

Lights: Please switch off any unnecessary lights before retiring or going out. External lights are controlled by timer or movement detector.

Kitchen: Ensure all kitchen appliances are turned off.

Water: Please ensure all water taps are turned off after use. If water is wasted showers and wash basins may run short, particularly of hot water.

Recycling: Please encourage your group to recycle all waste materials by using the labelled bins provided. For larger amounts of waste, recycling skips are located in the corner of the car park, near the gate to the climbing wall.

Power Cut: In the event of a power cut all emergency lights will come on, the fire alarm panels will flash and the CCTV system alarm will sound. Once power has resumed the lights and fire alarm panels will reset, but the CCTV will be reset by a member of staff during office hours.

Smoking: Smoking is not allowed in any part of the building.

Appendix 10: Rules for Residential Groups

1. **No smoking** inside the centre at any time. See Centre Staff about smoking outside. All ash/rubbish should be placed in the bins provided.
2. The following areas are **OUT OF BOUNDS** unless special arrangements have been made -

Outside - the animal areas, sheds, side garden, all fields except the field directly to the front of the Centre.
Inside - teaching rooms [normally locked] and cellar.
3. Group members **must not** be left unsupervised at the Centre.
4. **Bedrooms:** Groups are expected to make their own beds and tidy bedrooms. Groups are particularly requested not to consume food or drink in the bedroom areas.
5. The Centre must be left in clean and tidy condition. If it is not, we will charge an additional cleaning fee.
6. Groups are expected to show care and consideration towards the animals.
7. Groups must follow the country code, especially with regards to climbing walls, fences and litter. The Centre is located in a water catchment area and groups do not have access to reservoirs, streams or United Utilities land. You must keep to the authorised footpaths at all times. Good relationships built up with farmers and local land-owners are always very delicate - please respect those living and working in the area, their property and animals.

It is the Leader's responsibility to ensure these rules are adhered to. We reserve the right to ask any group or group member failing to observe the above rules to leave. PLEASE make sure that students keep out of the fields around the Centre and stay away from the reservoirs and overflows, etc. The stream in the valley is also on PRIVATE LAND.

If you would like information about public footpaths, please see Centre staff.