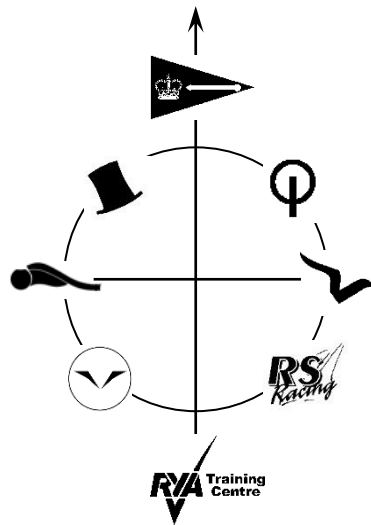




Royal Dart Yacht Club

RYA Recognised Training Centre Operating Procedures Manual



Royal Dart Yacht Club, Priory Street, Kingswear, Devon TQ6 0AB
Tel: 01803-752496



Record of Reading

To all Instructors and Helpers:

Please read this manual before the season commences. A hard copy is kept in the Junior Sailing Locker (Cupboard in Sailing Office) and an electronic copy is accessible via the RDYC website and members smart cloud account. Any questions, queries or suggestions should be directed to me in the first instance.

Mark Green

RDYC RYA Recognised Training Centre Principal

1 Apr 2026



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1. Revision Record

Change	Description of Significant Change	Date
0	New edition of Junior Sailing Operating Procedures Manual	1 Mar 06
1	Sailing areas; cold water policy	20 Mar 07
2	Dealing with Accidents & Emergencies	7 Jun 09
3	Risk Assessment Additions	7 Jun 09
4	Re-write of 2006 edition. Sailing Areas; Anti-Discrimination Policy; Disposal of Risk Assessments; delete BRNC boats & Sandquay; VHF and Ch 16	1 May 11
5	Merge of 2011 re-write with original 2006 + amendments.	14 Apr 12
6	Inclusion of RS Tera and amendment to reflect all stages must wear wetsuits	2 Apr 13
7	Amendments re Tera storage/Risk Assessments	24 Apr 14
8	Addition of Racing Risk Assessment	14 Aug 14
9	Scope extended to cover procedures for all RYA on-the-water training activities	14 May 15
10	Addition of Seascape Risk Assessment	25 Apr 20
11	General Update	1 Apr 22
12	Update on requirement for safety boats to cover keelboat ops (para 8.e.ii); inclusion of Junior Sailing Guide - Annex G	23 May 22
13	Amendment of training areas, on-water emerg procedures	1 Aug 22
14	Governance and supervision of Recreational Sailing	1 Jan 23
15	Safety, Safeguarding and Environmental Policy inclusion	1 Mar 24

Distribution

Hardcopy Master: Junior Sailing Cupboard in Sailing Office
Softcopy 1: Principal
Softcopy 2: Administrator

Electronic copies (pdf) made available to all RDYC Officers and Helpers via RDYC website and members smart cloud account.



2. Introduction

The Operating Procedures Manual (OPM) provides information on the running of Royal Yachting Association (RYA) Training Activities at the Royal Dart Yacht Club (RDYC). The RDYC is an RYA Recognised Training Centre (RTC) (RYA ref number - 8100985) for various dinghy, keelboat, powerboat and theory courses. Certified courses are listed on framed certificates hanging in the Club Bar Room.

The RTC exists to:

- operate as a RYA recognised training centre;
- provide and operate a governance framework to support and protect children and staff/volunteers/helpers;
- operate a risk management system to support RTC activities;
- train and accredit assistant instructors and instructors; and
- offer powerboat instruction to volunteers/helpers.

The RTC provides sailing opportunities to young people as follow:

- Pre-season taster session;
- 12x Saturday morning junior sailing sessions;
- 'Points series' sailing; and
- 'Falling Leaves' sailing

As an RTC, we are part of the RYA and can fully utilise all available RYA services and advice from safety management to planning and safeguarding. RYA recognition means that our volunteers and 'customers' know that the Centre has passed the high standards of the annual inspection, including safety checks.

This OPM is designed as a reference source to assist those involved in running Training events and delivering training on the water. It focuses on organisation, risk management, safety and emergency procedures and explains how the risks are to be managed. Specifically, the OPM applies to formal RYA-based training events, although it may also be applied to other events deemed appropriate at the discretion of the RTC Principal.

All instructors and helpers involved in running RTC Training Activities at the Club must read and sign that they have read the OPM each season.

3. Policy Statements

a. RTC Safety Policy Statement

As a youth-oriented training centre that organizes and runs activities involving young people, the RTC is committed to the safeguarding and protection of children. In addition, it will strive to ensure that as far as reasonably practicable the safety, health and welfare of all instructors, volunteers, course participants, and members of the public who may be affected by the Club's activities. We do this by following best practice in managing the risks to be as low as reasonably practicable.

In this regard, it is the duty of RTC Principal and Senior Instructors to encourage and assist the development of a safety culture and to endeavour to ensure that established rules and safe working practices are always followed. The RTC Principal shall delegate responsibilities and ensure that Senior Instructors and Instructors receive the necessary information and training to enable them to discharge their safety related responsibilities. A record shall be kept by RTC Principal of all information and training provided.



The RTC Principal and Senior Instructors shall be responsible for the proactive identification of hazards at the RTC. The reviewed assessments of hazards identified during regular safety inspections shall be notified to the General Committee by the RTC Principal.

They are also responsible for the introduction of remedial measures to reduce or eliminate unsafe acts or conditions. Their responsibilities include general supervision and ensuring that their instructors are familiar with safe methods of work.

In addition, the RTC Principal shall undertake periodic “self-inspection” safety audits and shall ensure that Instructor training in safety and use of protective equipment and gear is carried out on an ongoing basis.

It is the duty of RTC Principal, Senior Instructors and Sailing Instructors to ensure as far as is practicable that:

- Training course participants are familiar with emergency routines.
- Those authorised to use powered craft are appropriately trained and should have appropriate certification.
- Hazards (such as damaged boat fittings, fuel spillages or pontoon trip hazards) in the areas occupied by staff or trainees are eliminated as quickly as possible after they occur.
- All incidents, accidents and near misses are reported in writing using standard form through the RTC administrator ensuring that any necessary follow up action is taken without delay.

b. Safeguarding Policy and Code of Conduct for RDYC RYA RTC

All on the water activity should be safe and fun for everyone. We all have a responsibility to role model positive behaviour and feel able to call out poor or inappropriate behaviour and empower others to do the same.

The RTC is committed to safeguarding all children, young people and adults at risk taking part in its activities from abuse and harm and ensuring their wellbeing. The RTC recognises that the safety, welfare and needs of children, young people and adults at risk are paramount and that any person, irrespective of their age, disability, race, religion or belief, marital status, sex, gender identity, sexual orientation or social status, has a right to protection from discrimination, victimisation and abuse. The detailed Safeguarding policy is at Annex A.

The RTC is committed to providing a culture which is safe, welcoming and inclusive for everyone who wishes to take part in our activities. It is for this reason a safeguarding policy has been developed at Annex A and we have established a code of conduct, which details the standards of behaviour that we expect from everyone participating in our activities and competitions.

Code of Conduct

As a member/participant/volunteer/staff member of the RTC we expect all to:

- Respect the rights, dignity and worth of every person and treat everyone with appropriate consideration;
- Celebrate diversity in all its forms;
- Do not discriminate against anyone based on any protected characteristics;
- Always act with integrity;
- Do not behave in any way which causes offense or harm to others;



- Report poor behaviour or conduct to the Principle, a senior instructor and or official of RDYC;
- Do not use inappropriate language and always be mindful of banter and how words can also cause harm to others; and
- Respect, Protect and Enjoy our waters by signing up to the Green Blue Boating Pledge

As a member of the RTC you should expect:

- To be treated with respect by everyone;
- An environment which is free from discrimination, harassment and victimisation;
- Safe spaces and opportunities where you can report any concerns and know they will be investigated in accordance with the RTC OPM; and
- To enjoy your sailing and boating however you wish to undertake it.

c. RTC Environmental Protection – The Green Blue Pledge



The RTC can play an important role in raising awareness and educating both younger (and older) Dart River boat users in the best practice that can be adopted to protect our marine and inland waters to safeguard the wildlife and habitats with which we share our boating environment.

Consequently, the RTC is supporting The Green Blue joint environmental awareness programme created by the RYA and British Marine. The Green Blue pledge is for anyone who enjoys getting out onto the water in a more environmentally sustainable way and wishes to Respect, Protect and enjoy our inland and marine waters, wildlife and habitats.

At the core of the programme, the three basic tenants that are relevant to the RTC activities are:

- **Respect:** Minimise noise; minimise wash; keep to speed limits.
- **Protect:** don't throw anything overboard; keep hull and equipment clean; take care when handling fuel; use eco-friendly cleaning products.
- **Enjoy:** observe wildlife from a distance; enjoy our amazing local waters whilst safeguarding wildlife and habitats.

The RTC Principle and Senior instructors and volunteers will be encouraged to highlight the RTC initiative to support the Green Blue programme with trainees through informal education and discussion Identifying and raising awareness of key environmental issues.

d. Photographic Policy

Junior Sailing activities take place in a public space (on the river) where we cannot control photography by members of the public or parents. Consent is obtained from parents for the taking of photographs and its use in club publicity (website, magazine, social media, and promotional material) but is normally confined to group or distant shots. In the event of a close-up clearly identifying an individual, individual consent from the subject will be sought.

e. Parental Responsibility

Parents or guardians are expected to accompany their child/children to and from training sessions. Such responsibility can be delegated to a friend or associate by the parent or guardian.



f. Allocation of Training Places Policy

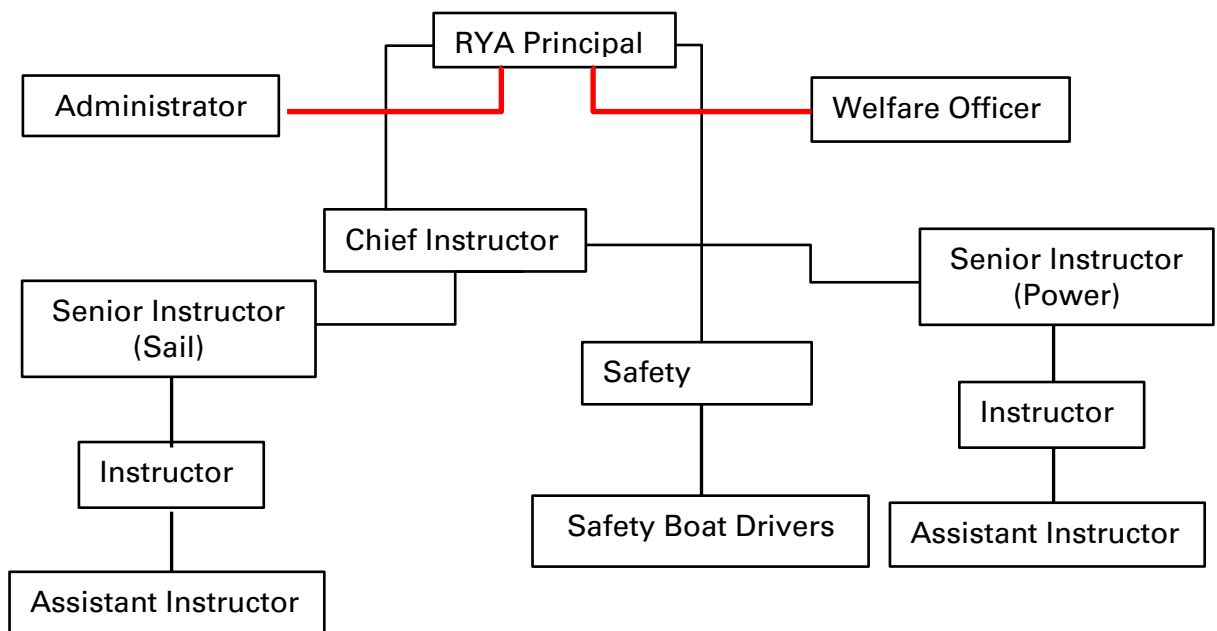
Applications for training places are usually oversubscribed. In these circumstances, priority shall be accorded to:

- Junior RDYC Members;
- RDYC Members' children;
- RDYC Members' grandchildren;
- existing Junior Sailors from the previous course;
- siblings of existing enrolled children;
- date of application;
- children living locally;
- Children/grandchildren of instructors and/or helpers.

RDYC would like to offer facilities for disabled trainees but buildings are old and were not designed with appropriate facilities. Regrettably disabled trainees cannot be accommodated at present consequently the RTC will support interested parties through introduction to the local RYA Dart Sailability Centre.

4. Organisation

The RTC Organisation is illustrated below. Detailed job descriptions are contained in Appendix B.



a. Lead staff for the 2025 season are as follows:

RTC Principal: Mark Green

RDYC Welfare Officer: Dawn Ravenhill (Note Liz Tier is assistant and will attend sailing activities)

Administrator: Suzanne Huddart

Chief Instructor: Kit Noble

Senior Instructor (Dinghy): Jacob Gillmore

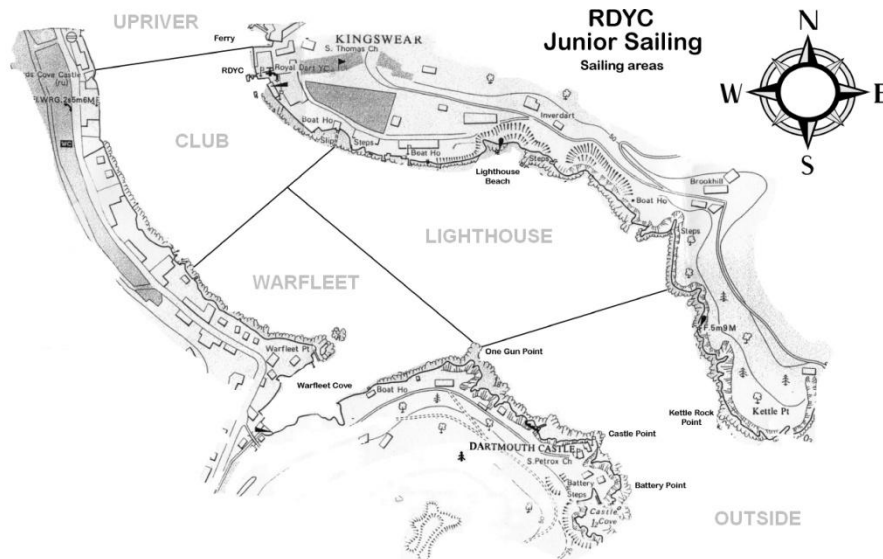
Senior Instructor (Power): Colin Bower

Safety Officer: Colin Bower



Training Area “A” covers the area that may be used for RYA Training from the RDYC RTC with limited to no further than 3 nautical miles seaward of RDYC. This equates to 1.5nm beyond the Homestone Buoy.

b. Training Area “B”



Training Area “B” illustrates the most frequently used dinghy teaching area from RDYC and is the normal domain of Junior Sailing on Saturday mornings. Relative beginners would not normally go out beyond the castles unless water and weather conditions were particularly benign. Area “B” is further delineated by us for reference as: “Upriver”, “Club”, Warfleet”, “Lighthouse” and “Range/ Outside”.

Lower Ferry Transit. To access **UPRIVER**, ‘**CONTROL**’ or a Safety Boat should make a call to the ferries on VHF ch11 – callsign ‘**Lower Ferry**’, letting them know that there is a small fleet of sailing dinghies crossing at a suitable time (i.e. just after the ferry arrives at the Kingswear slip). This will ensure that they are aware, without impacting their operations, and will give the fleet ample time to get everyone safely across the slip.

c. Training Area ‘C’

As part of the annual Junior Sailing Week which starts early August for 5 days, approval has been given by the RYA² to an operating area extension upstream in the River Dart. This extension allows the junior sailors to put into practice all the sailing competencies learnt during the week. It is also the social highlight of the week as it combines the sailing skills with a shore BBQ/picnic allowing the junior sailors to develop important social and interpersonal characteristics. The extension is to the area beyond the Flat Owners Buoy off Dittisham and up to White Rock at the end of the Middle Back Shoal area beyond Stoke Gabriel.

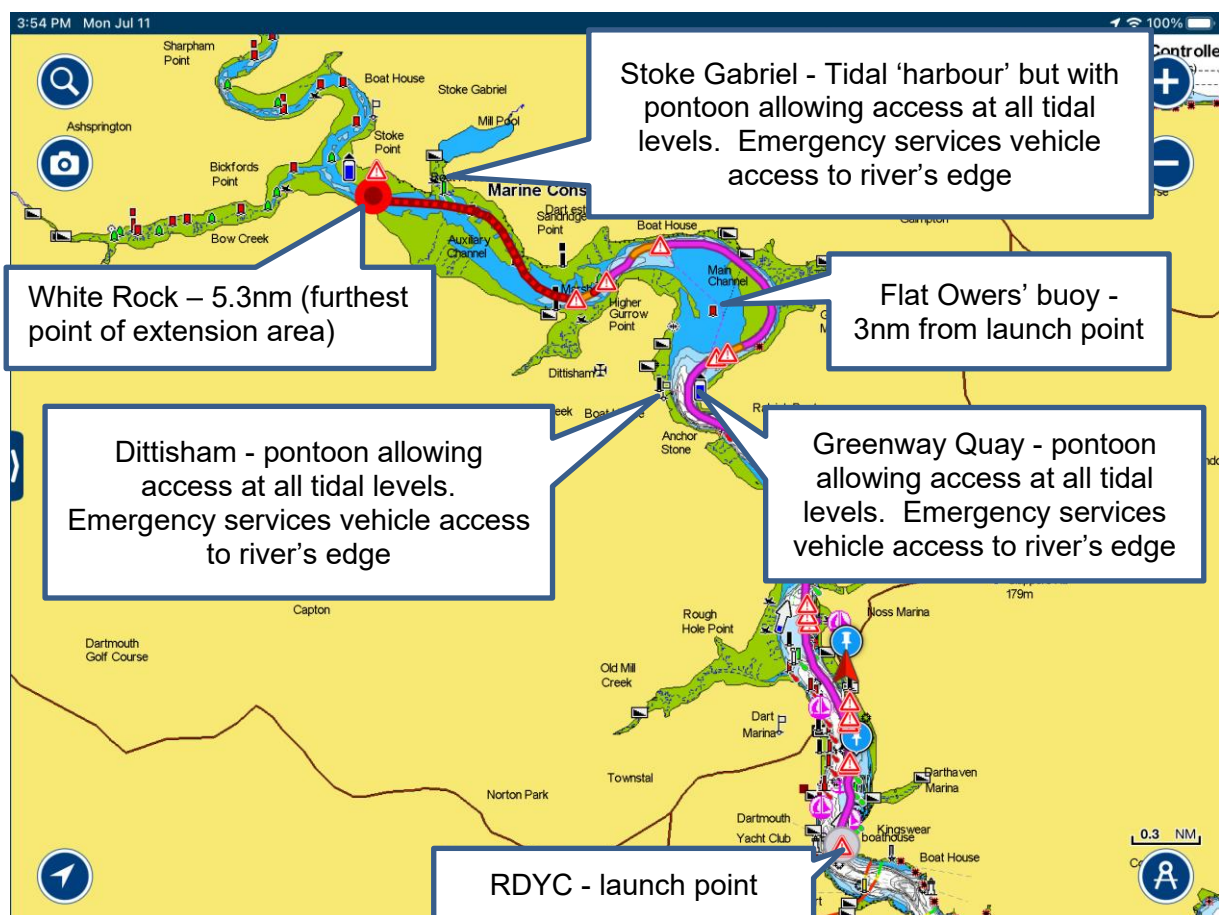
Given the distance from the support of the RTC’s base, the additional safety equipment/measures include:

² Original application for extension to operating area submitted 13 July 2022. Email from Recognition@rya.org.uk dated 15 Apr 24 approving permanent extension to operating area



- VHF to coast guard services available throughout the extended area although contact with RDYC Club House (launch point) not possible due to terrain.
- Mobile phones will be carried by safety crews.
- Emergency services and other support can be accessed from Stoke Gabriel (approx final point of extension area), Galmpton and Dittisham (mid-point of route). Extension area supported by Dart Harbour and Navigation Authority River staff and RNLI.
- Food, water and additional provisions will be carried by support boat.
- Additional support staff and vessels to carry picnic items etc allowing safety crews to concentrate of core safety aspects.

Training Area C''



d. Advanced Groups

Experienced sailors may use all areas, subject to weather conditions, at the discretion of the Senior Instructor on a given day. When going to seaward of the normal teaching area, i.e. beyond the castles, a minimum of one fully equipped Safety Boat (as per RYA Powerboat Checklist) with qualified helm must be exclusively assigned to such a group.

e. Powerboat Instruction

Powerboat instruction may take place in any area covered by Areas "A" and "B" depending upon weather conditions at the discretion of the Senior Powerboat Instructor.



f. Operating Hours

No training shall take place on the water during the hours of darkness.

6. Risk Assessment

a. Responsibility

The RTC has a responsibility to ensure *so far as is reasonably practicable*, the health and safety of students, helpers and of other persons who may be affected by our activities. The RTC will carry out suitable and sufficient risk assessments of the risks to health and safety of our on-the-water Training.

Classroom Training is covered by RDYC's procedures applicable to the premises.

b. Risk assessment of key areas and activities³

The following key areas and activities have been assessed for hazards and risk of injury:

Risk Assessment Number	Area and/or Activity - Owner
RTCRA-01	Bosun's Locker - Martin Andrew
RTCRA-02	Bridge, Steps, Main Pontoon, Topper and Tera Racks - Martin Andrew
RTCRA-03	Clubhouse and Terrace - Colin Bower
RTCRA-04	Dinghy Pontoon ("Moody Island") - Martin Andrew
RTCRA-05	Safety boats - Colin Bower
RTCRA-06	Sailing - Kit Noble
RTCRA-07	Slipway and Beach – Jacob Gilmore
<i>RTCRA-08</i>	<i>Keelboat sailing - Kit Noble</i>
RTCRA-09	Capsize drill - Jacob Gillmore
<i>RTCRA-10</i>	<i>Rowing Instruction - TBA</i>
<i>RTCRA-11</i>	<i>Racing - Ed Jones</i>
<i>RTCRA-12</i>	<i>Keelboat Sailing - Seascape/ Kit Noble</i>

Completed Risk Assessment Forms for each area and activity are attached in the Appendix. The main hazards and appropriate controls for each area are summarised below:

c. Bosun's Locker

The Bosun's Locker is a Club facility used for the storage of club members' outboard engines as well as the dinghy spars, foils and sails used for practical training events. The Locker is a relatively confined space and can appear very dark in contrast to a bright sunny day outside. The main hazards are from lifting spars, falling spars, sharp objects (members' engines,

³ *Keel Boat, Rowing and Racing training not offered by the RDYC RTC however text remains should it be re-instated in the future*



etc.), and tripping or falling over in the dark. For Junior Sailing, access to the Locker must be supervised by an adult and the number of Juniors allowed access must be restricted to a maximum of four at a time. The door should be propped open with the light on.

d. Bridge, Steps, Main Pontoon, Topper & Tera Racks

The Bridge and Steps give access from the Club terrace to the main pontoon. During a Junior Sailing training session, no participant should proceed onto the Bridge and beyond without a buoyancy aid or lifejacket. The steps and pontoon can be slippery if wet, especially at low water. The rings, which slide up the piles, can trap hands, and ropes, boats and mooring cleats can trip. Boats moored to the pontoon can trap limbs. Launching and recovering Toppers and Teras should be adult-supervised at Junior Sailing events and there should be at least two persons lifting per boat. If spars and foils have to be carried between the pontoon and the Bosun's Locker, they must be carried horizontally to avoid snagging on the overhead power cable between Club and pontoon. A safety boat must be attendance when the pontoon is being used by Juniors.

e. Club House, Terrace and occasional storage of hulls

Generally, a safe environment but trips and slips on stairs and in changing rooms are always a possibility. Launching and recovering Teras and Toppers during Junior Sailing should be adult-supervised and there should be at least two persons per boat, using the Tera launching trolleys if using the slipway. Juniors Sailors need to be particularly reminded of their responsibility for the state of the changing rooms, that the Club Galley is out of bounds, that the terrace wall must not be climbed on and that there should be no running.

f. Dinghy Pontoon ("Moody Island")

The dinghy pontoon is only accessible by boat, is timber decked, does not have guardrails, can be slippery when wet and tends to tilt if overloaded with people in the same place. Boats mooring alongside can ride up on to the pontoon presenting crush hazard to feet, limbs, etc. Joins between the pontoons present a trip hazard and need caution when crossing. Ringbolts, cleats and ropes present trip hazards and the timber in the decking and dinghy supports may produce splinters. A safety boat must be in attendance when the pontoon is being used (this is normally provided by the boat providing the transport). Buoyancy aids/lifejackets must be worn at all times by Junior Sailors. Lifting and moving of boats during Junior Sailing must be supervised and assisted by adults.

g. Safety Boats, Patrol Boats and Coach Boats

All powerboats present a particular hazard due to potential serious injury from propellers and loss of control by the driver. Buoyancy aids/lifejackets must be worn at all times. When students are in any powerboat, they must be briefed by the cox'n on the particular hazards and safety features applicable to that boat. They must be made aware that hands must be kept inside the vessel when coming alongside pontoons and other boats, especially in windy weather and choppy conditions. Students should never be allowed to dangle legs over the side of a powerboat underway. Fuelling of boats must not take place during an on-the-water sailing session.

RDYC powerboats shall only be driven by persons with a minimum RYA Powerboat 2 qualification and who have passed a familiarization test specific to that vessel. Where the boat is being used as a designated Safety Boat, the driver should hold an RYA Safety Boat Certificate unless the person is being instructed as part of an RYA Safety Boat training course.



In order to prepare for the experience/qualified crew member on a powerboat becoming incapacitated, all crew are to make themselves familiar with the on-water emergency procedures detailed in Annex H.

h. Sailing

There are many potential hazards associated with sailing, but the incidence of serious injury has statistically been kept low relative to other sports due to the application of prudent procedures developed over the years, e.g. use of buoyancy aids, well maintained sailing boats, qualified instructors, and the attendance of suitably equipped safety boats. Sailing in the river Dart can be particularly challenging; tidal currents in the sailing area are strong and patterns complicated. The wind often comes in strong gusts from various directions and can capsize boats with very little warning. In addition, at the beginning of the sailing season, the water temperature is considerably less than 15°C. Immersion without suitable clothing should therefore be avoided. As a guideline, if the risk of capsize is high and the water temperature is less than 15°C, all students should wear wetsuits. This is especially important for young children who carry little fat. In the event of immersion in water less than 15°C, if a wetsuit or drysuit is not being worn, regardless of age or experience, safety boats should seek to recover as promptly as possible, preferably within a few minutes but subject to not rushing and introducing other hazards.

In general, the sailing area is often busy with traffic coming in and out of the estuary, especially at weekends in the summer months. Students should be encouraged to always keep a good look out and to take early action to avoid risk of collision, irrespective of technical 'rights of way'. Students must especially understand the lack of manoeuvrability of the ferries. They need to know the state of the tide and the likely wind effects on the day.

The sailing area contains many moored vessels. To avoid the risk of collision, students should keep clear sufficiently to allow for a helming error or an unexpected gust. Sailing inside the line of trots is too tricky for beginners other than the openings to access 'Moody Island'.

i. Slipway and Beach

The foreshore is potentially dangerous at low water with slippery rocks, debris, broken glass, etc., and the public slipway is a slip hazard when wet. Lifejackets and suitable footwear must be worn at all times for Junior Sailors when launching and recovering boats. Lifting and moving of boats by Junior Sailors must be supervised and assisted by adults.

j. Capsize Drill

Capsize drills must take place under controlled conditions. A dedicated Safety Boat must be in attendance. For Junior Sailing, especially for the young beginners, this is best left until the water warms up. Neap tides or slack water are to be preferred. Keep well away from the main fairway.

k. Rowing Instruction

Not actually part of our RYA training programme but occasionally practised at Junior Sailing training events as an introduction to a general seamanship skill. Although rowing instruction is relatively free from hazards, the Safety Boats need to be made aware that it is taking place.

l. Racing

In addition to normal sailing risks, a dedicated Racing Safety Officer will oversee safety issues on the day of the race. The Harbour Master will be informed of racing events. The ratios given in 4(a) do not apply.



m. Keelboat Sailing – Seascope 18

The Seascope is a Category C Inshore rated keelboat, maximum crew of 4. A very stable, maneuverable and powerful sailing boat with a lifting keel and an outboard engine. The engine, which is stored in the cabin, must be deployed, started and stopped by an adult. No refueling on board, except in an emergency. Operation of the lifting keel can only be undertaken by an adult. A crib sheet, giving more detailed operating instructions, has been produced and is located by the cockpit hatch.

n. Rules for Junior Sailing Students

In addition to routine briefings on the various hazards associated with Junior Sailing, a leaflet entitled “**Junior Student Information**” is issued to all students on the first day of training. They will be reminded that any breach of these rules may result in removal from the course either for that day, or for more fundamental breaches, removal from the remaining days of training. Students will also have signed an application form stating that they agree to follow any instruction from Instructors, Safety Boat skippers or other persons supervising training.

o. Protective Clothing and Buoyancy Aids

Whilst an on-the-water training session is in progress, students, instructors and helpers must wear buoyancy aids whilst on the Bridge, Steps, Main and Dinghy Pontoons and when sailing. Students and Helpers must supply their own protective clothing and buoyancy aids (to at least BS EN 393: 50N). It is the responsibility of individual helpers to ensure that their buoyancy aid is maintained and in good working order. Instructors should check the suitability for purpose and the correct wearing of aids by students in their care. A “Student Information” leaflet recommending appropriate clothing and equipment is sent to all Junior Sailing students before the season starts.

p. Risk Assessment Review

The Principal will conduct an annual review of the risks associated with on-the-water training events. In addition to the annual review, reassessment should take place under the following circumstances:

- A change in legislation.
- A change in control measures.
- Any significant change in sailing instruction techniques, safety boat procedures, new equipment and technology, etc.
- Any other reason to suspect that the original assessment is no longer valid or could be improved.
- Should an accident or incident occur.

q. Retention and Disposal of Risk Assessments

Risk assessments should be kept as an annex to the OPM and should only be kept for as long as they are current to avoid confusion. However, copies of risk assessments relating to an injury should be kept with the accident investigation papers for 6 years from the date of the incident, after which they may be destroyed. Where the incident occurs to a child or young person, the papers must be kept for 6 years after the 18th birthday of that child or young person.



7. Organisation of Training Sessions

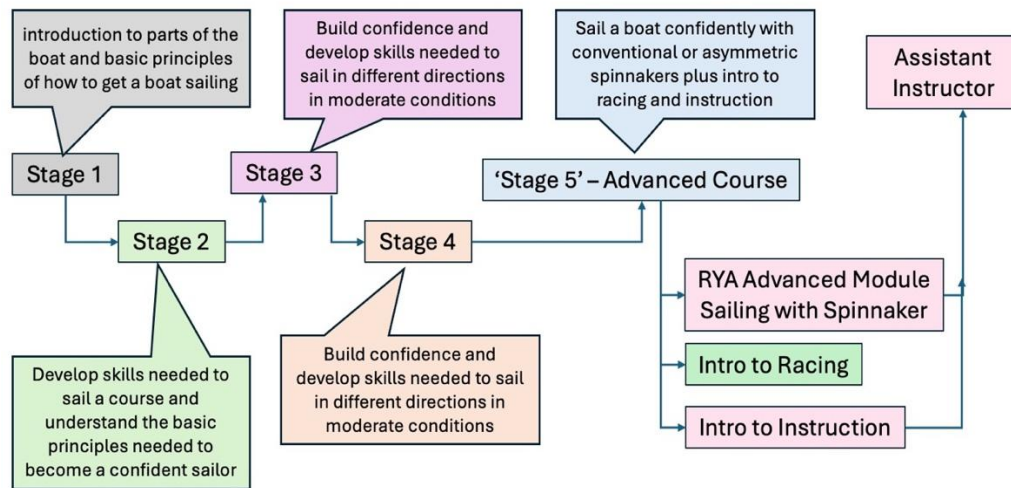
a. Powerboat Training

Powerboat training may take place at any time throughout the year as determined by the Senior Instructor (Power) or such qualified person engaged to carry out the training. Training must not proceed beyond the limits of Area “A”. The Principal should be informed of all training intentions, especially if Club resources are required.

b. Junior Sailing Dinghy Training – Saturday morning Sessions

The core activity of Junior Sailing is the Saturday morning training session. There are normally 12 sessions per season commencing end April. The programme (see below) is structured to progress the students through the RYA youth sailing scheme and pathway to Assistant Instructor for students with appropriate levels of skill and personal qualities.

RDYC RYA - RTC youth sailing scheme and pathway to Assistant Instructor



The normal routine for the day is as follows:

Time	Event	Staff/Resources
0930	Club open for student sign-in.	Administration
0945	Safety Boat drivers and Helpers briefing.	SO and SI
0945	Student briefing.	Instructors
1000 to 1200	On-the-water instruction.	All
1300	All students to be signed-off.	Administration

c. Junior Sailing Student Registration

All students are required to sign the Attendance Register at the beginning of each training session and to sign off again at the end of each training session. Parents and Guardians are reminded that the Club will have no responsibility for students outside normal hours. Junior Sailing staff are normally in attendance from 09.30 to 12.30/13.00. Supervision outside normal times must be by prior arrangement with the management of Junior Sailing.



d. Decision to Sail

For any training session, the decision to sail rests with the Senior Instructor present. They will decide if training on the water will take place and any decision they make will stand. To support and record their assessment, the daily sailing briefing whiteboard is to be used and completed. The Senior Instructors assessment will include but not be limited by: instructional staff and student experience; wind speed; water temperature; waves/swell; tidal stream; visibility: density of river traffic and any predicted large ship movements.

e. Junior Sailing Briefings

At the start of each training session, the Senior Instructor will provide instructors and helpers with relevant weather, tide or other important information for the day. Sailing areas for the different stages will be listed. The Safety Officer will brief the Safety and Patrol Boat crews. Instructors will brief all students on tides and winds for the day and any special hazards to be aware of. Instructors will make their own assessment of when and for whom reefing would be appropriate.

f. End of Junior Sailing Session Routine

i) Student responsibility

The return and stowage of boats and equipment are an important part of a training session and forms one of the tasks students must complete as part of their instruction. Students are responsible for helping with the return of boats and gear to the place from which they were taken at the start of the session. Instructors should supervise this, being mindful of the specific hazards outlined in the appropriate risk assessments.

ii) Overall responsibility

The Senior Instructor and the management of Junior Sailing on Saturday mornings, assisted by all instructors and helpers, are to ensure the Club, equipment and facilities are left in a neat and tidy state. The following is a useful checklist:

Equipment/ Area	Task
Club dinghies	Toppers returned to the Topper Rack, Fevas & Quests to the dinghy pontoon, and Teras to the Tera Rack. All to be securely lashed.
Bravo	Tied up correctly, Battery Off, Stern Gland Greased, Key Returned, Log completed.
Tango	Tied up correctly, Key and Kill Cord Returned. Log completed
Zulu	Tied up correctly, Key and Kill Cord Returned. Log completed
Rowing dinghies	Tied up correctly, Baled Out, Oars Returned
VHF radios	Returned to sailing office, and placed in charging stands
Bosun's Locker	Spars/Foils returned to Bosuns Locker, door shut.
Sailing Office	Locked with Alarm Set
Signing in area	Clean and tidy



Galley	Clean and tidy – cups and mugs washed.
Changing Rooms	Clean and tidy
Lost property	Bagged and left in the Lost Property Locker

g. Maintenance and Defect Reporting

Any damage to boats and equipment, including missing parts, torn sails, etc., must be reported to the management before the end of the session and recorded in the Maintenance and Defect Book in the Sailing Office. Similarly, any damage to Club property must be recorded.

The Maintenance and Defect Book is to remain in the Sailing Office and accessible at all times.

h. Pre-Season Taster Session for Junior Sailing

Prior to the first session of the season, a Taster Session may be held for new applicants. This does not strictly form part of an RYA training course but will nonetheless conform to these Operating Procedures.

i. Recreational Sailing

Outside of the formal sailing instruction/tuition programme, the RDYC provides the opportunity for recreational sailing experiences. The Pre-Season Taster Session for Junior Sailing and Point Series are examples of recreational dinghy sailing which does not include any tuition. As not part of a formal tuition programme there is no requirement for a Senior Dinghy instructor to be present. However, the principles of supervision and safety requirements previously outlined in this Operating Procedures Manual apply i.e.

i) Minimum Supervision Requirements

For any recreational sailing opportunity, the session is to be supervised by a qualified Dinghy instructor. The decision to sail rests with that individual who will decide if the conditions are suitable and appropriate for the event considering a range of factors including but not limited to: wind speed, water temperature, waves/swell, tidal stream, visibility and density of river traffic.

ii) Participant Minimum Experience Level

To participate in recreational sailing, the participant needs appropriate level of skill and experience to sail. The minimum experience/qualification level is Dinghy Sailing Level 2. It must be stressed to the participants and their parents and guardians that no instruction is provided during the session and participants are expected to be self-sufficient in rigging/sailing the dinghy.

iii) Recreational Sailing Registration

All participants are required to sign the Attendance Register at the beginning of each training session and to sign off again at the end of each training session.

iv) Safety Boat Provision

There is to be a nominated Safety Officer for each recreational sailing session with a safety boat operated by a RYA safety boat qualified individual. These tasks can be performed by the same person. To support recreational sailing, one safety boat (manned by 2 people) is required for a maximum of 12 dinghies. However, if there



are more than 6 dinghies, a patrol boat should be present to support the Safety Boat/Officer.

8. Safety

a. Communications

VHF radio communication is very important for effective control of any training session. The minimum VHF radio requirement for any Junior Sailing session is:

CONTROL – A Senior Instructor in overall control of the session.

PONTOON – main link with the Administrator.

[C/S (boat name)] – Safety boat

SHOREBASE – **Administrator**/registration volunteer on shore (i.e. adult volunteer)

VHF radios are kept in the Sailing Office. Administrator/Registration Volunteer should be briefed on the use of VHF is not familiar (see instruction sheet in Sailing Officer or ask one of the instructors). Channel used is P4 or M2. Any VHF calls to the registration volunteer will have the call sign **SHOREBASE**. In addition to VHF communication, the **Administrator** should have access to a mobile phone.

b. Radio Check and Radio Procedure

At the start of a session, CONTROL will initiate a radio check with all stations to which all should respond.

c. Safety Boats

A Safety Boat is driven by an RYA certified Safety Boat Driver and equipped to the RYA standard (see RYA Training Checklists Appendix 13). Their primary job is rescue and they should not be diverted away from their allocated group/duty unless directed by the Safety Officer.

i) Control of Safety Boats

All Safety boats will be under the direction of the Safety Officer (designated CONTROL) who will normally be in Bravo and who will allocate patrol areas and/or specific tasks to each boat.

ii) Qualifications

Persons in charge of the Safety Boats should hold a Safety Boat qualification and also be on the Cub's authorised list if using one of its power boats

iii) Manning

All boats will have a minimum of two crew (driver and/or instructor included) and a maximum of three crew (four for Bravo) to avoid the risk of overloading when students are taken on board. At least one member of the crew should be prepared to go into the water and therefore should not be wearing an auto-inflate lifejacket.

iv) Equipment

Safety boats will be equipped to RYA standards and at least one member of the crew will be certified in First Aid and VHF. All VHF sets must be used under the supervision of someone with a VHF certificate.

**v) Kill Cords**

Those driving Safety or Patrol or Coach Boats equipped with a kill cord shall attach it to their person at all times. The kill cord should be attached around the leg or secured to the personal buoyancy of the helmsman. In either case it should not foul the steering or gear controls. The length of a single kill cord should not be extended: its purpose is to prevent the helmsman moving away from the normal operating position either intentionally or by accident.

vi) Fuelling

Fuelling operations should be completed before Junior Sailing sessions.

vii) Period of duty

Safety Boats will be in attendance before any Junior Sailing students are allowed on the pontoons and will remain on station until all sailing instruction afloat has finished and all students have returned to shore. This will normally be between the hours of 09.45am and 12.30pm. During this time, Safety Boat crews should try to avoid any activity (such as acting as a taxi), which would prevent them from being effectively on safety duty.

viii) Maintenance

Regular maintenance checks of all boats belonging to the Club will take place and any faults, repairs needed etc should be entered in the Maintenance and Defects Book. All boats will be inspected for seaworthiness/safety before each session.

ix) General Safety Advice

When a capsized boat is attended, assistance will only be given if requested by the dinghy crew or, if in the opinion of the Safety Boat crew, it is necessary. In the latter case, the Safety Boat crew have overriding authority (see also Sailing Risk Assessment). If rescue is to be made, the priority is always **PEOPLE FIRST**, Boats and Equipment second. When rescuing people from the water, the final approach should be made bow first with the engine in neutral and when recovering persons from the water, the engine should be stopped.

d. Patrol Boats and Coach Boats

These powerboats are used in general support for Junior Sailing, often carrying Instructors who are supervising groups of students sailing in dinghies without an Instructor. They are in addition to the designated Safety Boats and are not counted towards the RYA defined ratios.

e. Safety Cover for a Sailing Session

Safety cover for a Junior Sailing session can be considered in three phases:

- Pre-session pontoon cover
- Session Cover
- Post-session pontoon cover

i) Pre- and Post-Session Pontoon Duty

At least one fully equipped safety boat should be in attendance in the vicinity of the pontoon to cover activities prior to a session start, and at the end of a session.

ii) Session Cover

The number of Safety Boats required on the water during a training session will be governed by the number of dinghies/keelboats being used. The RYA stipulated minimum requirement is:



For dinghy sailing during tuition (single handed or crewed):

- Up to 6 dinghies – 1 safety boat
- 6 to 15 dinghies – 2 safety boats
- More than 15 dinghies – 3 safety boats

It is recognised that the Seascope keelboats or two or more keelboats of any type do not require a dedicated safety boat **IF** operating under the RYA buddy scheme (details and requirements as per RYA guidelines booklet). However, due to the challenging and at times congested nature of operating areas used by the RDYC RYA RTC, keelboats do not operate within the buddy system at any time. RDYC RYA RTC keelboats will comply with the safety boat and instructor ratios set for all dinghies.

f. Compliance with Harbour Regulations

All boats should be driven with due regard to the Dart Harbour and Navigation (DHNA) Byelaws 1998. In particular, the 6-knot speed limit should not be exceeded in Sailing Area “B” out to the yellow harbor limit buoys in the Range.

Note: Safety Boats are allowed to break the speed limit when acting as a rescue boat attending an incident (DHNA Byelaws Part II, 6 (ii) & (iii) refer).



9. Dealing with Accidents and Emergency

a. Introduction

The successful management of any emergency during a sailing session is highly dependent on radio communication. The main sail training area has a number of restrictions: it covers a large area, some of it is hidden from view, and moorings and traffic can block or confuse the picture. For these reasons, and because many Junior Sailing helpers are not familiar with marine terminology, emergencies are best managed using plain English on VHF radio.

In any incident, there are certain key persons involved in dealing with the incident, besides the casualty: the first person on the scene; the Safety Officer (Control); the remaining safety boats; and the nominated Shore Administrator for the activity taking place who is the key contact with the emergency services. The Emergency Procedures Table (page 17) summarizes the actions to be taken by those key persons.

b. Meanings and Definitions

- **Minor incident** – any incident that can be dealt with by the existing safety cover without affecting the rest of the session. For example, single boat capsize, minor cuts and bruises, feeling cold, etc., and minor equipment failure of boats and rigging.
- **Minor incident with the potential to become a major incident** – In isolation, most minor incidents can be dealt with by First Aid action and may not impact upon the safe cover of the whole session. However, multiple minor incidents or a minor incident that requires more than the immediate safety cover may stretch the resources to such an extent that it turns into a major incident.
- **“RESTRICTED SAILING”**. A minor incident has occurred that has the potential to become major and therefore may involve significant safety resources. All radio stations must keep radio silence if not directly involved in the incident. All high-risk activities should cease, and stations should listen for further instructions.
- **First On Scene** – is exactly that – the first person on the scene and who is likely to initiate RESTRICTED SAILING; it can be anyone in the Organisation. If the incident initiator does not have a radio, he/she should attract the attention of the nearest boat/person with a radio.
- **High Risk Activity** – capsize drill, race starting, gybe practice, figure-of-eight sailing, skylarking etc.
- **“ABANDON SAILING”**. A major incident has occurred, or a minor incident has escalated into a major incident. Dealing with the incident will require more than immediate safety cover. All sail training must cease immediately; safety boats must secure all dinghies in the quickest, safest possible way and stand by to assist with the emergency as directed by Control. Safety boats may choose to raft-up dinghies to a boat, mooring or anchor, or beach as appropriate to await further instructions. Junior Sailing students must never be left in dinghies unattended.
- **Major incident** – A major incident is an incident involving students, helpers or members of the public, on the water, pontoon or ashore that may be life threatening and may require the assistance of sufficient resources including the Emergency Services so as to jeopardize the overall safe control of the session. (“Members of the public” are included



because an incident, unrelated but in the vicinity of the operating area, may affect a session – we are obliged to help in any emergency on the water, if required.)

- **“RESUME NORMAL SAILING”**. All activities can proceed as normal. It is used to cancel RESTRICTED SAILING. Only CONTROL, the RYA Principal, the Shore Administrator or the Senior Instructor should cancel RESTRICTED SAILING.

Table 1 - Emergency Procedure

Usual state is NORMAL SAILING				
If there is a Minor incident, it will normally be dealt with by the person first on the scene and the nearest, designated Safety Boat.				
If one of the above, or Control, or the RYA Principal, believe the incident has the potential to escalate, they will radio all parties to go to 'RESTRICTED SAILING'				
Actions if sailing is RESTRICTED				
FIRST ON SCENE	CONTROL	SAFETY BOATS	ADMINISTRATOR	
1 st Aid Action	Acknowledge	Keep radio silence. Cease high risk activity.	Start incident log	
Contain incident assisted by Control	Take control of incident if required	Wait for instructions from Control.	Wait for instructions from Control.	
Inform Control when incident is contained.	Acknowledge. Radio all parties that 'NORMAL SAILING RESUMED'	Acknowledge NORMAL SAILING and continue with training.	Stop incident log.	
If a minor incident escalates, OR, there is a MAJOR incident, Control will radio all parties to ABANDON SAILING				
Actions if Sailing is ABANDONED				
FIRST ON SCENE	CONTROL	SAFETY BOATS	ADMINISTRATOR	
First Aid Action.	Acknowledge	Stop all training. Keep radio silence. Raft up or direct dinghies to safest point ashore. Wait for further instructions from Control.	Start incident log if not already running.	
Contain incident and hand over to Control	Allocate resources as required		Keep Radio silence and wait for further instructions.	Call Emergency Services if requested to do so. Give additional instructions from Emergency Services to Control.
	Keep Shore Safety informed			
	Call for Emergency Services, if required			
	When situation is fully under control, co-ordinate all groups to return to the Club. END SESSION		Stop incident log. Continue follow-up procedures for Dealing with a Major Incident as set out in the JS Operating Procedures Manual.	

**c. Recommended Radio Procedure**

Example of TANGO initiating a “RESTRICTED SAILING”:

*RDYC TRAINING FLEET, ALL STATIONS, THIS IS TANGO
RESTRICTED SAILING, OVER*

CONTROL responds with:

TANGO, THIS IS CONTROL, ROGER, OVER

All stations must cease all high-risk activity and stand by for further instructions from CONTROL.

In this example, TANGO and CONTROL deal with the incident without involving any other resources.

CONTROL cancels RESTRICTED SAILING with:

*RDYC TRAINING FLEET, ALL STATIONS, THIS IS CONTROL, RESUME
NORMAL SAILING, OVER*

CONTROL should add a brief reason for the RESTRICTED SAILING.

All stations should acknowledge and continue with training.

d. Dealing with a Major Incident – Action by Shore Administrator/Senior Instructor

On receipt of a RESTRICTED SAILING or ABANDON SAILING, the Shore Administrator should take the following action:

- Start Accident and Incident Log - All details and communications should be logged, with times to the nearest ½ minute with as much detail as possible.
- Should an ambulance be required, CONTROL will give instruction to the Shore Administrator to call the emergency services either to Kingswear or to Dartmouth. The Shore Administrator will call back to the CONTROL as soon as arrangements have been made with further instructions.
- All serious casualties to go to Torbay General Hospital (Tel: 01803-654003). Minor injuries only will only be taken to Totnes Community Hospital (Tel: 01803 862622)

It should always be remembered that by using open VHF channels, our traffic may be monitored by people not involved in our organisation, and that any major incident is likely to attract the interest of the press. Although we do not wish to withhold news of a major incident from the press, the release of information must be controlled.



The following is a guideline mainly for the benefit of the Junior Sailing Shore Administrator and Senior Instructor in the event of a very serious accident after the casualty has been attended to by the emergency services:

- Inform the Commodore RDYC, or in his absence a Senior Flag Officer.
- Inform the RYA Principal.
- Get a statement from competent witnesses.
- Remove instructor(s) and key witnesses to a room away from the press.
- Produce a written statement to give to the press.
- Don't hold a press conference.
- Decide who will speak to the press.
- Don't allow well meaning but ill-informed staff to make public comments.
- Try to keep a record of whom you have spoken to, who has contacted you etc.
- Inform RYA Training (023 8060 4180) who can assist with compiling your statement to the press.
- If the rescue services have been involved the press will have probably obtained some information from them.
- If there has been a fatality, the police will contact the next of kin. Do not publicise the name of the casualty until you know this has been done, even if the press appear to know who it is.
- Keep any relevant equipment e.g. Lifejackets, broken rigging, damaged boats etc
- If required send a report to the Marine Accident Investigation Branch (MAIB).
- All inquiries about an incident, from the media or any other persons, must be referred to the RDYC Office. The RDYC Action Plan (held in the RDYC Office and also as Appendix F at the end of this document) must be followed at all times.

It is important that:

- We keep an accurate Incident Log.
- Our paperwork is up to date e.g., we have a contact number for the next of kin.
- Our boats and instructors comply with the OPM and the RYA conditions of recognition.

e. Minor Accidents and Incidents Ashore

Should a minor injury be sustained whilst on shore or on the main pontoon, the Shore Administrator should be informed immediately, and the casualty taken to the Club House assuming if it is appropriate to move them. A qualified First Aider should be called and the casualty put in their charge. CONTROL must be kept informed about any incident that may impact on the safe control of the session. An accident on the dinghy pontoon is considered to be an accident afloat. All accidents must be recorded in the Accidents Book.

f. Collisions and Near-Miss Reporting

Dangerous collisions of substance sustained by a boat being used for a training session must be reported to the Senior Instructor and recorded in the Accidents and Incidents Book.

A **collision** is considered to have occurred if a boat, being used for a training session, impacts seriously and dangerously with another boat, pontoon, mooring, seabed, seawall, or any other object whether afloat or otherwise. Clearly routine touching and bumping between our own fleet of plastic dinghies in the normal course of movement and close quarter assembly where there is no damage does NOT constitute a collision.

A **near miss** is an incident that had the potential to cause a dangerous collision.



10. Course Feedback, Washup and Review

At the end of the Junior Sailing Season, both students and helpers are invited to complete feedback forms. Completed forms are collated and any issues raised are discussed at the Helpers' Wash-up meeting at the end of the season, normally in late October.



ANNEX A dated 1 Mar 24

Safeguarding Policy for RDYC RYA RTC

This policy refers to a child as anyone under the age of 18 as defined by [the Children Act 1989](#) and an Adult at Risk as anyone aged 18 or over, who is in need of care or support, and who, because of those needs, is unable to always safeguard themselves as defined by [the Care Act 2014](#).

The RTC is committed to safeguarding all children, young people and adults at risk taking part in its activities from abuse and harm and ensuring their wellbeing. The RTC recognises that the safety, welfare and needs of children, young people and adults at risk are paramount and that any person, irrespective of their age, disability, race, religion or belief, marital status, sex, gender identity, sexual orientation or social status, has a right to protection from discrimination, victimisation and abuse.

The RTC takes all reasonable steps to ensure that, through safe recruitment, appropriate operating procedures, and training, it offers a safe and fun environment to everyone taking part in RTC training events and activities. The RTC recognises that it has a legal duty of care to safeguard children, young people and adults at risk.

The RTC is committed to minimising risk to deliver a safe, positive and fun boating experience for everyone by creating a welcoming environment, both on and off the water, where everyone can have fun and develop their skills and confidence. The RTC will treat everyone with respect, celebrate their achievements, listen to their views and experiences and provide opportunities for everyone to fulfil their potential and be their authentic selves.

The RTC will:

- Ensure that all individuals who work or volunteer with children, young people and adults at risk provide a positive, safe and enjoyable experience;
- Require the RDYC to provide a RYA registered, Club Welfare Officer with the necessary skills and training who will take the lead in dealing with all safeguarding concerns with support from the RYA Safeguarding Team;
- Ensure that the Club Welfare Officer name and contact details are known to all employees, volunteers, members and participants;
- Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected abuse, referring to the RYA and external agencies as necessary;
- Ensure that all information regarding safeguarding referrals is stored securely and confidentially;
- Ensure that all those who work or volunteer with at risk groups have been recruited using safe recruitment practices and includes the appropriate criminal records disclosure checks
- Report any concerns raised involving RYA staff, volunteers and credential holders to the RYA Safeguarding Team
- Regularly review its safeguarding procedures and practices in the light of experience, to take account of legislative, social or technological changes or where there is a change of management as required.
- Cooperate where necessary with multi-agency investigations and enquiries relating to serious case reviews involving children, young people and adults at risk, if there is an association with the sport and or recreation.



Safeguarding Guidance

For the purposes of clarity and to eliminate any ambiguities, the following section details types of specific abuse that children and young people could be subject to. Consequently all members of the RTC should be alert to:

Neglect: Neglect is not meeting a child's basic physical or psychological needs. It can have a long-lasting impact on a child's health or development. In sport, examples of neglect could include a coach or supervisor repeatedly:

- failing to ensure children are safe;
- exposing children to undue cold, heat or extreme weather conditions without ensuring adequate clothing or hydration;
- exposing children to unnecessary risk of injury by ignoring safe practice guidelines;
- failing to ensure the use of safety equipment; and
- requiring young people to participate when injured or unwell

Physical Abuse: When someone deliberately hurts a child causing physical harm it is called physical abuse. It may involve hitting, kicking, shaking, pushing, poisoning, burning, biting, scalding, drowning or any other method of causing non-accidental harm.

In sport, physical abuse may occur:

- if the nature and intensity of training or competition exceeds the capacity of the child's immature growing body
- where coaches encourage the use of drugs or harmful substances to enhance performance or delay puberty
- if athletes are required to participate when injured
- if the sanctions used by coaches involve inflicting pain

Sexual Abuse:

- Sexual abuse is when a child is forced or persuaded to take part in sexual activities. This may involve physical contact or non-contact activities and can happen online or offline. Children and young people may not always understand that they are being sexually abused.
- In sport, coaching techniques which involve physical contact with children can create situations where sexual abuse can be disguised. An abusive situation can also develop if a person in a position of authority, such as a coach, was to misuse their power.
- Contacts made within sport and pursued through other routes, such as social media, have been used to groom children for abuse. Sexual abusers can also groom protective adults and organisations to create opportunities for abuse to take place.
- Child sexual exploitation (CSE) is a type of sexual abuse. When a child or young person is exploited, they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they're in a loving and consensual relationship. This is called grooming. They may trust their abuser and not understand that they're being abused.

Emotional Abuse:

Emotional abuse is the emotional maltreatment of a child, which has a severe and persistent negative effect on the child's emotional development. In sport, emotional abuse may occur if:

- children are subjected to repeated criticism, sarcasm, name-calling or racism;
- a child is ignored or excluded;



- children feel pressure to perform to unrealistically high expectations;
- children are made to feel like their value or worth is dependent on their sporting success

Bullying:

- Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable. It can involve people of any age and can happen anywhere, including at home, school, sports clubs or online.
- Bullying encompasses a range of behaviours which are often combined. It might include physical, verbal or emotional abuse, or online cyberbullying.
- In sport, bullying can occur based on a young person's sporting ability, body size or shape. It might include name-calling, offensive hand gestures, physical assault or exclusion from team activities.

Note: This policy will be reviewed by the RTC Principle at least every three years, or sooner if there are relevant changes to legislation or management.



Revised – Apr 24

Annex B – Key Personnel Responsibilities

The Principal

The Principal is in overall charge of all RYA approved training activities at RDYC and is responsible to the RYA for ensuring that all groups afloat are led by appropriately qualified staff. Activities afloat are delegated to a Senior Instructor (SI) who in turn determines the teaching programme.

The Senior Instructor

For any training session, the decision to sail rests with the SI (see ops manual section 7d). The SI has a responsibility to ensure that all instructors work to approved schemes and that the basic method of delivery:

- is clearly understood by all instructors;
- is delivered accurately; and
- conforms to the technical definitions described in all specific RYA teaching manuals/logbooks and handbooks.

The Dinghy Instructor

A qualified Instructor may add to the SI's teachings simple adaptations to suit a particular boat/board/rig or student; creative ideas that add interest and excitement, and/or delivery of technical information in an interesting and memorable way.

The Assistant Instructor

An Assistant Instructor is to work under the overall supervision of an SI and can be counted in the tuition ratios as an Instructor.

Safety Officer

The Safety Officer is in overall charge of safety both ashore and afloat. They are to brief all safety boat crews prior to a session, ensure all safety boat crews are suitably qualified and boats are suitably equipped and CONTROL of all incidents afloat.

Shore Administrator

The Shore Administrator is responsible for day-to-day administration issues ashore and most importantly the main link between incidents and the Emergency Services.

Welfare Officer

The Welfare Officer is responsible for maintaining up to date Safeguarding policy and procedures compatible with the RYA. They are to:

- ensuring that relevant staff and/or volunteers are aware of and follow the procedures;
- advise the management committee on Safe Guarding issues;
- maintaining contact details for local Social Services and Police.
- be the first point of contact for any concerns or allegations, from children or adults, ensuring that confidentiality is maintained in all cases.
- decide on the appropriate action to be taken, in line with the organisation's procedures and in conjunction with the person in charge (Commodore, Principal etc).
- Keep the RYA informed as necessary (see attached RYA flowcharts).



Revised: 1 Apr 25

Annex C – RISK ASSESSMENTS

C.1 Record of Risk Assessments

Number	Activity/Area	Last Assessed
RTCRA-01	Bosun's Locker	1 Apr 2025
RTCRA-02	Bridge, Steps, Main Pontoon and Topper Rack	1 Apr 2025
RTCRA-03	Club House and Terrace	1 Apr 2025
RTCRA-04	Dinghy Pontoon	1 Apr 2025
RTCRA-05	Safety Boats	1 Apr 2025
RTCRA-06	Sailing	1 Apr 2025
RTCRA-07	Slipway and Beach	1 Apr 2025
<i>RTCRA-08</i>	<i>Keelboat Sailing¹</i>	<i>20 Apr 2024</i>
RTCRA-09	Capsize Drill	1 Apr 2025
<i>RTCRA-10</i>	<i>Rowing Instruction</i>	<i>20 Apr 2024</i>
<i>RTCRA-11</i>	<i>Racing</i>	<i>20 Apr 2024</i>
<i>RTCRA-12</i>	<i>Keelboat Sailing - Seascapes</i>	<i>20 Apr 2024</i>
RTCRA-13	Spare	
RCRA-14	Spare	

C.2 GENERAL RISK ASSESSMENT GUIDELINES

The following has been produced as a guideline for risk assessment within the RDYC RYA RTC Organisation. It is based on Institute of Occupational Safety and Health (IOSH) guidelines together with advice from the Royal Yachting Association (RYA). It should be read prior to the annual Risk Assessment and any interim assessments. In the following, "Student" refers to persons undergoing an RYA training course, and "Helper" refers to any volunteer registered to assist for that particular training event.

Introduction

Each day, every one of us will assess risks: it may be judgment on when to step into a small dinghy or to sail in windy conditions or the best way to cut a piece of rope without cutting our hands. It is common sense and human nature to weigh up the best means of achieving a task before starting it. A risk assessment is simply an extension of this process, laying it out in easy to follow (and remember) steps. It is nothing more than a careful examination of what could cause harm to both students and helpers, so that you can weigh up whether you have taken appropriate precaution for the potential harm or should do more to try to reduce the risk of harm.

¹ Keel Boat, Rowing and Racing training not offered by the RDYC RTC however text remains should it be re-instated in the future



Legislation

Like any organization, the RDYC RYA RTC has a responsibility under Section 2 of the Health & Safety at Work Act 1974 (HASWA) to ensure, *so far as is reasonably practicable*, the health and safety of students, helpers and of other persons who may be affected by our activities. Regulation 3 of the Management Regulations further imposes that we shall carry out a suitable and sufficient risk assessment of the risks to health and safety of all involved in Training, most particularly Junior Sailing.

Definitions

- Hazard – Something with the potential to cause harm or injury.
- Risk – The likelihood of harm or injury arising from a hazard and its severity.
- Competency – It is the Principal's responsibility to ensure that those carrying out assessments are competent to do so. The assessor should have an understanding of the workplace, an ability to make sound judgments and knowledge of the best practicable means to reduce those risks identified. Competency does not require a particular level of qualification, but may be defined as a combination of knowledge, skills, experience and personal qualities, including the ability to recognise the extent and limitation of one's own competence.
- Reasonably practicable – The phrase "so far as is reasonably practicable" qualifies almost all the general duties of the HASWA. Its use allows the Principal to balance the practicality of taking action (time, resource, affordability and achievability), against the risk being considered. For example, an activity which was judged to have a high risk of injury or death would warrant extensive measures to mitigate either the hazard itself or the risk of it occurring. On the other hand, an activity with virtually harmless hazard and of low probability would not be the best place to concentrate efforts. Recognising that the law of diminishing returns applies, the objective is to use the risk assessment methodology to gain the optimum safety benefit from the effort and resources practically available.

Risk Assessment Process - A General Approach

The risk assessment process has been set out in 5 steps to cover the above scope:

1. Identify Hazards;
2. Identify all personnel at risk;
3. Assess the risks and decide whether existing precautions are adequate or further controls are required;
4. Record findings; and
5. Review the assessment.

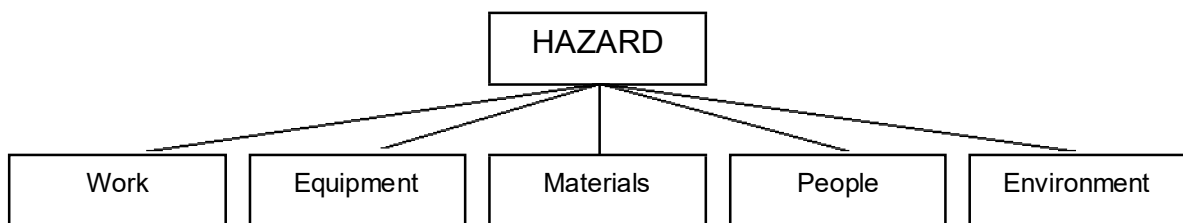
**Step 1: Identify Hazards**

In health and safety terms, a hazard is something with the *potential* to cause harm. For example, a petrol can is a hazard even if it is properly sealed and stored. If it were pierced by a sharp object and spilt on the floor next to an unprotected electrical spark source it could burst into flames. To determine whether something is hazardous it is always important to carry the "What if? or What could go wrong?" questions at the back of your mind.

Step 2: Identify All Personnel At Risk

As well as people undertaking the task, think about others in the vicinity who may be affected by the process.

In summary, steps 1 and 2 are concerned with gathering information:

**Step 3: Assess The Risks And Set Priorities For Reducing Significant Risks**

The risk assessment is therefore an attempt to methodically and objectively prioritise remedial measures. Research shows that perception of risk can be highly subjective, with varying knowledge and experience, attitude to danger and personality. Risk Assessment tools are an attempt to be more rational. Often, though, it will be obvious to the competent person that some risks require attention before others. Try to consider the existing control measures, including safety methods such as training, supervision and written work instructions as well as physical safety precautions. A "Risk Rating" has been devised to try to quantify risk in a more objective manner using the simple formula laid out below:

Likelihood of injury (with existing controls in place)		
Likelihood	Criteria	Rating Value
Most Unlikely	Probability of occurrence close to zero	1
Unlikely	Occurrence conceivable but improbable	2
Likely	A fair possibility	3
Most Likely	Highly probable	4



Severity of Hazard (with existing controls in place)		
Trivial	Injuries requiring no more than local First Aid.	1
Slight	Injuries that may require treatment by a medical professional.	2
Serious	Injuries requiring hospital treatment.	3
Major	Injuries potentially involving major trauma or death.	4

“ Risk Rating” (“ Likelihood of injury” multiplied by the “ Severity”)	
Risk Rating	Action required
1 or 2	Minimal risk, controls adequate.
3 or 4	Low risk, review, take action if practicable
6 or 8	Moderate risk, seek action to reduce risk.
9, 12 or 16	High risk, urgent action required. Beyond 9, consider halting the activity/process

Hierarchy of Control Measures

If the Risk Rating result has a score over 4, the existing control measures will need to be improved. The most effective control measures usually seek to address risk at source. Hence there is a hierarchy of control measures as listed below:

ELIMINATE – Discontinue the hazardous activity altogether.

REDUCE – Reduce / Substitute the activity for a less hazardous one.

ISOLATE – Reduce exposure to hazard by distance or shield the hazard.

CONTROLS – Introduction of protective procedures.

PERSONAL PROTECTIVE EQUIPMENT (PPE) – Provide personal protective equipment.

DISCIPLINE – Provide adequate information, training, supervision and instruction.

PPE such as clothing, buoyancy etc. only protects the person wearing it and must be maintained in full working order and is usually fitted to just one person. PPE can also introduce the risk that if it fails, the person wearing it may not be aware that it is defective.

Remember that any control measure should not itself introduce additional risks.



Step 4: Record The Risk Assessment

All risk assessments should be recorded using the RDYC RYA RTC Risk Assessment Form. The form may be reproduced electronically, however, hard copies are always to be available as an Annex.

Step 5: Monitor And Review

An initial review should take place shortly after implementation, in order to check the effectiveness of control measures. Thereafter, a review should take place annually. Factors that may require an automatic reassessment include:

- A change in legislation.
- A change in control measures.
- Any significant change in the work carried out.
- When there has been a significant change in the task, procedure or technology.
- Any other reason to suspect that the original assessment is no longer valid or could be improved.
- Should an accident or incident occur.

Retention And Disposal Of Risk Assessments

Risk assessments should be kept as an annex to the Operating Procedures and need only be held for as long as they are current. However, risk assessments relating to an injury should be kept with accident investigation papers for 5 years from the date of the incident, after which they may be destroyed.



Revised: 1 Apr 22

ANNEX D – Equipment for Safety Boats

- Isolation switch, or Kill cord & a spare for outboards
 - Anchor with chain or warp
 - Paddles or Oars
 - Bucket or Bailer
 - Bridle capable of attaching to strong points
 - Towline/ throwline
 - Basic Toolkit (screwdriver, pliers, sharp knife)
 - Survival Bag or TPA
 - First Aid Kit
 - Distress flares
 - VHF Radio
 - Radio Emergency procedure card
 - Laminated chart of sailing area and tide tables
 - Fire extinguisher
 - Fog sound signal
 - Radar reflector on RIBs with A-frame
 - Fixed or handheld compass for PB2 courses
 - Fixed or handheld chartplotter or GPS for PB2 courses
-

ROYAL DART YACHT CLUB RTC Emergency Procedures v2

Usual state is NORMAL SAILING			
If there is a Minor incident, it will normally be dealt with by the person first on the scene and the nearest, designated Safety Boat.			
If one of the above, or Control, or the RYA Principal, believe the incident has the potential to escalate, they will radio all parties to go to 'RESTRICTED SAILING'			
Actions if sailing is RESTRICTED			
FIRST ON SCENE	CONTROL	SAFETY BOATS	ADMINISTRATOR
1 st Aid Action	Acknowledge	Keep radio silence. Cease high risk activity.	Start incident log
Contain incident assisted by Control	Take control of incident if required	Wait for instructions from Control.	Wait for instructions from Control.
Inform Control when incident is contained.	Acknowledge. Radio all parties that 'NORMAL SAILING RESUMED'	Acknowledge NORMAL SAILING and continue with training.	Stop incident log.
If a minor incident escalates, OR, there is a MAJOR incident ⁺ Control will radio all parties to ABANDON SAILING *See Note below			
Actions if Sailing is ABANDONED			
FIRST ON SCENE	CONTROL	SAFETY BOATS	ADMINISTRATOR
First Aid Action.	Acknowledge	Stop all training. Keep radio silence. Raft up or direct dinghies to safest point ashore. Wait for further instructions from Control.	Start incident log if not already running.
Contain incident and hand over to Control	Allocate resources as required		Keep Radio silence and wait for further instructions.
	Keep Shore Safety informed		Call Emergency Services if requested to do so.
	Call for Emergency Services, if required		Give additional instructions from Emergency Services to Control.
	When situation is fully under control, co-ordinate all groups to return to the Club. END SESSION		Stop incident log. Continue follow-up procedures for Dealing with a Major Incident as set out in the JS Operating Procedures Manual.
*NOTE: If MINOR incident escalates or there is a MAJOR incident CONTROL (or other SI) will consider returning to RYDC to manage incident to support ADMINSTRATOR			



RDYC RYA RTC RISK ASSESSMENT FORM



Activity / Area: Bosun's Locker

No: **RTCRA - 01**

Hazard	Potential Effect	Control measures in place (including reference to relevant briefing documents)	Residual Risk			Further Controls Required?
			Likelihood (A)	Severity (B)	Risk (AxB)	
Falling spars	Cuts / bruises / fractures	Adult help and supervision for Juniors	2	1	2	Maintain
Falls from height	Cuts / bruises / fractures / severe trauma	Adult supervision for Juniors, "Rules for Students".	1	2	2	Maintain
Hard or sharp objects	Cuts / bruises / fractures	Briefing, "Rules for Students".	1	2	2	Maintain
Lifting boats / equipment	Muscle strain	Adult help and supervision for Juniors.	1	2	2	Maintain
Medical Issues (individuals)	Various	Medical declaration, First Aid qualified key personnel.	1	2	2	Maintain
At risk:	Students, instructors, helpers, other club members.					

Assessor: Paul Church	Date:	01 April 2025
RYA Principal: Mark Green	Date:	01 April 2025

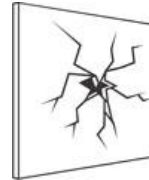


IMPORTANT: You must **SIGN IN** and **OUT** at the beginning and end of each training session.



Any **injury** to persons must be reported to the Administrator before leaving the premises.

Any **damage** to property (including boats) must be reported to the Senior Instructor before leaving the premises



the

Changing rooms - ensure that these are left neat and tidy before going sailing and before leaving at the end of the day.



You

must **give due consideration** to other members of the Club when walking about the Clubhouse. You must respect both Club and other students' and members' personal property.



Any **disregard** of the above rules may mean that you are asked to leave the course either for that day, or in the event of a more serious incident, the whole of the course. Your **parents or guardians will be informed.**

JUNIOR SAILING 2026

Student Information

PLEASE READ CAREFULLY

RULES FOR STUDENTS

For your own safety, you must obey orders from Instructors, Helpers, adult members and staff of the Club.



DO NOT go onto the water or out to the Pontoon without a buoyancy aid correctly fitted and done up at all times.

DO NOT RUN on the Pontoon, or in the vicinity of the Clubhouse.

DO NOT PLAY on the dinghy racks, or mess about with property that is not your own.

DO NOT JUMP off pontoons into the water.

DO NOT SIT on club member's boats.

The **slipway** can be dangerous. You should wear appropriate footwear and step with care.





IMPORTANT You must **SIGN IN** and **OUT** at the beginning and end of each training session.

PLEASE READ CAREFULLY



Buoyancy Aid

Wear a well fitting Buoyancy Aid of **50 Newtons** at all times. **Do not use a manual or automatically inflating lifejacket.**

Footwear should be light and flexible with a non-marking sole. **Neoprene beach shoes** are a good choice if you do not want to pay out for designer sailing gear.



DO NOT wear sandals, boots, open toes, crocs or heavy trainers.



Clothing will vary with the weather and type of boat being sailed. Remember, if you are warm you can take a layer off when on the water. **If you become cold:**

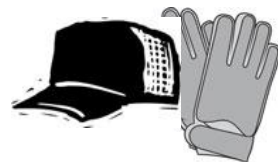
a), you will not enjoy your sailing and

b) **you will be returned to shore** for the rest of the session in order to get warm again. Even on a sunny day, spray and wind can quickly cool the body down.

Tops should be light; a **T-shirt** with a **Sweat Shirt** or **Fleece** over is a good combination. Even on warm days, bring a **Waterproof Top**. **Trousers** should be long. **Tracksuit bottoms** over the top of shorts are practical and warm, **Waterproof Trousers** for cold and wet days.



A Wet Suit (or Dry Suit) is essential. Make sure that it fits well; do not be tempted to get one big enough to "grow into".



Gloves will help keep your hands warm and protect them when handling ropes. The ones with short cut-down fingers are best for dinghy sailing. They do not have to be expensive to be effective.

Hats are good for sunny days and help keep you warm on cold wet days. You lose more heat from your head than any other part of the body.

Long Hair must be tied back. Put very long hair in a plait or a bun at the back of the head.

Jewellery can cause some very painful injuries when sailing. **Leave your earrings, rings, necklaces and bracelets at home.**



Sun Cream is essential. Use a high factor sun block. Even on a cloudy day, sensitive skin can burn when you are sailing.

Sunglasses, if worn, must have a CE mark. **DO NOT** wear sunglasses without a CE mark - they will do more harm than good.



AND DON'T FORGET

BRING A SPARE SET OF CLOTHES AND A TOWEL

HAPPY SAILING

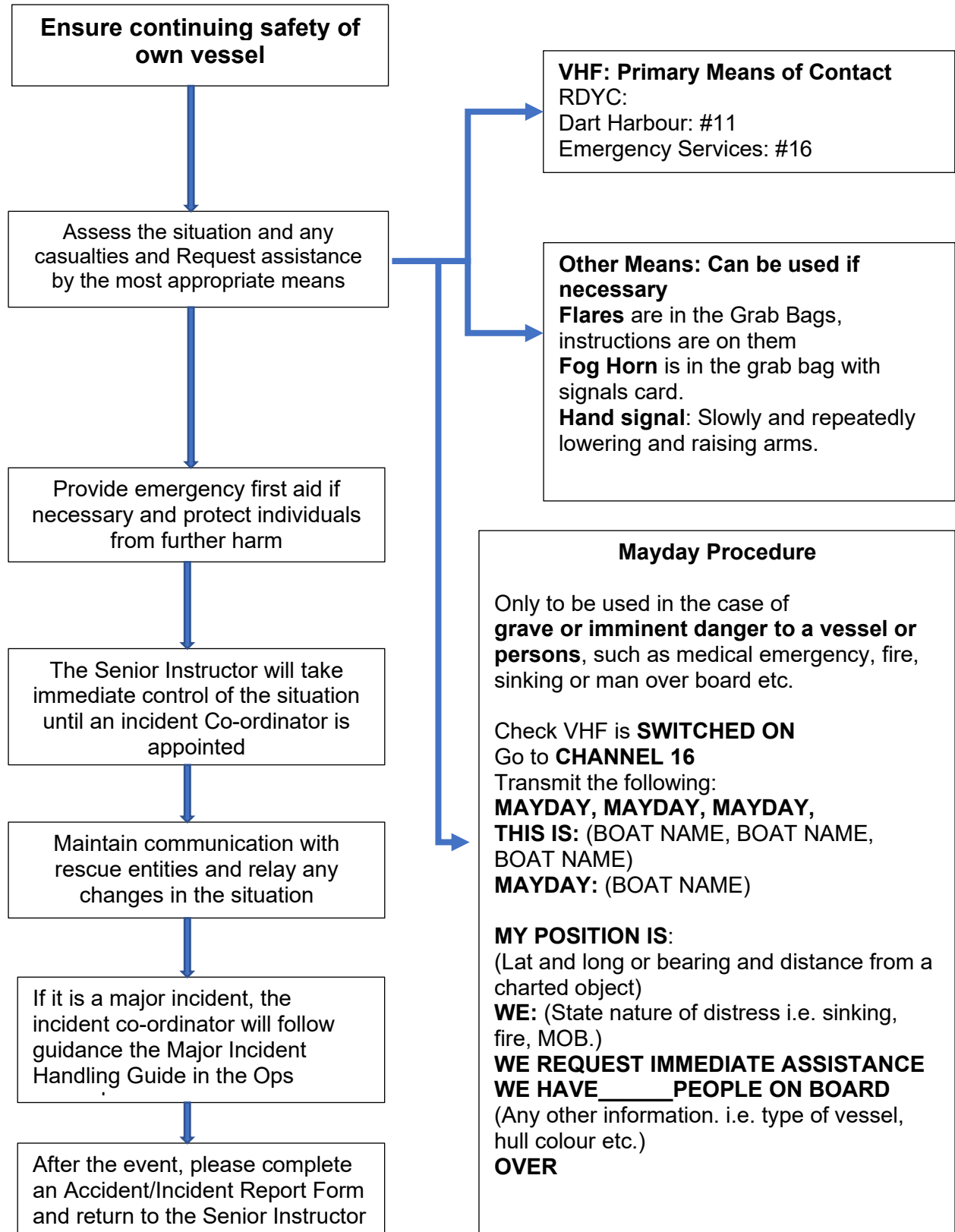


Please Turn Over>>>>>

Annex H

RDYC – RTC Emergency Action Plans

On Water Emergency Action Plan (v1.0)





ANNEX I

RDYC RYA - RTC youth sailing scheme and pathway to Assistant Instructor

The core activity of Junior Sailing is the Saturday morning training session. There are normally 12 sessions per season commencing end April. The programme (see figure 1) is structured to progress the students through the RYA youth sailing scheme and pathway to Assistant Instructor. The Assistant instructor qualification summary is shown at Figure 2

It should be stressed that the assistant instructor role requires sailors take on the responsibility of very young sailors and to manage situations independently, including making quick decisions, maintaining consistent boat control, and responding to changing conditions on the water.

The RDYC ‘stage 5’ Advance course allows the students to consolidate skills at the stage 4 level and develop basic racing and instructional skills. In addition, they will undertake and RYA advance module which is a requirement for the assistant instructor qualification.

This Annex contains the lesson plans for each RYA stage, the RDYC Stage 5 and Assistant Instructor.

RDYC RYA - RTC youth sailing scheme and pathway to Assistant Instructor

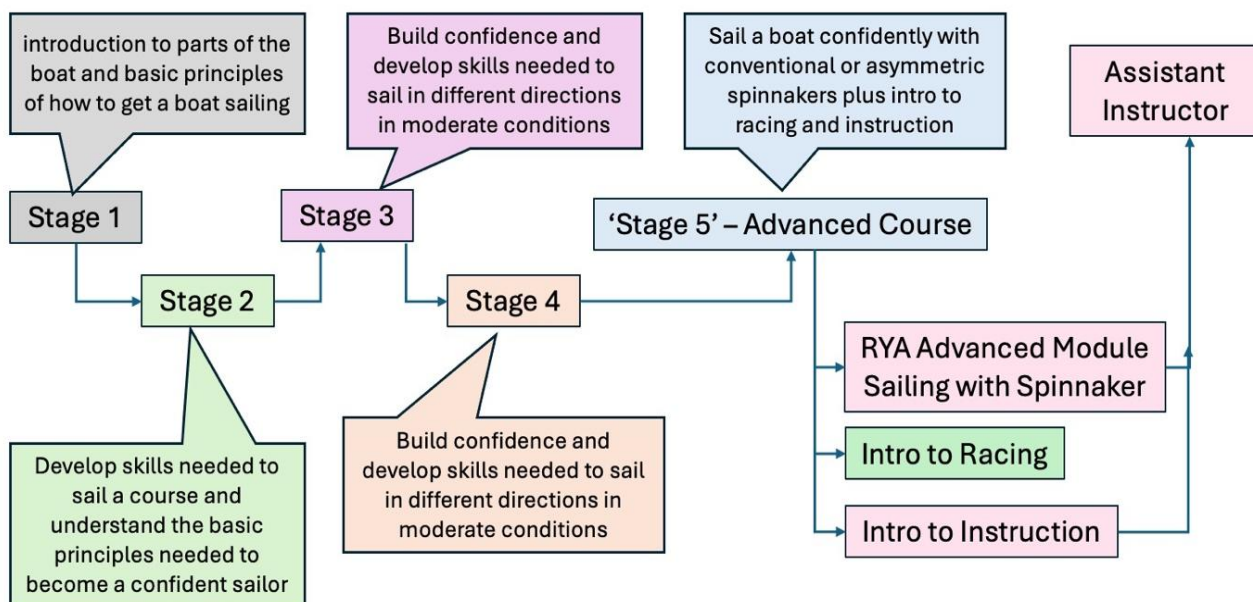


Figure 1



Assistant instructor – Qualification Summary

Pre-entry assessment	Recommendation by Principal of the Recognised Training Centre
Training course	<p>Training should be based on a 20-hour course covering basic teaching principles, centre procedures and specific training in any unfamiliar equipment. Candidates will be assessed on their teaching ability with beginners.</p> <p>The training and assessment can be conducted by an appropriately trained Senior Instructor who has been nominated by the Principal or Chief Instructor.</p> <p>The Principal/Chief Instructor will authorise and sign the certificate.</p>
Qualified to teach	Up to Sailing Scheme Level 2 or Youth Sailing Scheme Stage 3 under the supervision of a Senior Instructor. As the AI's training is limited to assisting qualified instructors and does not include first aid or powerboat handling, AIs must never be allowed to work without direct supervision.
Certificate validity	This is a centre-specific certificate, awarded by the training centre and valid for five years

Figure 2

Annex I

- Section I1 - Lesson Plan for RYA Stage 1
- Section I2 - Lesson Plan for RYA Stage 2
- Section I3 - Lesson Plan for RYA Stage 3
- Section I4 - Lesson Plan for RYA Stage 4
- Section I5 - Lesson Plan for RDYC 'Stage 5' – Advance module + intro to racing/Instruction
- Section I6 – Lesson Plan for RDYC Assistant Instructor Course
- Section I7 – Lesson Plan for RYA-aligned Pathway from Assistant Instructor to Dinghy Instructor



RYA-aligned 10-week lesson plan for Youth Sailing Stage 1

10 weekly sessions of 2–3 hours, mainly afloat, using typical junior boats (Quest)
(Note: planned completion for 10 weeks to allow for weather/repeat exercise etc)

RYA Stage 1 Objective: Be able to sail across the wind, turn around, and understand essential safety

Key themes: Safety, confidence, fun, independence

- Target age: 8–13
- Ability: Beginners
- Group size: 6–12 (ideally 1 instructor: 6 sailors)
- Conditions: Sheltered water, light–moderate winds

Week	Syllabus	Completed/Comments
1	<p>Introduction & Water Confidence</p> <p>Ashore</p> <ul style="list-style-type: none"> • Welcome, expectations, club rules • Personal buoyancy & clothing • Boat parts (hull, sail, rudder, centreboard) • Shore safety & boundaries <p>Afloat</p> <ul style="list-style-type: none"> • Sit-on sailing / instructor-led towing • Getting in and out of the boat • Steering with rudder • Fun exploration <p>Games</p> <ul style="list-style-type: none"> • Follow-the-leader • Spot the buoy <p>Outcome</p> <ul style="list-style-type: none"> ✓ Comfortable on the water ✓ Understand basic safety rules 	

2	<p>Week 2 – Rigging & Steering</p> <p>Ashore</p> <ul style="list-style-type: none"> • How to rig the boat (with help) • Wind awareness (feel, flags, ripples) • Steering theory (tiller away = turn towards) <p>Afloat</p> <ul style="list-style-type: none"> • Rigged boats • Steering on a reach • Stopping and starting • Instructor nearby always <p>Games</p> <ul style="list-style-type: none"> • Sail to a buoy and stop • Treasure hunt <p>Outcome</p> <ul style="list-style-type: none"> ✓ Can steer and stop the boat ✓ Knows where the wind is coming from 	
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3	<p>Week 3 – Sailing Across the Wind (Reaching)</p> <p>Ashore</p> <ul style="list-style-type: none"> • Points of sail (focus on reach) • Keeping lookout <p>Afloat</p> <ul style="list-style-type: none"> • Reach between two buoys • Sail control (in/out) • Balance and body position <p>Games</p> <ul style="list-style-type: none"> • Reach races • Balloon or noodle chase <p>Outcome</p> <ul style="list-style-type: none"> ✓ Sail confidently across the wind ✓ Control speed and direction 	
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4	<p>Week 4 – Turning the Boat (Tacking)</p> <p>Ashore</p> <ul style="list-style-type: none"> • Why we turn • Tacking steps (push tiller, swap hands, duck) • Safety during turns <p>Afloat</p> <ul style="list-style-type: none"> • Tacking on command • Turning around a buoy • Slow, controlled manoeuvres <p>Games</p> <ul style="list-style-type: none"> • Tacking relay • Simon Says (tack/jibe/stop) <p>Outcome</p> <ul style="list-style-type: none"> ✓ Can turn the boat through the wind ✓ Improved coordination and confidence 	
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5	<p>Week 5 – Capsize Awareness & Recovery</p> <p>Ashore</p> <ul style="list-style-type: none"> • Why boats capsize • What to do if you fall in • How to right the boat <p>Afloat</p> <ul style="list-style-type: none"> • Controlled capsize (optional confidence-based) • Assisted and independent recovery • Re-boarding safely <p>Games</p> <ul style="list-style-type: none"> • Wet challenges • Confidence splash time <p>Outcome</p> <ul style="list-style-type: none"> ✓ Knows what to do if the boat capsizes ✓ Increased water confidence 	
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6	<p>Week 6 – Sailing a Simple Course</p> <p>Ashore</p> <ul style="list-style-type: none"> • Simple course shapes • Buoy rounding basics • Looking ahead <p>Afloat</p> <ul style="list-style-type: none"> • Sail a triangle or box • Combine reaching and tacking • Increasing independence <p>Games</p> <ul style="list-style-type: none"> • Follow the course • Pirate mission <p>Outcome</p> <ul style="list-style-type: none"> ✓ Can sail a simple course ✓ Better control and awareness 	
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7	<p>Week 7 – Balance, Trim & Speed Control</p> <p>Ashore</p> <ul style="list-style-type: none"> • Why boats tip • Body position • Depowering (ease sail, head up) <p>Afloat</p> <ul style="list-style-type: none"> • Balancing games • Slow sailing • Sailing in light gusts <p>Games</p> <ul style="list-style-type: none"> • Slowest sailor wins • Sail without talking <p>Outcome</p> <ul style="list-style-type: none"> ✓ Improved balance ✓ Basic understanding of speed control 	
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8	<p>Week 8 – Rules, Safety & Awareness</p> <p>Ashore</p> <ul style="list-style-type: none"> • Collision avoidance (look both ways) • Basic right of way (simple explanations) • Emergency signals <p>Afloat</p> <ul style="list-style-type: none"> • Sailing with others nearby • Controlled starts and stops • Instructor-led scenarios <p>Games</p> <ul style="list-style-type: none"> • “Avoid the instructor” • Rescue roleplay <p>Outcome</p> <ul style="list-style-type: none"> ✓ Safer sailing with others ✓ Improved situational awareness 	
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9	<p>Week 9 – Independent Sailing & Practice</p> <p>Ashore</p> <ul style="list-style-type: none"> • Review key skills • Personal goals <p>Afloat</p> <ul style="list-style-type: none"> • Independent sailing time • Practice tacking and reaching • Instructor coaching <p>Games</p> <ul style="list-style-type: none"> • Mini regatta • Skills challenge stations <p>Outcome</p> <ul style="list-style-type: none"> ✓ Sail independently with confidence ✓ Consistent basic control 	
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<p>10</p>	<p>Week 10 – Consolidation & Assessment</p> <p>Ashore</p> <ul style="list-style-type: none"> • Review everything learned • Safety quiz • What's next? (Stage 2) <p>Afloat</p> <ul style="list-style-type: none"> • Demonstrate: <ul style="list-style-type: none"> ○ Sailing across the wind ○ Turning around ○ Safe control • Fun sailing session <p>Celebration</p> <ul style="list-style-type: none"> • Certificates • Group photo • Parent briefing <p>Outcome</p> <p>✓ Meets RYA Youth Stage 1 standard</p>	
	<p>Assessment Checklist (Stage 1)</p> <p>By the end, sailors should be able to:</p> <ul style="list-style-type: none"> • Rig with help • Sail across the wind • Turn the boat safely • Steer and stop • Recover from a capsize (knowledge at minimum) • Demonstrate basic safety awareness 	



RYA-aligned 10-week lesson plan for Youth Sailing Stage 2

10 weekly sessions of 2–3 hours, mainly afloat, using typical junior boats (Note: planned completion for 10 weeks to allow for weather/repeat exercise etc)

Boat Types: Quest Topper RS Tera Feva

RYA Stage 3 Objective: To enable young sailors to sail confidently and independently in all directions, recover from a capsized, and demonstrate good safety awareness in line with the RYA Stage 2 syllabus

Key themes: Safety, confidence, fun, independence

- Target age: 9–13+
- Entry Requirement: RYA Youth Stage 1 (or equivalent)
- Group size: 6–12 (ideally 1 instructor: 6 sailors)
- Conditions: Sheltered water, light to moderate winds

Week	Syllabus	Completed/Comments
1	<p>Week 1 - Refresh & Boat Control Foundations</p> <p>Session Aim: Refresh Stage 1 skills and establish confident boat control.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Welcome, expectations, club rules • Personal buoyancy & clothing • Shore safety & boundaries • Course introduction and expectations • Safety briefing • Boat parts recap • Rigging with guided support <p>Afloat</p> <ul style="list-style-type: none"> • Sail on all points of sail • Steering accuracy exercises • Follow-the-leader game <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Look where you want to go • Smooth tiller movements • Sail set correctly for direction <p>Common Problems & Fixes</p> <ul style="list-style-type: none"> • Over-steering → Encourage smaller movements • Boat stopping → Adjust sail trim <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Sail independently ✓ Basic control demonstrated 	

2	<p>Week 2 – Tacking & Sailing Upwind</p> <p>Session Aim: Develop consistent, controlled tacks and effective upwind sailing.</p> <p>Ashore</p> <ul style="list-style-type: none"> • How boats sail upwind • Tacking steps • No-go zone explanation <p>Afloat</p> <ul style="list-style-type: none"> • Repeated tacking drills • Short upwind/downwind course • Wind awareness exercises <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Push tiller towards sail • Move smoothly across boat • Look ahead before tacking <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Maintains balance through manoeuvre ✓ Consistent tacks 	
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3	<p>Week 3 – Gybing & Downwind Control Session</p> <p>Aim: Introduce safe, controlled gybing.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Controlled vs accidental gybes • Boom awareness <p>Afloat</p> <ul style="list-style-type: none"> • Broad reach to run • Controlled gybes • Figure-of-eight course <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Pull sail in before gybing • Steer gently • Keep head low <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Controlled gybes ✓ Good awareness of boom 	
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4	<p>Week 4 – Speed Control & Sail Trim Session</p> <p>Aim: Improve speed awareness and stopping control</p> <p>Ashore</p> <ul style="list-style-type: none"> • Sail shape basics • How to slow, stop, and go <p>Afloat</p> <ul style="list-style-type: none"> • Slow sailing challenges • Stopping next to buoy • Trim adjustments on different points of sail <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Ease sail to slow down • Head into wind to stop <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Can stop boat safely ✓ Adjusts sail trim 	
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5	<p>Week 5 – Man Overboard & Safety Skills</p> <p>Session Aim: Introduce man overboard recovery and safety awareness.</p> <p>Ashore</p> <ul style="list-style-type: none"> • What to do if someone falls in • Importance of slow, controlled sailing <p>Afloat</p> <ul style="list-style-type: none"> • Man overboard recovery • Accuracy steering exercises <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Keep casualty in sight • Approach slowly from downwind <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Demonstrates safe approach ✓ Maintains control at low speed 	
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6	<p>Week 6 – Capsize Recovery</p> <p>Session Aim: Develop confidence in capsize recovery</p> <p>Ashore</p> <ul style="list-style-type: none"> • Why boats capsize • Recovery steps • Staying calm <p>Afloat</p> <ul style="list-style-type: none"> • Controlled capsize • Righting the boat • Reboarding practice <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Check surroundings • Use body weight • Reboard carefully <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Recovers boat independently ✓ Remains calm 	
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7	<p>Week 7 – Sailing Efficient Courses</p> <p>Session Aim: Improve accuracy and awareness when sailing set courses.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Course shapes • Basic racing rules (keep clear) <p>Afloat</p> <ul style="list-style-type: none"> • Triangle or sausage course • Mark rounding practice <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Plan approach early • Look for other boats <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Sails full course ✓ Aware of others 	
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8	<p>Week 8 – Improving Technique & Confidence</p> <p>Session Aim: Refine techniques and build confidence</p> <p>Ashore</p> <ul style="list-style-type: none"> • Review progress • Simple wind shift awareness <p>Afloat</p> <ul style="list-style-type: none"> • Skills stations • Technique-focused games <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Improved consistency ✓ Increased confidence 	
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9	<p>Week 9 – Consolidation & Independent Sailing</p> <p>Session Aim: Prepare sailors for independent sailing and assessment</p> <p>Ashore</p> <ul style="list-style-type: none"> • Independent sailing checklist • Problem-solving scenarios <p>Afloat</p> <ul style="list-style-type: none"> • independent rigging and launching • Instructor-set challenges • Minimal prompting <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Independent sailor • Good decision making <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Ready for assessment ✓ Makes good decisions 	
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10	<p>Week 10 – Assessment & Course Completion</p> <p>Session Aim: confirm Stage 2 competence and celebrate achievement.</p> <p>Assessment (Afloat)</p> <ul style="list-style-type: none"><input type="checkbox"/> Rig and launch independently<input type="checkbox"/> Sail all points of sail<input type="checkbox"/> Tack and gybe<input type="checkbox"/> Stop boat under control<input type="checkbox"/> Recover from capsized<input type="checkbox"/> Demonstrate safety awareness <p>Session Outcome</p> <ul style="list-style-type: none">✓ Course Completion✓ Individual feedback✓ Certificate / endorsement guidance✓ Progression discussion	
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RYA-aligned 10-week lesson plan for Youth Sailing Stage 3

10 weekly sessions of 2–3 hours, mainly afloat, using typical junior boats (Note planned completion for 10 weeks to allow for weather/repeat exercise etc)

Instructor(s): _____

Boat Types: Quest Topper RS Tera Feva

RYA Stage 3 Objective: To develop confident, independent youth sailors who can sail efficiently in all directions, handle moderate conditions, recover from capsize confidently, and demonstrate basic racing awareness in line with the RYA Stage 3 syllabus.

Key themes: Safety, confidence, fun, independence

- Target age: 10–13+
- Entry Requirement: RYA Youth Stage 2 (or equivalent)
- Group size: 6–12 (ideally 1 instructor: 6 sailors)
- Conditions: Sheltered water, moderate to strong winds

Week	Syllabus	Completed/Comments
1	<p>Week 1 - Stage 2 Review & Accuracy Sailing</p> <p>Session Aim: Reinforce Stage 2 skills and introduce Stage 3 performance expectations.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Welcome, expectations, club rules • Personal buoyancy & clothing • Shore safety & boundaries • Course outline and standards • Safety review for moderate conditions • Recap points of sail and sail trim <p>Afloat</p> <ul style="list-style-type: none"> • Independent rigging and launching • Steering accuracy drills • Efficient sailing on close-hauled and broad reach <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Smooth tiller movements • Balance before steering • Sail trimmed for efficiency, not just movement <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Confident control ✓ Sailing efficiently 	

2	<p>Week 2 – Efficient Upwind Sailing</p> <p>Session Aim: Improve speed and height when sailing upwind.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Boat balance and body position • Introduction to wind shifts • Why speed matters upwind <p>Afloat</p> <ul style="list-style-type: none"> • Close-hauled speed drills • Tacking ladders • Speed comparison exercises <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Flat boat • Look forward before tacking • Maintain flow through manoeuvres <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Improved upwind performance ✓ Consistent tacks 	
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3	<p>Week 3 – Downwind Sailing & Advanced Gybing</p> <p>Session Aim: Develop safe and efficient downwind technique.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Broad reach vs run • Preventing accidental gybes • Sailing by the lee (where appropriate) <p>Afloat</p> <ul style="list-style-type: none"> • Downwind technique drills • Controlled gybing • Figure-of-eight courses <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Boom awareness • Smooth steering • Balance and anticipation <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Controlled gybes ✓ Confident downwind sailing 	
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4	<p>Week 4 – Sail Controls & Boat Setup (Advanced)</p> <p>Session Aim: Understand and use sail controls to improve performance.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Use of kicker, outhaul, downhaul • How controls change sail shape <p>Afloat</p> <ul style="list-style-type: none"> • Adjusting controls afloat • Speed testing different settings • Recognising over-powered conditions <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Adjust little and often • Controls change power, not direction <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Uses controls effectively ✓ Recognises power changes 	
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5	<p>Week 5 – Man Overboard & Sailing Precision</p> <p>Session Aim: Develop precise low-speed control and safe recovery techniques.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Review MOB recovery options • Importance of controlled approaches <p>Afloat</p> <ul style="list-style-type: none"> • Figure-of-eight recoveries • Slow sailing and stopping drills • Accuracy challenges <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Keep casualty in sight • Slow is safe • Approach from downwind <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Controlled recovery ✓ Accurate stopping 	
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6	<p>Week 6 – Capsize Recovery in Moderate Conditions</p> <p>Session Aim: Build confidence and efficiency in capsize recovery</p> <p>Ashore</p> <ul style="list-style-type: none"> • Capsize scenarios • Preventing turtling • Recovery strategies in wind <p>Afloat</p> <ul style="list-style-type: none"> • Intentional capsize • Quick righting • Reboarding efficiently <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Stay calm • Assess before acting • Use body weight effectively <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Independent recovery ✓ Calm and confident 	
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7	<p>Week 7 – Rules Awareness & Racing Skills</p> <p>Session Aim: Introduce sailing in close proximity and basic racing rules.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Port / Starboard • Windward / Leeward • Mark rounding basics <p>Afloat</p> <ul style="list-style-type: none"> • Short course races • Mark rounding practice • Starting drills <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Look around • Anticipate other boats • Safety before winning <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Aware of rules ✓ Safe close-quarters sailing 	
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8	<p>Week 8 – Course Sailing & Simple Tactics</p> <p>Session Aim: Sail courses efficiently with basic tactical awareness.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Course shapes • Sailing the shortest distance • Positioning at marks <p>Afloat</p> <ul style="list-style-type: none"> • Triangle / sausage courses • Overtaking drills • Decision-making exercises <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Plan ahead ✓ Improved course efficiency 	
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9	<p>Week 9 – Independent Sailing & Problem Solving</p> <p>Session Aim: Prepare sailors for independent sailing and assessment.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Planning a session • Risk awareness and decision making <p>Afloat</p> <ul style="list-style-type: none"> • independent rigging and launching • Instructor-set challenges • Minimal guidance <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Independent sailor • Good decision making <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Demonstrates independence 	
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10	<p>Week 10 – Assessment & Course Completion</p> <p>Session Aim: Confirm Stage 3 competence and plan progression</p> <p>Assessment (Afloat)</p> <ul style="list-style-type: none"><input type="checkbox"/> Rig, launch and recover independently<input type="checkbox"/> Sail efficiently on all points of sail<input type="checkbox"/> Maintain control in moderate conditions<input type="checkbox"/> Tack and gybe smoothly<input type="checkbox"/> Recover from capsized<input type="checkbox"/> Demonstrate rules and safety awareness <p>Session Outcome</p> <ul style="list-style-type: none">✓ Course Completion✓ Individual feedback✓ Certificate / endorsement guidance✓ Progression discussion	
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RYA-aligned 10-week lesson plan for Youth Sailing Stage 4

10 weekly sessions of 2–3 hours, mainly afloat, using typical junior boats (Note planned completion for 10 weeks to allow for weather/repeat exercise etc)

Instructor(s): _____

Boat Types: Feva

RYA Stage 4 Objective: To develop confident, capable youth sailors who can sail efficiently and safely in stronger winds, demonstrate advanced boat handling and seamanship skills, and sail independently with good decision-making.

Key themes: Safety, confidence, fun, independence

- Target age: 10–13
- Entry Requirement: RYA Youth Stage 3 (or equivalent)
- Group size: 6–12 (ideally 1 instructor: 6 sailors)
- Conditions: Sheltered water, moderate to strong winds

Week	Syllabus	Completed/Comments
1	<p>Session Aim: Reinforce Stage 3 skills and introduce Stage 4 performance expectations.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Welcome, expectations, club rules • Personal buoyancy & clothing • Shore safety & boundaries • Course overview and outcomes • Safety briefing for stronger conditions • Review of sail controls and tuning basics • Knots: bowline, figure-of-8, reef knot, clove hitch <p>Afloat</p> <ul style="list-style-type: none"> • Independent rigging and launching • Accuracy steering drills • Efficient sailing on all points of sail <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Balance before steering • Smooth, controlled movements • Sail trim for efficiency <p>Session Outcome</p> <p>✓ Confident control in moderate conditions</p>	

2	<p>Week 2 – Sailing in Stronger Winds</p> <p>Session Aim: Develop confidence and control when sailing fully powered.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Wind strength awareness • Depowering techniques • Personal safety in strong winds • Knots: bowline, figure-of-8, reef knot, clove hitch <p>Afloat</p> <ul style="list-style-type: none"> • Independent rigging and launching • Sailing upwind and downwind in breeze • Hiking and balance drills • Depowered sailing exercises <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Flat boat = fast and safe • Use controls to reduce power • Anticipate gusts <p>Session Outcome</p> <p>✓ Maintains control in stronger winds</p>	
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3	<p>Week 3 – Advanced Boat Handling & Manoeuvres</p> <p>Session Aim: Improve efficiency and confidence in advanced manoeuvres</p> <p>Ashore</p> <ul style="list-style-type: none"> • Advanced tacking and gybing techniques • High-speed manoeuvre planning • Knots: bowline, figure-of-8, reef knot, clove hitch <p>Afloat</p> <ul style="list-style-type: none"> • Independent rigging and launching • Roll tacks (where appropriate) • Fast, controlled gybes • Sailing by the lee (boat dependent) <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Timing and coordination • Smooth body movement • Maintain boat speed <p>Session Outcome</p> <p>✓ Manoeuvres completed smoothly</p>	
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4	<p>Week 4 – Sail Controls & Boat Setup (Advanced)</p> <p>Session Aim: Understand and adjust boat setup for performance.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Advanced use of kicker, outhaul, downhaul • Mast rake (where applicable) • Knots: bowline, figure-of-8, reef knot, clove hitch <p>Afloat</p> <ul style="list-style-type: none"> • Independent rigging and launching • Adjusting controls afloat • Speed testing different settings • Setup changes for wind strength <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Small changes make big differences • Adjust controls regularly <p>Session Outcome</p> <p>✓ Confident use of sail controls</p>	
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5	<p>Week 5 – Seamanship Skills & Ropework</p> <p>Session Aim: Develop practical seamanship and boat handling precision</p> <p>Ashore</p> <ul style="list-style-type: none"> • Knots: bowline, figure-of-8, reef knot, clove hitch • Collision avoidance awareness <p>Afloat</p> <ul style="list-style-type: none"> • Independent rigging and launching • Coming alongside • Heaving-to (where appropriate) • Securing boat on the water <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Plan ahead • Communicate clearly • Safety first <p>Session Outcome</p> <p>✓ Applies seamanship skills afloat</p>	
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6	<p>Week 6 – Capsize Recovery & Emergency Scenarios</p> <p>Session Aim: Build confidence handling emergencies in stronger conditions</p> <p>Ashore</p> <ul style="list-style-type: none"> • Capsize scenarios in wind • Assisting another sailor • Hypothermia awareness • Knots: bowline, figure-of-8, reef knot, clove hitch <p>Afloat</p> <ul style="list-style-type: none"> • Independent rigging and launching • Capsize recovery under pressure • Preventing turtling • Towing practice <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Stay calm • Assess before acting • Look after others <p>Session Outcome ✓ Effective emergency response</p>	
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7	<p>Week 7 – Racing Rules & Advanced Course Sailing</p> <p>Session Aim: Improve rules knowledge and close-quarters sailing</p> <p>Ashore</p> <ul style="list-style-type: none"> • Key racing rules: <ul style="list-style-type: none"> ○ Port / Starboard ○ Windward / Leeward ○ Mark room basics • Penalties overview • Knots: bowline, figure-of-8, reef knot, clove hitch <p>Afloat</p> <ul style="list-style-type: none"> • Independent rigging and launching • Starting drills • Mark rounding practice • Short races <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Look around • Anticipate situations • Sail safely near others <p>Session Outcome ✓ Applies basic racing rules</p>	
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8	<p>Week 8 – Strategy, Tactics & Wind Awareness</p> <p>Session Aim: Introduce basic racing strategy and tactical decision-making.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Wind shifts and gusts • Course strategy • Starting line bias • Knots: bowline, figure-of-8, reef knot, clove hitch <p>Afloat</p> <ul style="list-style-type: none"> • Independent rigging and launching • Tactical exercises • Short competitive races • Wind reading practice <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Plan ahead • Adapt to conditions <p>Session Outcome ✓ Makes informed tactical choices</p>	
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9	<p>Week 9 – Independent Sailing & Leadership</p> <p>Session Aim: Develop independence and leadership skills.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Planning a sailing session • Risk awareness • Supporting less experienced sailors • Knots: bowline, figure-of-8, reef knot, clove hitch <p>Afloat</p> <ul style="list-style-type: none"> • Independent rigging and launching • Independent sailing tasks • Instructor-set challenges • Peer support exercises <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Take responsibility • Communicate clearly • Lead by example <p>Session Outcome ✓ Demonstrates independence</p>	
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<p>10</p>	<p>Week 10 – Assessment & Progression</p> <p>Session Aim: Confirm Stage 4 competence and plan next steps.</p> <p>Assessment (Afloat)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rig, launch, and recover independently <input type="checkbox"/> Sail efficiently in stronger winds <input type="checkbox"/> Perform advanced manoeuvres <input type="checkbox"/> Use sail controls effectively <input type="checkbox"/> Recover from capsize and assist others <input type="checkbox"/> Demonstrate safety and rules awareness <p>Session Outcome</p> <ul style="list-style-type: none"> ✓ Course Completion ✓ Individual feedback ✓ Certificate / endorsement guidance ✓ Progression discussion 	
	<p>RYA Stage 4 Completion Standard</p> <p>Sailors should be:</p> <ul style="list-style-type: none"> • confident safe, and independent, • capable of sailing in stronger winds with good technique, seamanship awareness, and decision-making. 	



RYA-aligned 20-week lesson plan for a 2-season programme that integrates:

- Youth “Stage 5” advanced sailing development including spinnaker use
- Assistant Instructor (AI) training and mentoring pathway

Structured as 2 seasons × 10 sessions each, where sailors both develop performance sailing skills and begin coaching/leadership skills

Instructor(s): _____

Boat Types: Quest

RYA Stage 5 Objective: Sail efficiently in all conditions applying tactics and rules. In addition **develop skills as an assistant instructor in order to:**

- Assist in beginner sessions
- Demonstrate and explain basic skills
- Manage small groups safely
- Communicate effectively

Key themes: Safety, confidence, fun, independence

PROGRAMME OVERVIEW

Dual Focus Each Session:

- Sailing Development (Performance)
- Instructor Development (Coaching & Leadership Skills)

Each session includes:

- Ashore briefing (technical + teaching focus)
- Afloat sailing (performance + coaching practice)
- Debrief (reflection + instructor skills)

- Target age: 12–16
- Entry Requirement: RYA Youth Stage 4 (or equivalent)
- Interested in racing, leadership, and instructing
- Group size: 6–12 (ideally 1 instructor: 6 sailors)
- Conditions: Sheltered water, moderate to strong winds

Week	Syllabus	Completed/Comments
1	<p>Session Aim: Introduction to Performance & Role of an Assistant Instructor</p> <p>Ashore</p> <ul style="list-style-type: none"> • Welcome, expectations, club rules • Personal buoyancy & clothing • Shore safety & boundaries • Course overview and outcomes • Safety briefing for stronger conditions • Review of sail controls and tuning basics • Knots: bowline, figure-of-8, reef knot, clove hitch <p>Afloat</p> <ul style="list-style-type: none"> • Independent rigging and launching • Accuracy steering drills • Efficient sailing on all points of sail <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Balance before steering • Smooth, controlled movements • Sail trim for efficiency <p>Session Outcome</p> <p>✓ Confident control in moderate conditions</p>	
2	<p>Week 2 – Sailing in Stronger Winds</p> <p>Session Aim: Develop confidence and control when sailing fully powered.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Wind strength awareness • Depowering techniques • Personal safety in strong winds • Knots: bowline, figure-of-8, reef knot, clove hitch <p>Afloat</p> <ul style="list-style-type: none"> • Independent rigging and launching • Sailing upwind and downwind in breeze • Hiking and balance drills • Depowered sailing exercises <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Flat boat = fast and safe • Use controls to reduce power • Anticipate gusts <p>Session Outcome</p> <p>✓ Maintains control in stronger winds</p>	

<p>3</p>	<p>Week 3 – Advanced Boat Handling & Manoeuvres</p> <p>Session Aim: Improve efficiency and confidence in advanced manoeuvres</p> <p>Ashore</p> <ul style="list-style-type: none"> • Advanced tacking and gybing techniques • High-speed manoeuvre planning • Knots: bowline, figure-of-8, reef knot, clove hitch <p>Afloat</p> <ul style="list-style-type: none"> • Independent rigging and launching • Roll tacks (where appropriate) • Fast, controlled gybes • Sailing by the lee (boat dependent) <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Timing and coordination • Smooth body movement • Maintain boat speed <p>Session Outcome</p> <p>✓ Manoeuvres completed smoothly</p>	
<p>4</p>	<p>Week 4 – Sail Controls & Boat Setup (Advanced)</p> <p>Session Aim: Understand and adjust boat setup for performance.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Advanced use of kicker, outhaul, downhaul • Mast rake (where applicable) • Knots: bowline, figure-of-8, reef knot, clove hitch <p>Afloat</p> <ul style="list-style-type: none"> • Independent rigging and launching • Adjusting controls afloat • Speed testing different settings • Setup changes for wind strength <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Small changes make big differences • Adjust controls regularly <p>Session Outcome</p> <p>✓ Confident use of sail controls</p>	

5	<p>Week 5 – Seamanship Skills & Ropework</p> <p>Session Aim: Develop practical seamanship and boat handling precision</p> <p>Ashore</p> <ul style="list-style-type: none"> • Knots: bowline, figure-of-8, reef knot, clove hitch • Collision avoidance awareness <p>Afloat</p> <ul style="list-style-type: none"> • Independent rigging and launching • Coming alongside • Heaving-to (where appropriate) • Securing boat on the water <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Plan ahead • Communicate clearly • Safety first <p>Session Outcome ✓ Applies seamanship skills afloat</p>	
6	<p>Week 6 – Capsize Recovery & Emergency Scenarios</p> <p>Session Aim: Build confidence handling emergencies in stronger conditions</p> <p>Ashore</p> <ul style="list-style-type: none"> • Capsize scenarios in wind • Assisting another sailor • Hypothermia awareness • Knots: bowline, figure-of-8, reef knot, clove hitch <p>Afloat</p> <ul style="list-style-type: none"> • Independent rigging and launching • Capsize recovery under pressure • Preventing turtling • Towing practice <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Stay calm • Assess before acting • Look after others <p>Session Outcome ✓ Effective emergency response</p>	

7	<p>Week 7 – Racing Rules & Advanced Course Sailing</p> <p>Session Aim: Improve rules knowledge and close-quarters sailing</p> <p>Ashore</p> <ul style="list-style-type: none"> • Key racing rules: <ul style="list-style-type: none"> ○ Port / Starboard ○ Windward / Leeward ○ Mark room basics • Penalties overview • Knots: bowline, figure-of-8, reef knot, clove hitch <p>Afloat</p> <ul style="list-style-type: none"> • Independent rigging and launching • Starting drills • Mark rounding practice • Short races <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Look around • Anticipate situations • Sail safely near others <p>Session Outcome ✓ Applies basic racing rules</p>	
8	<p>Week 8 – Strategy, Tactics & Wind Awareness</p> <p>Session Aim: Introduce basic racing strategy and tactical decision-making.</p> <p>Ashore</p> <ul style="list-style-type: none"> • Wind shifts and gusts • Course strategy • Starting line bias • Knots: bowline, figure-of-8, reef knot, clove hitch <p>Afloat</p> <ul style="list-style-type: none"> • Independent rigging and launching • Tactical exercises • Short competitive races • Wind reading practice <p>Key Teaching Points</p> <ul style="list-style-type: none"> • Plan ahead • Adapt to conditions <p>Session Outcome ✓ Makes informed tactical choices</p>	

9

Week 9 – Introduction to the Spinnaker — Rigging, Hoists & Drops

Session Aim: By the end of the sailors should be able to:

- Identify all spinnaker parts
- Rig a spinnaker correctly
- Hoist and drop safely on a training reach/run
- Understand crew roles (helm vs crew)

Ashore

Show and explain: Spinnaker sail; Halyard; Sheets; Tack line; pole/bowsprit; **Retrieval line**

Explain the Spinnaker Triangle with key learning point:

- Beam reach → not effective
- Broad reach → ideal
- Dead run → unstable (for now)

Roles in the Boat

Crew:

- Hoists; Controls sheets; Drops

Helm:

- Steers steady course; Calls manoeuvres

Rigging Activity (20 mins)

In small groups task sailors to:

- Rig spinnaker independently
- Instructor checks:
 - No twists
 - Correct sheet routing
 - Clean hoist path

On-Water Exercise 1 — First Hoists (40 mins)

Setup:

- Sail on broad reach
- Instructor boat ahead

Drill:

Hoist → Sail → Drop

Sequence:

1. Bear away onto broad reach
2. Hoist spinnaker
3. Sail for 30–60 seconds
4. Drop
5. Repeat

Repeat 5–8 times

Coaching Points

Helm:

- Keep steady course
- Avoid sudden turns

Crew:

- Fast hoist

- Trim until sail fills
- Keep sheet active

On-Water Exercise 2 — Downwind Control (30 mins)

Add:

- Steering adjustments
- Sheet trimming awareness

Focus:

“Keep the sail just full.”

Introduce:

- Curl at luff = too loose
- Collapse = too high

Short Game — Spinnaker Shuttle (20 mins)

Fun consolidation adding repetition without boredom:

- Reach to mark
- Hoist
- Drop at next mark

Debrief (15–20 mins)

Ask:

- What filled the sail best?
- What caused collapses?
- What made drops difficult?

Highlight

- ✓ Smooth hoist
- ✓ Correct course
- ✓ Communication

Week 10 – Spinnaker Gybing, Downwind Sailing & Mark Rounding

Session Aim: By the end sailors should:

- Gybe with spinnaker set
- Sail efficient downwind legs
- Drop spinnaker approaching a mark
- Maintain boat balance

Ashore

Quick review:

- Parts of spinnaker; Hoist sequence; Drop sequence

Introduce the Spinnaker Gybe

Explain: Helm steers — Crew trims

Demonstrate Ashore

Dry-run:

- Sail broad reach
- Helm turns slowly
- Crew swaps sheets
- Sail fills on new side

Repeat multiple times

Afloat

On-Water Exercise 1 — Gybe Practice (45 mins)

Setup two broad reach legs.

- Drill: Hoist → Gybe → Sail → Drop
- Repeat 6–10 times

Coaching Points:

Helm:

- Turn slowly
- Maintain boat balance

Crew:

- Ease old sheet
- Trim new sheet smoothly

On-Water Exercise 2 — Triangle Course (40 mins)

Set triangle course with:

- Reach; Run and Reach

Use full sequence:

- Hoist after windward mark
- Gybe mid-run
- Drop before leeward mark

Introduce Mark Rounding Skills

Teach: Drop early and not late

Golden rule: “Better early than upside-down.”

On-Water Game — Downwind Challenge (30 mins)

Fun reinforcement: Spinnaker relay race

Objectives:

- Fast hoists; Clean gybes and Controlled drops

11	<p>Week 11: Explaining Environment with Introduction to Tides</p> <p>Aims</p> <ul style="list-style-type: none"> • Understand water movement <p>Session Plan</p> <ul style="list-style-type: none"> • Draw tide diagrams • Ferry glide practice 	
12	<p>Week 12: Spinnaker on a Reach (with Tide)</p> <p>Aims</p> <ul style="list-style-type: none"> • Adjust for current <p>Session Plan</p> <ul style="list-style-type: none"> • Sail with/against tide • Compare performance 	
13	<p>Week 13: Tidal Awareness Journey</p> <p>Aims</p> <ul style="list-style-type: none"> • Build navigation skills <p>Session Plan</p> <ul style="list-style-type: none"> • Plan route • Identify hazards • Sail journey 	
14	<p>Week 14: Upwind/Downwind Strategy</p> <p>Aims</p> <ul style="list-style-type: none"> • Decision making <p>Session Plan</p> <ul style="list-style-type: none"> • Two-route challenge • Compare outcomes 	
15	<p>Week 15: Spinnaker Gybing in Tidal Flow</p> <p>Aims</p> <ul style="list-style-type: none"> • Timing + awareness <p>Coaching Point</p> <ul style="list-style-type: none"> • Anticipate drift 	
16	<p>Week 16: Advanced Skills + Stage 5 Standard</p>	

	<p>Starts & Short Races</p> <p>Aims</p> <ul style="list-style-type: none"> • Racing basics <p>Session Plan</p> <ul style="list-style-type: none"> • Run start sequence • Short races • Start line positioning • Acceleration control • Simple race course 	
17	<p>Week 17: Mark Roundings with Spinnaker</p> <p>Aims</p> <ul style="list-style-type: none"> • Improve manoeuvres <p>Session Plan</p> <ul style="list-style-type: none"> • Bear-away set • Controlled drops • Bear-away set • Drop before mark • Crew coordination under pressure 	
18	<p>Week 18: SESSION PLANNING</p> <p>Aims</p> <ul style="list-style-type: none"> • Teach planning skills <p>Task</p> <ul style="list-style-type: none"> • Write mini lesson: <ul style="list-style-type: none"> ○ Aim ○ Activity ○ Safety • Deliver short session 	

19	<p>Week 19: ASSISTANT INSTRUCTOR DAY</p> <p>Aims</p> <ul style="list-style-type: none"> • Real teaching experience <p>Options</p> <ul style="list-style-type: none"> • Assist beginners • Role-play session <p>Assessment</p> <ul style="list-style-type: none"> • Communication • Awareness • Attitude • Full rigging + decision making • Self-led sailing session • Instructor minimal input 	
20	<p>Week 20: Final Assessment Session</p> <p>Sailor Assessment</p> <ul style="list-style-type: none"> • Boat handling • Spinnaker control • Tidal awareness <p>Instructor Assessment</p> <ul style="list-style-type: none"> • Explain a skill • Demonstrate it • Coach another sailor • Sail a short course independently • Demonstrate: <ul style="list-style-type: none"> ○ Spinnaker hoist/drop ○ Controlled gybe ○ Tidal awareness ○ Decision-making 	



RYA Course Title RYA Assistant Instructor Course

- **Boat Types:** Quest, Toppers, Feva
- **AI Course Outline** - Personal Sailing, Land drills, Brief/debrief teaching sessions, centre procedure and safety, how we teach, what stages etc AI Supports
- **Age:** No official min age but 14 is normal

Assistant Instructor Name:

Session 1

Ashore	completed	Afloat	completed
<ul style="list-style-type: none"> • Intro - Name, age, sailing, qual, recent sailing, reason why want to be an AI • INSTRUCTOR QUALITIES hard (teachable)/soft skills (personality traits) • Good credible sailor, 1 advance module (Spinnaker) • Keen to get involved and be a role model for young sailors • Mature, confident, communicates well • Ability to unpack skills for beg/imp • Continual assessment - stay in AI mode • Possible outcomes, pass, action plan, retake • How we teach - easy to us, how do you learn? key points, chair exercise, Don't assume knowledge, • Types of learning: VARK (Visual - eye, auditory- ears, reading, Kinesthetics - touch, feel, movement) • Types of Students 		<ul style="list-style-type: none"> • Rig- Launch Safety considerations – Pontoon considerations, boom, on-pontoon rig, • Shakedown sail Session – Familiarisation (MOB?), River conditions • Basic orientation & boat control (as if you have never been in boat) 	

Session 2			
Ashore	completed	Afloat	completed
Presentations - Sail Settings, Basic rules, Points of sail, how a sail/boat works, Parts of a boat, <ul style="list-style-type: none"> • Briefing skills <ul style="list-style-type: none"> ○ Brief / task / debrief: Set out clear, specific, goals, Explain then focus on key points, Add sailing area & signals, summary questions ○ What do we include in our briefing? Aim, task, Key Points, Safety points, Sailing area, signals, Leading questions / check understanding ○ Debrief: Praise burger, Traffic lights, (ask, Discuss solve) leading questions, Constructive, brief, positive, don't focus on everything, individual / group • Land Drill Tacking/Land Drill Gybing • Presentation practical - Finding wind Direction, how to put on a BA/Wetsuit 		ON-BOAT & ON-WATER <ul style="list-style-type: none"> • Land Drill practice / Tacking - then tacking on water by pontoon • Land Drill - Gybing. Then Gybing on water by pontoon • SESSION: going to windward:pick someone to teach it • Rigging and Reefing boats 	

Session 3			
Ashore	completed	Afloat	completed
<ul style="list-style-type: none"> • Teaching Ratios (1:6 / 1:3 Instructor on board /No more than 6 boats • What to wear and carry - clothes, kit etc • Behaviour, language, empathy, diversity, swearing, dyslexia, autism, making people feel good! • Presentations - pick 2/3 people • Land Drills - KEY POINTS pick manoeuvres - find key points • Presentation - Rigging & Reefing • Hand Out sessions - Land: Reefing a dinghies: on the water reefing dinghies; sailing backwards, tacking (fig of 8), Speed control • Briefing skills <ul style="list-style-type: none"> ○ Brief / task / debrief: Set out clear, specific, goals, Explain then focus on key points, Add sailing area & signals, summary questions ○ What do we include in our briefing? Aim, task, Key Points, Safety points, Sailing area, signals, Leading questions / check understanding ○ Debrief , ask, Discuss solve, leading questions, Constructive, brief, positive, don't focus on everything individual / group 		<ul style="list-style-type: none"> • Brief / quick session - Follow my leader (optional) • Launching and catching • Session 1, sailing backwards. • Session 2 - Speed control • Session 3 - Tacking Fig of 8 	

Session 4			
Ashore	completed	Afloat	completed
<ul style="list-style-type: none"> • Instructor responsibilities - Themselves, students, other instructors, centre, • Presentations - pick 1 or 2 Trg AIs <ul style="list-style-type: none"> • Capsize Theory • MOB - How we/RYA teach it • Hand out other practical sessions - Pick up a mooring, Get out of irons • Use of daggerboard or trim of balance. Spotting gusts. 		<ul style="list-style-type: none"> • Method Sessions (pick someone to teach it) including: <ul style="list-style-type: none"> ○ Capsize ○ MoB 	



RYA-aligned Pathway from Assistant Instructor to Dinghy Instructor

Goal: Prepare RYA Assistant Instructors to confidently step onto the RYA Dinghy Instructor course.

Assumptions:

- Candidates already have basic sailing competence
- This is pre-DI development, not a full qualification course
- Mixed ability is expected

Key themes: Leadership, Safety, confidence, fun, independence, safeguarding

Required Safety & Support Qualifications

Before the full DI course, candidate must have:

- RYA Powerboat Level 2
- RYA First Aid (or accepted equivalent)
- RYA Safe and Fun (Safeguarding) – online
- Minimum age: 16

Stage 1	Build Experience	Completed/Comment
	<p>Goal: Prepare for full Dinghy Instructor (DI)</p> <p>While working as an Assistant Instructor:</p> <ul style="list-style-type: none"> • Assist on courses regularly (12x weekends of Saturday youth sailing?) • Dedicated trg session led by SI to included: Practice demonstration; Learn how sessions are structure; Get feedback from Senior Instructors • Important: Most people spend 1–2 seasons at this stage 	

Stage 2	Dedicated AI development Programme (4x 3 hr Sessions)	Completed/Comment
Session 1	<p>Teaching Framework + Baseline Standard</p> <p><i>Theme: "What does a DI candidate need to do well?"</i></p> <p>0:00–0:15 Welcome + aims</p> <ul style="list-style-type: none"> • What the DI course looks like • What "good" looks like (teaching + sailing + safety) <p>0:15–0:45 RYA teaching model</p> <ul style="list-style-type: none"> • Explain → Demonstrate → Imitate → Practice → Review • Briefing structure: <ul style="list-style-type: none"> ○ Aim ○ Key points (max 3) ○ Safety ○ Practice plan <p>0:45–1:15 Micro-teaching (ashore)</p> <ul style="list-style-type: none"> • Each AI delivers a 5-minute lesson (rigging, stopping, steering, sail shape). <p>1:15–1:25 Quick reset + kit for afloat</p> <p>1:25–2:50 Afloat baseline check by short rotations with coaching:</p> <ul style="list-style-type: none"> • launching/landing • controlled stop/start • tacks + gybes • basic upwind control • man overboard (simple) <p>2:50–3:00 Debrief + targets</p> <ul style="list-style-type: none"> • 1 teaching target • 1 sailing target 	

Session 2	Demonstrations + Teaching Afloat <i>Theme: “Teach what you can demonstrate cleanly.”</i> 0:00–0:15 Brief + conditions discussion <ul style="list-style-type: none">• Where is the safe teaching area?• What changes if wind increases/drops? 0:15–1:15 Demo standard workshop (afloat) Als practice delivering “DI-quality demos”: <ul style="list-style-type: none">• tacking demo• stopping demo• reaching control demo Focus points: <ul style="list-style-type: none">• clarity• pace• positioning• exaggerating key movements 1:15–2:35 Teaching afloat rotations Each AI delivers a 10/12-minute afloat teaching segment. Good DI-prep topics: <ul style="list-style-type: none">• steering triangles• “stop the boat”• tacking• sail trim basics• sailing a reach without wobbling 2:35–2:55 Debriefing & questioning practice <ul style="list-style-type: none">• 3 good questions to ask learners• Turning mistakes into learning points 2:55–3:00 Personal targets: each AI discusses x1 improvement for next teaching session	
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Session 3

Safety, Group Control, and Rescue Decision-Making

Theme: "DIs are judged heavily on judgement."

0:00–0:20 | Safety briefing workshop

- The 5 most common training risks
- What DI candidates often fail on:
 - unclear briefings
 - poor fleet positioning
 - slow rescue decisions

0:20–0:50 | Mini-session planning

In pairs: plan a 15-minute session including:

- aim
- safety points
- practice area
- rescue plan

0:50–2:25 | Afloat scenarios + group control

Run as realistic training:

- 1 AI leads the session
- others act as "students"
- instructor injects scenarios:
 - capsize
 - sailor drifting downwind
 - boat stuck head-to-wind
 - wind shift → lee shore risk

Focus:

- positioning of instructor boat
- fleet control
- calm decision-making
- prioritisation

2:25–2:55 | Tow / recovery skills (if safety boat available)

- quick tow set-up
- multiple tow basics
- bringing boats ashore safely

2:55–3:00 | Debrief

- "What would you do first?" quickfire round

Session 4

DI Course Simulation + Final Readiness

Theme: "This is basically your DI course warm-up."

0:00–0:15 | DI simulation briefing

- expectations
- professionalism
- peer feedback rules

0:15–0:35 | Prep time with each AI getting:

- a topic
- a level (Beginner / Improver)
- a wind condition

They create a short plan.

0:35–2:30 | Assessed teaching rotations with each AI delivers:

- 15–20 min teaching afloat
- 3–5 min debrief
- peer + instructor feedback

Suggested topics:

- tacking
- gybing
- sailing a triangle
- stopping
- upwind control
- capsized recovery (if appropriate)

2:30–2:50 | Final personal sailing check

Quick DI standard sail:

- clean tack + gybe
- stop/start
- man overboard

2:50–3:00 | Final outcomes

Each AI receives:

- Ready for DI?
- Ready with 1–2 focus areas?
- Needs more consolidation (with clear next steps)?

Stage 3	RYA Delivered Pre-Entry Assessment (PEA)	Completed/Comments
	<p>Goal: Prove your sailing & demo skills are good enough</p> <p>The PEA checks:</p> <ul style="list-style-type: none"> • Boat handling • Sailing ability • Demonstrations • Basic theory <p>If successful, you're cleared to attend the DI course.</p>	
Stage 4	RYA Delivered Dinghy Instructor Course	Completed/Comments
	<p>Duration: 5 days</p> <p>Covers:</p> <ul style="list-style-type: none"> • Teaching techniques • Session planning • Safety management • Practical instructing • Demonstrations 	