

	<p>ADVENTURE PARKS</p>	
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DESCRIPTION:

Adventure Parks are parks such as Thorpe park and Alton Towers where there are rides such as roller coasters, river rapids and other “thrill” rides.

QUALIFICATIONS:

There are no set qualifications necessary for supervising children when visiting an adventure park. However staff and volunteers should be briefed on their supervision roles and pupils should be briefed on behaviour especially when on rides.

All guidance relating to rides should be followed

STAFFING RATIO:

In view of the nature of many rides a minimum staffing ratio should be followed. Greater ratios should be applied depending on the age of the children as for day visits but as a maximum the following should apply:

Primary – with a minimum of 1/10 depending on the age group
 Secondary – with a minimum of 1/15

PROTECTIVE EQUIPMENT REQUIRED:

Clothing that is appropriate for the weather condition prevailing on the day of the visit.

Protective equipment is not generally necessary but where any form of safety or protective equipment is required it should be issued and worn at all times during the ride.

Staff should consider the possible outcomes of pupils getting wet especially during the winter.

HAZARDS:

Weather conditions
 Slips and falls
 Vomiting caused by a ride
 Wet rides

GUIDANCE:

The leader, other staff and volunteers should have experience of the park and the types of ride that are available. All staff should be briefed on their supervision roles and pupils should be briefed on behaviour especially when on rides.

All guidance relating to any rides safety conditions and recommendations of height and weight of participants **MUST** be followed rides should be followed and this may necessitate staff accompanying groups on the rides especially with younger children.

OTHER INFORMATION:

If pupils are working under remote supervision conditions they should never be in a situation where they are alone either in the park or on any of the rides.

Physical and behavioural boundary parameters should be clearly set.

Contact and meeting points should be established and pupils should report to supervising staff at frequent intervals.

They should also know how to contact staff in any emergency.

Remote supervision is not recommended for pupils in the primary sector.