Risk Management Guidance:

Risk Benefit Assessment in Bikeability Cycle Training

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# Glossary

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| **Term** | **Definition** |
| Risk management | Risk management is the process where people or organisations identify hazards, evaluate risks, and put in place mitigation measures to prevent harm from taking place. It includes not only the actions taken to prevent harm, but also the formal procedures and documentation used to protect people, organisations and property. |
| Risks | The likelihood that a person or property may be harmed or suffers adverse health effects if exposed to a hazard. |
| Hazards | A potential source of harm or adverse health effect on a person or persons. This can also be applied to property. |
| Generic risk benefit assessment | Generic risk benefit assessments assess the hazards and risks involved in activities, assess them against the benefits of the activities and consider ways to mitigate them.  Generic risk benefit assessments cover wide-ranging factors including environmental considerations, issues relating to riders’ wellbeing and readiness to cycle, the condition and suitability of cycles and equipment, and potentially unforeseen hazards that may be encountered during training. |
| Site-specific risk benefit assessment | The assessment of specific locations or areas where training takes place such as school playgrounds or on-road sites or junctions used for training. They help instructors and riders identify and respond to hazards so that risks can be managed so that riders, instructors and the public can be kept safe. |
| Dynamic risk benefit assessment | Dynamic risk benefit assessments are carried out continuously during cycle training. They account for “on the spot”, unforeseen circumstances that may not be set out in site-specific risk benefit assessments. If there are sudden, significant changes to the health and safety of riders or others, written risk benefit assessments may not be applicable, and instructors may need to act dynamically to keep riders or others safe. |

# Introduction

Risk assessment and management is integral to cycle training and remains the responsibility of training providers and cycling instructors who have a ‘duty of care’ to riders, the public, and people and organisations they work with when delivering Bikeability training. This guidance has been developed by the Bikeability Trust to support training providers and instructors to fulfil their risk benefit assessment and management responsibilities when delivering training. They should use this guidance to inform and standardise their risk benefit assessment and management strategies for all Bikeability courses as a condition of grant funding.

This guidance will outline instructors and training providers’ legal obligations, provide a general introduction to the risk benefit approach, and provide examples of generic, site-specific, and dynamic risk benefit assessments.

This guidance has been developed specifically for the Bikeability programme, and is for:

* Registered Bikeability training providers
* Cycling instructors
* Grant recipients who fund Bikeability training
* Those involved in internally or externally quality assuring Bikeability training
* Others working in the cycling industry outside of Bikeability who wish to expand their knowledge of risk benefit assessment

This guidance should be read alongside the Bikeability Trust’s [cycle training delivery guidance](https://www.bikeability.org.uk/for-instructors/delivery-guides/) and further information on the Trust’s website:

* The **Cycle Training Delivery Guide (CTDG)** has a section on health and safety considerations and the different forms of risk benefit assessment used in cycle training. Some of this content has been integrated into this guidance.
* The **Ride Guide: A description of National Standard cycling** provides detailed information on cycling good practice. It also highlights how identifying and responding to hazards forms an essential component of one of the “four key skills” for cycling: Observation: Being aware of one’s surroundings and the actions of others.
* The **Cycle Activity Templates** comprise of twenty-three sample session plans, each of which contain a risk benefit assessment section detailing potential risks, mitigation measures and benefits when carrying out particular training activities.
* The [**“For Training Providers”** section of the Bikeability Trust’s website](https://www.bikeability.org.uk/professionals/for-training-providers/) sets out various requirements for Bikeability training providers in areas such as health and safety and risk benefit assessment.

This guidance is based on current UK legislation and guidance which is subject to change. This guidance will therefore be reviewed annually and updated where necessary. Training providers and instructors should therefore regularly review this guidance to ensure their knowledge is up to date.

# Legal and health and safety obligations

Training providers and instructors are legally required to take reasonable steps to mitigate risks and protect riders and the public from harm. All providers of cycle training need to have robust health and safety policies and put in place very clear procedures to manage and mitigate potential health and safety risks. This includes appropriate risk benefit assessment procedures, broader health and safety policies, and procedures for managing incidents and emergencies.

Training providers and instructors must adhere to relevant UK health and safety legislation and regulations to create a safe and enjoyable environment for everyone when delivering cycle training. This will ensure legal compliance and adherence to current good practice for the sake of riders, the public, and the interests of the organisation or individual delivering training.

As ‘duty holders’, cycle training providers and instructors should comply with the following legislation and regulations:

* **Health and Safety at Work etc. Act 1974 (HSWA):** This Act establishes the general duties and responsibilities of employers, employees and self-employed individuals towards health and safety in the workplace.
* **Management of Health and Safety at Work Regulations 1999 (MHSWR):** These regulations require employers and self-employed individuals to conduct risk assessments, implement preventive and protective measures, establish health and safety policies, and provide adequate training and information to staff.
* **Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR):** RIDDOR sets out the requirements for reporting work-related accidents, injuries, diseases, and dangerous occurrences. Up-to-date guidance is available on the Health and Safety Executive website about what is reportable for both workers and non-workers.
* **Safeguarding and Child Protection:** Relevant safeguarding and child protection legislation, guidance and best practices, including the Children Act 1989, the Children Act 2004, and the Working Together to Safeguard Children guidance.

Training providers should regularly review and update their health and safety policy and procedures to reflect changes in legislation, guidance or operational practices. This will help them keep a strong focus on health and safety and ensure that their cycle training is compliant with the latest regulations and best practices.

As well as the duties set out in the HSWA that relate to ensuring health and safety in respect of work activities, training providers and instructors must carry out suitable and sufficient risk benefit assessments to identify potential hazards, evaluate the associated risks, and to put in place appropriate control measures to minimise those risks. For training providers, these health and safety duties relate to not only riders attending training and the broader public, but also instructors delivering training for them. Instructors are also duty bound to share details of relevant health and safety risks in training with their training provider. Instructors should therefore ensure that any relevant risk benefit assessments are documented, detailing the hazards, their associated risks and the control measures in place. Any incidents that occur during training must also be reported.

# Legal and health and safety obligations

Training providers should appoint a ‘Health & Safety Lead’ or engage the services of an external consultant, to assist them to conduct risk benefit assessments and manage health and safety matters. This individual should have the necessary knowledge, skills, training and experience to advise instructors on the appropriate measures to ensure compliance with health and safety legislation. Part of their remit will be to review the quality of risk benefit assessments conducted by instructors, and to ensure responses to incidents meet the required health and safety standards such as those for very serious incidents as set out under RIDDOR.

# Introduction to risk benefit assessment

# What is risk benefit assessment?

**Risk benefit assessment (RBA) is an approach to risk assessment that focuses not just on the risks of the activity, but also on the benefits.** It is particularly valuable in the context of outdoor learning and is accepted practice by the [Health and Safety Executive HSE: Information about health and safety at work](https://www.hse.gov.uk/index.htm). It has been adopted by organisations including the [Royal Society for the Prevention of Accidents](https://www.rospa.com/), by education and sporting associations such as the [International School Grounds Alliance](https://www.internationalschoolgrounds.org/risk/), and a growing number of Bikeability training providers as their preferred method of risk assessment. The RBA approach is also a recommendation for legal reform in the [Young report from UK Government: Common Sense, Common Safety (The Young Report)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/60905/402906_CommonSense_acc.pdf).

# Advantages of risk benefit assessment over traditional approaches to risk assessment:

In contrast to RBA, more traditional risk assessments have often focused on producing a quantitative assessment of risk where a risk rating is obtained by multiplying the severity of harm against the likelihood that that harm will take place. Other traditional qualitative risk assessments have asked instructors to classify risk as “high”, “medium” or “low” once mitigation measures are in place. Such approaches have received criticism for producing arbitrary results and subjective ratings that offer no reasonable explanation as to how the decision has been reached.

There are multiple problems with using these traditional approaches within cycle training:

* Safety from harm needs to be considered alongside the benefits of participation in cycle training.
* Cycling presents risks of injury to all participants. However, managed exposure to risk is an integral part of cycle training and cycling in general. Risk exposure enables the development of risk management skills through experience. A good example for on-road cycle training is how riders develop their ability to identify and respond to hazards and interact with other road users by encountering hazards and traffic on the road – learning through experience.
* Formal quantitative risk assessments of outdoor activities such as cycling, or traditional qualitative risk assessments that use risk ratings, are very subjective and can result in different assessors giving different scores or ratings for the same hazards.
* As cycle training takes place in real off-road and on-road environments, it is not usually possible to control the actions of others, only to influence them, through measures such as instructor positioning and communication, and by teaching riders strategies for sharing space with others.

The Bikeability Trust now requires all training providers to adopt a risk benefit approach, as it is better suited to the philosophy and principles embedded in the Trust’s [cycle training delivery guidance](https://www.bikeability.org.uk/for-instructors/delivery-guides/) where exposure to risk is central to effective cycle training delivery.

# Risk benefit statement

***Cycle training has many benefits. It inspires riders to cycle more often, helping to boost their physical fitness and mental wellbeing. It also encourages people to choose cycling for journeys such as those to school, work or to the shops. By enabling people to cycle, instructors empower them to improve the air quality where they live, reduce congestion, save on transport costs, and lower their carbon footprint.***

***It is a fact that every journey by cycle involves certain risks and riders need support to understand what these are and how deal with them. Risk benefit assessment recognises these risks and how cycle training in real – not simulated – environments helps riders learn about how to manage their own risk in a progressive way.***

***This approach to risk management helps ensure that cycle training is delivered sufficiently safely, is rider-led and pitched at a suitable level for the rider. It helps ensure instructors embrace a ‘risk benefit mindset’ where they teach riders in realistic and suitably challenging environments where they can develop their skills. It also ensures that riders are taught how to manage risks themselves so that they can develop their skills, confidence and enjoyment riding in diverse environments so they can reap the various benefits that cycling provides.***

# Introduction to the three forms of risk benefit assessment

There are three main forms of risk benefit assessment that training providers and instructors need to use when delivering cycle training:

* Generic risk benefit assessment (formal RBA)
* Site-specific risk benefit assessment (formal RBA)
* Dynamic risk benefit assessment (dynamic RBA)

# Generic risk benefit assessment:

A generic risk benefit assessment must be in place before training takes place. It is a broader form of risk benefit assessment that, when presented in written format, outlines all the expected risks that may be encountered during training and measures to mitigate them. **All cycle training provider organisations must ensure that a generic risk benefit assessment report is in place and shared with their instructors.** Training providers may choose to use the Bikeability Trust’s generic risk benefit assessment document (provided later in this guidance) as a template, or they can create their own document.

* It is good practice for training providers to share the generic risk benefit assessment with schools/settings where training is taking place. The generic risk benefit assessment should also be shared with grant recipients.
* The training provider should monitor the impact of its generic risk benefit assessment report to gauge its effectiveness and should conduct regular training and reviews of the system employed.
* Training providers may wish to add additional guidance to the generic risk benefit assessment report based on their knowledge, experience and factors that are local to the environment where training is taking place.

**For instructors,** in addition to being familiar with their training provider’s generic risk benefit assessment, there are a number of generic risk benefit assessment and management tasks that they need to go through ***before*** training starts:

* Receive and review consent forms and registers that list important rider information (such as their age, emergency contacts, or any medical, health or special educational needs and disabilities/additional learning needs that they may have).
* Review registers and rider tracking information that highlight riders’ progress if and when they attended prior training.
* Receive verbal handovers from relevant contacts (such as parents/carers or members of school staff) regarding any additional needs that riders may have. This is important as sometimes key information is not shared on consent forms. The contact person may also be able to confirm if additional staffing/support is needed.
* Check equipment used in the training such as the condition and type of cycles being used.
* Site-specific risk benefit assessment should be conducted and recorded.

# Site-specific risk benefit assessment:

These are risk benefit assessments that are specific to a particular site. **They are normally (but not always) the responsibility of instructors to carry out, and instructors and training providers to review.** They may cover off-road training sites such as playgrounds, car parks, multi-use games areas, or on-road sites such as roads or junctions used in training. If training is taking place in a wider area or in the form of a longer journey, this route and area should be recorded on the site-specific risk assessment. They must be completed or reviewed (if necessary being updated) before training takes place – only after first surveying sites planned for training.

There are normally 5 steps used in site-specific risk benefit assessment:

1. **Identify** the hazards associated with a particular training activity.
2. **Assess** the risks by identifying who might be harmed and how. This should include an evaluation of the likelihood and severity of potential harm.
3. **Controls/mitigation measures –** the risk benefit assessment acknowledges that it may be hard to control the risks associated with a given training activity but works to mitigate them through education and appropriate mitigation measures. The mitigation measures aim to reduce the risk as far as is reasonably achievable.
4. **Record –** Hazards, risks and mitigation measures will be recorded on a site-specific risk benefit assessment form.
5. **Review –** The site-specific risk benefit assessment will be reviewed whenever necessary to ensure it is up to date, for example, when the physical training environment has changed, and in line with current good practice. Incident reports should also be reviewed alongside the relevant site-specific risk benefit assessments; this will help with incident response processes, and also strengthen the risk benefit assessment review process.

Template off-road and on-road site-specific risk benefit assessment forms are provided later in this guidance, and there are example forms provided in the Appendix.

# Dynamic risk benefit assessment (dynamic RBA):

Dynamic risk benefit assessment (dynamic RBA) takes place ***during*** training. **It is the continuous process of identifying hazards, assessing risks, and taking action to eliminate or reduce them.** Things will be changing all the time during sessions and instructors will need to make decisions based on what is happening at the time. Examples of dynamic risk benefit assessment are:

* Responding to unforeseen changes to the weather during a cycle training session.
* Supporting riders to identify and respond to hazards during longer rides where it is not feasible to complete a site-specific risk benefit assessment for the larger geographical area.
* Supporting riders in situations where traffic conditions suddenly change by offering more or less support so riders can safely carry out activities and develop their skills.

Instructors’ skills in carrying out continuous and effective dynamic risk benefit assessment will be aided by being familiar with their training provider’s generic risk benefit assessment document, which should outline the type of hazards and risks they are likely to encounter during training.

**Since one of the responsibilities of cycling instructors is to teach riders how to identify and respond to hazards themselves, riders need to be involved in the dynamic risk benefit assessment process.**

There are a range of dynamic risk factors that instructors need to consider when delivering cycle training, here are some examples:

* Is the training location suitable for the riders, offering a suitable level of challenge?
* Do activities need to be adapted according to the individual needs of the riders? Does anyone need extra support (such as buddy riding before they attempt an activity on their own)? When is it appropriate for instructors to step back more to provide a more independent riding experience for riders?
* For on-road point-to-point independent riding activities, is the distance that riders cycle suitable? Does the distance provide opportunities for a realistic independent riding experience where riders are likely to encounter traffic and need to practise independent decision making? Subject to considered risk benefit assessment, should the distance be lengthened or shortened?
* Can instructors see all the riders and their co-instructor?
* Are the instructing positions suitable for the activity? Do instructors’ positions respond to the points of highest risk? Do they need to change positions to enable them to better support the riders or when should they step back? Will a more dynamic instructing position be preferable to always standing in the same place?
* When groups of riders are moved on the road, which active learning approaches can be used to encourage riders to take decisions for themselves? When is a more ‘passive’ approach, where instructors take more of a lead, preferrable?
* How are the road and pavement environment changing?
* What is the speed of the traffic and how many vehicles are there?
* What types of vehicles are there?
* What’s the weather like?
* How is the off-road/on-road surface?
* How are the riders’ and instructors' mood and energy levels?
* Are everyone's cycles working properly?
* Are clothes fitting properly, including shoes and laces?
* Are helmets fitting properly (if being worn)?

# How to involve riders in the risk benefit assessment and management process

**Instructors should remember that part of their role is to train riders to manage their own risk when cycling.** By supporting their independent decision making, instructors are teaching them to spot and react to potential hazards. This will then enable them to cycle more safely and with greater levels of independence moving forward.

There are a range of ways instructors can involve their riders in the process of risk benefit assessment during training. Examples are:

* By asking them to reflect on their cycling ability and how this affects their readiness to cycle in different environments.
* By involving them in the planning process for activities. For example, through discussing suitable roads to use for training that give them an appropriate level of challenge.
* To emphasise the need to anticipate and respond to hazards when cycling – possible through staying alert and by continuously observing their surroundings.
* To ask riders what hazards they can see at a particular site: “Can you spot any hazards on this road?”.
* By asking riders whether or not they should signal at moments when it might not be appropriate to do so (such as when riding down steep hills, or over speed humps).
* By discussing with riders the potential benefits and disadvantages of cycling at faster or slower speeds.
* By regularly “checking in” with riders to get them to reflect on their physical and emotional state and fitness/readiness to cycle.
* By discussing strategies that can help riders stay calm and maintain a positive mindset when sharing the road with others.
* By tasking riders with supporting one another when cycling in a group or with a partner. For example, by calling out hazards (such as potholes or glass on the road) or prompting each other how and when to apply the “four key skills”.

# Reviewing the risk benefit assessment process

The risk benefit assessment process does not finish when training is over; once training is complete, instructors should review its success by considering factors such as:

* If risks were manageable/appropriately managed.
* How much improvement riders have made in their cycling including their ability to identify and respond to hazards.
* Whether the activities were suitably complex.

The post-training review process also serves as an opportunity for instructors and training providers to, if necessary, update the site-specific and generic risk benefit assessments for training. Instructors and their training provider should also review if incidents have occurred, and if patterns of incidents are emerging from recent courses. There should be consideration for whether any follow-up actions are needed including further instructor training, or an updating of guidance.

# Incident reporting

Should an incident occur, instructors should follow the process as set out by their training provider. Training providers have a duty to adhere to the [Bikeability Trust’s guidance on incident reporting](https://www.bikeability.org.uk/for-grant-recipients/serious-incident-reporting/). The guidance sets out requirements for instructors to inform the people or organisation for whom they are delivering training and their training providers regarding any serious incident that occurs. It also sets out requirements for incident report forms, and the post-incident follow-up responsibilities of training providers, grant recipients and the Bikeability Trust. In addition to the Bikeability Trust guidance, those providing cycle training must also have a clear understanding of the incident reporting, investigation and record-keeping requirements under UK health and safety legislation.

# Reporting timeframes

* All incidents that require reporting, including relevant “near miss” situations, require instructors to complete an incident report form within 24 hours, sharing the report with their training provider.
* Instructors and training providers must share incident report forms for serious incidents with their grant recipients and the Bikeability Trust within 72 hours.
* For more serious incidents requiring reporting to the Health and Safety Executive, instructors and training providers must report to them within 10 days. Instructors and training providers must then provide the Bikeability Trust with a copy of the RIDDOR reporting documentation (and any relevant correspondence with the Health and Safety Executive) as soon as reasonably practicable.

# Record-Keeping

Instructors and training providers should maintain accurate records of all incidents, including those not reportable under RIDDOR. This record-keeping will help monitor trends, identify areas for improvement, and demonstrate their commitment to health and safety. Records should include details of the incident, any injuries sustained, and any remedial actions taken. The Bikeability Trust requires training providers to share copies of incident records and any corresponding investigation reports in order to identify root and underlying causes of significant incidents arising from the delivery of the Bikeability training programme. The Bikeability Trust may use the contents of training providers’ own investigations to report back to associated third parties, such as the parents of the children participating in training.

# The Bikeability Trust’s generic risk benefit assessment for cycle training

The Bikeability Trust has produced the following generic risk benefit assessment report, which training providers may use as a template generic risk benefit assessment document. Alternatively, training providers can develop their own document. This may have the added benefit of being better tailored to the environment in which training is delivered, the type of training offered, and the riders who receive training.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Generic risk benefit assessment for cycle training** | | | | |
| **Risk benefit statement:** Cycle training needs to be rider-led and realistic. Riders will encounter a range of hazards and risks when cycling. Exposure to these during training can benefit riders through providing them with real life experience in identifying and responding to hazards. This will help riders develop their cycling and progress towards the overall outcome of being able to ride competently and confidently in diverse environments. However, risks during training activities should be manageable, and training activities should only go ahead once necessary risk mitigation measures are in place. | | | | |
| **Training provider name and contact details:** |  | | | |
|  | | | | |
| **PART 1: INFLUENCING FACTORS** | | | | |
| **RIDER NEEDS:** | | | | |
| **Hazards** | **Who might be harmed and how** | **Mitigation measures** | **Carried out by** | **Ongoing or by which date** |
| Riders’ cycling ability affecting their participation in training. | Riders (and others they encounter during training) should they struggle to cycle or engage in the training activities. | All riders attending Bikeability training must be assessed to determine their cycling ability prior to taking part in specific levels of training. This will be possible through, for example:   * The written rider consent process. * Establishing if riders have any special educational needs and/or disabilities. * Receiving a verbal handover on riders’ needs from relevant contacts. * Reviewing rider tracking information/certificates from prior training. * Carrying out a baseline assessment of riders’ cycling ability.     Once training starts, instructors should ensure activities are suitable and provide appropriate levels of support to riders. They should continuously assess riders’ cycling to ensure training activities are progressed in a rider-centred manner. | Instructors/point of contact | Prior to training courses starting and ongoing (formative assessment takes place in all training sessions). |
| Level of support provided to riders | Riders (and others they encounter during training) should they receive insufficient support, leading them to struggle to cycle to the required standard, or be put at undue risk. | When attending training, riders should receive a suitable amount of support and supervision to enable them to learn and cycle sufficiently safely. A range of measures are needed to ensure riders receive sufficient support during Bikeability sessions, for example:   * The way in which activities are progressed should be rider-centred; riders should only attempt activities when they are assessed as ready to do so; the complexity of training activities should reflect riders’ ability, understanding and experience as much as possible. This is particularly the case for on-road training, where the level/nature of traffic needs to be carefully considered. It is normally expected that, subject to instructors’ assessment, the level of support provided to riders during activities reduces as riders’ knowledge and skills grow. * Training delivery should not be rushed; progress through activities should be done in accordance with rider understanding and ability. This might mean that not every typical activity is taught during a session. * Instructors should ensure that the key teaching/coaching points for activities are clearly communicated and understood. Appropriate teaching styles should be used by instructors to ensure riders understand the content. * Buddy-riding should be considered in situations where riders need extra support. * Assistants/extra staffing should be provided in situations where this is necessary to enable riders to participate in training. * The instructor-to-rider ratio and minimum time requirements must follow the ratios and timings set out in the Cycle Training Delivery Guide. Children must always be supervised.     Regarding the topic of supervision, during training, instructors should:   * Keep registers and be fully aware of who they are training, ensuring riders are never left behind. * Aim to keep riders in sight as much as possible. * Ensure instructing positions enable sight of riders and the potential for communication with them/support can be provided where needed. * Ensure riders are clear regarding the distance to be cycled for point-to-point journeys. The distance cycled should create a realistic riding experience (longer distances can create a more independent riding experience) but also reflect the level of support/supervision that riders need. * Ensure riders are aware of their responsibilities to stick together where appropriate. * Ensure additional support is available if, for example, there is an absconding risk. | Instructors | Ongoing – throughout training sessions. |
| Physical health needs of riders. | Riders (and others they encounter during training) should their physical health and wellbeing become compromised during training. For example, riders may experience tiredness/exhaustion if asked to cycle excessive distances, or may have health conditions that affect their ability to control their cycles. | Instructors should carefully consider riders’ physical health and overall wellbeing when delivering training. When planning training activities, instructors should consider factors such as:   * Whether riders have particular health conditions that may affect their ability to cycle, and how riders can be supported to meet any such additional needs. * Whether riders need any specific extra support. For example, a young rider with asthma, may require someone to carry their asthma pump for them and/or check that they are okay if they are exerting themselves. * How are riders’ energy levels, the duration of sessions, and when breaks are needed. * If the distance to be cycled is suitable. Distances that could cause riders to experience exhaustion should be avoided. Equally, there may be health/fitness and learning benefits of cycling further afield in certain situations. * How they can teach riders how to conserve energy when cycling, such as through pacing their efforts. * The nutrition and hydration needs of riders such as the option of bringing snacks and something to drink. * How the weather may impact riders’ physical health. * The benefits of regularly “checking in” to ask riders how they are feeling during sessions. | Instructors/riders | Ongoing: The health and wellbeing of riders needs to be considered throughout training. |
| Support provided to riders with special educational needs and disabilities (SEND) or additional learning needs (ALN). | Riders with special educational needs and disabilities (SEND) or additional learning needs (ALN), and others they encounter during training, if riders are not provided with necessary additional support. Insufficient support may mean that riders are unable to attend the training, may affect their learning outcomes and leave them more likely to experience harm. | A suitable amount of support should be provided to riders who have additional needs. This will be possible by instructors and training providers being familiar with the ‘Strategies for inclusivity’ section of the Cycle Training Delivery Guide. Appropriate levels of support should be provided by, for example:   * Training providers and instructors identifying if riders have any special educational needs and disabilities (SEND) or additional learning needs (ALN) prior to training commencing. * Instructors being prepared to deliver sessions in an inclusive and flexible manner, with activities being suitable for the riders attending training. * Adapting ratios and timings for training if needed. * Ensuring additional support/staffing being provided where this is needed/possible. * Instructors communicating with riders in a rider-centred manner. * Engaging the services of specialist agencies/third party organisations who have additional expertise working with riders with additional needs, such as when working with riders who use specialist equipment and/or adapted cycles. | Instructors/training providers/teaching assistants/specialist agencies. | Prior to training in the planning process, and ongoing during training sessions. |
| Behavioural issues affecting riders’ training and their ability to cycle. | Riders (and others they encounter during training) being put at risk, or their learning outcomes being negatively affected, as a result of the behaviour of individual/groups of riders. | Challenging behaviour by individuals or groups of riders can affect the learning outcomes of those specific individuals but also broader members of a training group. It may affect riders’ ability to cycle and therefore put them and others at risk of harm. Instructors can mitigate such issues by:   * At the start of a course, clarifying expectations for how riders in a group should interact with each other and engage in the training. Asking riders themselves to clarify such expectations/responsibilities can be an effective way of doing this. Where necessary, instructors can clarify the need for riders to listen to and not interrupt each other, follow instructions, give and receive feedback, and help and respect each other. * Using positive language and effective communication skills to help keep riders engaged. * Aiming for high levels of active learning in sessions to help riders stay focused. * Seeking additional support where necessary, such as having a teaching assistant present if this would ordinarily be the case for a rider attending activities. * Addressing/dealing with instances of challenging behaviour promptly and professionally. * In situations where riders exhibit challenging behaviour, following through with any necessary follow-up action or sanctions to ensure the safety and smooth running of the training. | Instructors/ /relevant contacts/riders. | Ongoing – challenging behaviour has the potential to surface in many sessions depending on the needs of the riders and their level of engagement in the training. |
| Confidence-related factors affecting riders’ ability to cycle. | Riders (and others they encounter during training) as a result of riders struggling to cycle due to confidence-related issues. Losses of confidence/composure may, for example, cause riders to panic and lose control of their cycles. | Losses of composure or panic can be caused by riders being asked to attempt activities they are not ready for, carrying out activities without sufficient support, or by riders encountering challenging situations when cycling.  Mitigations measures to address these include instructors:   * Assessing riders’ cycling and understanding their needs before asking them to attempt specific activities. * Delivering training in a rider-centred manner where activities are progressed in accordance with riders’ confidence levels and ability. * Providing riders with any necessary support to help them build confidence, such as through offering “buddy riding” support. * Observing riders and asking questions of them to gauge their mood, confidence and preparedness for activities. * Supporting riders to build confidence through specific strategies. For example, supporting riders to feel like road users through understanding their rights to cycle on the road and by interacting positively with other road users. | Instructors/riders. | Ongoing – the building of rider confidence is fundamental to all cycle training sessions. |
|  | | | | |
| **INSTRUCTOR CONDUCT AND WELFARE:** | | | | |
| **Hazards** | **Who might be harmed and how** | **Mitigation measures** | **Carried out by** | **Ongoing or by which date** |
| Instructors working in accordance with professional codes of conduct. | Riders (and others they encounter during training) being at risk of harm as a result of poor or inappropriate professional conduct by those delivering training. | Instructors are required to work in accordance with their professional qualifications and codes of conduct in order to deliver safe, professional and effective training. Instructors must always work within their level of professional competence and they should seek further support where necessary in order to safeguard riders they are working with. Adherence to training providers’ and the Bikeability Trust’s codes of conduct cover issues including:   * The need for instructors to uphold the rights of children and people they work with. * The type and nature of relationships that instructors can/cannot have with people they work with. * Instructors’ personal and professional standards.     Instructors must study and adhere to these codes of practice and ensure they work as professionally as possible whenever delivering Bikeability training.    Provisionally qualified instructors can only deliver Bikeability training when accompanied by a fully qualified instructor.    Instructors must also carry out relevant training, such as mandatory safeguarding and first aid training in order to work as an instructor. They must keep their instructor profile and renewals with the Bikeability Trust up to date and ensure they have Disclosure and Barring Service (DBS) clearance to work as an instructor.    Instructors must be familiar with this Risk Benefit Management guidance and with their training provider’s health and safety, incident reporting, and emergency procedures.    Instructors are also required to work in accordance with the Bikeability Trust’s delivery guidance (Cycle Training Delivery Guide, Ride Guide and Cycle Activity Templates) and engage in processes of mentoring, internal quality assurance (IQA) and continuing professional development (CPD). | Instructors/training providers. | Ongoing – appropriate professional standards are a requirement of all Bikeability training delivery. Training providers must support and carry out checks on instructors when required including IQA observations, which should take place at least annually. Instructors must attend safeguarding and first aid training at least every three years (annual training is recommended for first aid). |
| Instructor welfare issues affecting their ability to deliver training. | Instructors and riders (and others they encounter during training) should issues with instructors’ health and wellbeing affect their ability to deliver training. | Instructors’ welfare of is paramount importance since instructors themselves must be sufficiently fit and well in order to deliver safe and effective training. Responsibility here lies on instructors themselves and their training provider to ensure they are able to deliver training. For example, instructors should:   * Only deliver training when they are well enough to do so and seek support from their training provider where necessary. * Take appropriate time off work in situations of sickness/poor health. * Work suitable and not excessive hours of work that would lead to undue tiredness or ill health during training delivery. * Travel manageable and not excessive distances to and from work and to not cycle in weather conditions that pose an undue risk to health.     In addition, training providers should regularly “check in” to establish instructors’ health and wellbeing needs are being met, particularly during instances of poor weather, or in situations where instructors are returning to work after experiencing poor health. | Instructors/training providers. | Ongoing – instructor welfare issues are continuous. Communication between instructors and training providers should take place regularly during periods of Bikeability training. |
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| **TRAINING PROVIDER RESPONSIBILITIES:** | | | | |
| **Hazards** | **Who might be harmed and how** | **Mitigation measures** | **Carried out by** | **Ongoing or by which date** |
| Fulfilment of training provider requirements for delivery of Bikeability training. | Riders/instructors/the public: Should training providers fail to adhere to the requirements for training providers as set out by the Bikeability Trust, then this may contribute to poor standards or unsafe delivery of cycle training. | Training providers are required to put in place and implement wide ranging policies and procedures to ensure safe and effective delivery of Bikeability training. Policies and procedures must be shared with instructors delivering training. Relevant policies and procedures include those on:   * Health and safety * Safeguarding * Equal opportunities and diversity * Emergency procedures * Serious incident reporting * Internal quality assurance procedures * Safe recruitment and DBS checks * Complaints * Insurance     As part of these procedures, training providers are required to fulfil their responsibilities for risk benefit assessment (including the sharing of a generic risk benefit assessment document with instructors, and regularly reviewing instructors’ own site-specific risk benefit assessment reports). Training providers must respond to incident reports, carrying out any necessary follow-up action where required.  Training providers are required to review instructors’ professional conduct. They should support instructors where possible to continue their professional development, but also undertake any necessary action where instructors breach professional codes of practice. Training providers must also fulfil their internal quality assurance (IQA) responsibilities, which should see every instructor delivering Bikeability training being observed at least once annually.    Training providers are required to engage with the Bikeability Trust’s external quality assurance (EQA) programme, which may include a visit by the Bikeability Trust to review the nature and quality of cycle training being delivered.    Where there are concerns regarding the conduct of training providers, instructors/others may raise concerns to the Bikeability Trust via its [complaints procedures](https://www.bikeability.org.uk/complaints-policy/). | Training providers, The Bikeability Trust/instructors. | Ongoing – training provider requirements are continuous. |
|  | | | | |
| **WEATHER CONDITIONS:** | | | | |
| **Hazards** | **Who might be harmed and how** | **Mitigation measures** | **Carried out by** | **Ongoing or by which date** |
| Weather conditions affecting riders’ health and/or ability to cycle. | Riders and instructors through exposure to adverse weather conditions. | Although riders will be exposed to a wide variety of weather conditions, the likelihood of this causing any serious health problem is low and can be reduced with good preparation. It is a benefit to understand that cycling is mode of transport that is accessible all year round. Some general measures that can be set out to control this risk are:     * For courses in winter the pre-course information should advise riders to wear suitable clothing such as jackets and gloves in cold/wet weather. * For courses in summer, riders are advised to consider wearing sun block, to bring water, and to wear suitable clothing. * Instructors are trained/encouraged to elicit from riders how to get ready for the above conditions and what they need to be prepared for these sessions. * Delivering training in strong winds is dependent on the local physical environment (how exposed the area is, and how strong the winds are), the size and weight of riders, and their control skills. Instructors should use forecasts to assess the risks and continuously monitor the control riders can maintain. * Weather conditions can adversely affect a rider’s control of their cycle. The training and education programme contained in the delivery guidance is designed to embed competent, consistent, and confident control of the cycle in a range of conditions. * Session duration can be shortened to reduce exposure to more extreme conditions. * Instructors should liaise with others involved in training (such as school contacts) to agree on a plan for training during periods of poor weather. * Training should be rearranged or supported by classroom-based training if weather conditions pose a significant risk to health or riders’ ability to control cycles. | Instructors/riders/support staff. | Ongoing – weather conditions and riders’ preparedness to be considered prior to every training session. |
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| **TRAINING SITE ISSUES:** | | | | |
| **Hazards** | **Who might be harmed and how** | **Mitigation measures** | **Carried out by** | **Ongoing or by which date** |
| Complexity of training area not reflecting the ability or needs of riders attending training. | Riders and others sharing the off-road/on-road environment should riders struggle to ride in that environment. | Training should be realistic. For on-road training, riders should encounter traffic so they can learn how to share the road with others and apply the “four key skills” in real life scenarios.    Training sites should be risk benefit assessed, with training only taking place when the sites are assessed as suitable. The level of challenge should reflect riders’ cycling ability and instructors should provide additional support where necessary.    Instructors should aim for sites that enable activities that fall in the ‘goldilocks zone’ – activities that are not too challenging, not without challenge, but just challenging enough for riders to develop their skills.    When assessing the suitability of on-road training sites, instructors should:   * Involve riders in the risk benefit assessment process. * Consider whether or not riders need to cycle with a partner or with an instructor (normally riding behind them) in order to manage the risk. * Consider elongating or shortening the distance that riders cycle in order to manage the risk and create learning opportunities. * Carefully consider instructor positioning and ways to support/communicate with riders during their attempts at activities.     Activities should be progressed in a rider-centred manner. Normally this will involve a smooth rate of progression, as opposed to sudden jumps up in traffic volumes/complexity. As riders learn new skills, instructors should normally look for locations with more traffic. This will give riders the chance to interact with other road users and further develop their skills. | Instructors/riders. | Ongoing – prior to all training sessions through formal risk benefit assessment, and during sessions through dynamic risk benefit assessment. |
| Surface conditions may cause riders to lose control of their cycles. | Riders and others sharing the off-road/on-road environment with them should riders lose control of their cycles as a result of surface conditions. | Instructors should teach riders strategies for managing pot holes, bumps, or changes to surface conditions including how to cycle on/around wet or slippery surfaces such as wet drain covers, frosty or frozen ground, wet leaves and oil. Some good practice advice can include:   * How riders should reduce their speed when cycling on surfaces with less grip. * When riders should swerve static hazards like pot holes. * How braking and cornering technique should change when the surface is slippery such as how gradual braking can prevent wheels from skidding and how riders should not lean excessively into corners when the ground/contact point with tyres is slippery. * When it may be preferrable to lift up off the saddle when riding over bumpy surfaces. * How riders should not ride with one-hand (such as for signalling) when cycling over bumps such as potholes or speed humps. * How tyre widths and air pressure can affect grip, particularly when cycling over wet surfaces. | Instructors/riders. | Ongoing – surface conditions should be regularly monitored by instructors and discussed with riders. Such issues should also be considered during the site-specific risk benefit assessment process, which should include any necessary surveys of training sites. |
| Gradients in the training area. | Riders and others sharing the off-road/on-road training area with them should riders struggle to cycle or lose control when negotiating gradients. | Riders may lose control of their cycles as a result of higher speeds when descending since stopping/slowing distances increase when riding faster and the time to react to hazards decreases. Inexperienced riders are more likely to struggle to control their cycles when cycling downhill.    Cycling uphill may also lead riders to struggle to keep their cycle in a straight line, and, when cycling on the road, normally increases the speed differential between cyclists and road users in motor vehicles. In addition, steep uphill routes can lead riders to struggle with physical exertion, potentially putting them at risk, but also potentially creating a fitness opportunity.    Instructors can support riders in this area in a variety of ways, for example:   * Teaching riders control skills for when riding up or downhill. Doing this in a progressive and rider-centred way during off-road (traffic-free) training, for example, by supporting inexperienced riders to start training in a flatter space and then progressing onto a space with gradients/hills, is important. * Teaching riders on effective gear use (if gears are present). * Planning suitable routes for training that consider whether or not riders can manage the terrain. * Being open to riders walking for sections of routes where this is necessary as a last resort. * Ensuring groups of riders cycle in a way that caters for all riders in the group where possible. For example, considering having slower riders at the front of a group (to help the group stick together when cycling uphill), and riders giving each other more space when descending at higher speeds. | Instructors/riders. | Ongoing in training areas where there are gradients. |
| Hazardous behaviour by others/other road users. | Riders and instructors as a result of encountering hazardous behaviour by others/other road users that puts them at risk of collisions or causes them to lose control of their cycles. | Instructors should use dynamic risk benefit assessment strategies if riders come across others/other road users who are controlling a vehicle dangerously such as through speeding or driving/riding carelessly. Ways that instructors can support riders may include:   * Supporting riders to be aware of others/other road users who are speeding/driving/riding dangerously. * Supporting riders to, where appropriate, change their position or pull over in the event of excessively hazardous behaviour by others. * Teaching riders the need to continuously practise the four key skills when cycling, paying particular attention to constantly observing and staying alert. * Advising riders when they may need to be flexible in their positioning when sharing space with others who are driving/riding dangerously. * Supporting riders to build/re-build their confidence when cycling on the road, particularly after instances where riders encounter hazardous behaviour by others. * Reporting illegal behaviour by other road users to the Police. | Instructors/riders. | Ongoing – there is the potential for riders to encounter hazardous behaviour by others in training sessions where they share space with members of the public. |
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| **PART 2: TRAINING SCENARIOS** | | | | |
| **CONTROL ISSUES/COLLISIONS:** | | | | |
| **Hazards** | **Who might be harmed and how** | **Mitigation measures** | **Carried out by** | **Ongoing or by which date** |
| A rider may fall/trip when not on their cycle. | Riders falling as a result of tripping over/getting caught in their cycle when standing next to/walking with it. | Instructors can help riders prevent trips or falls when they are standing next to or walking with their cycles in a number of ways:   * Expected behaviour is elicited from riders, and instructors share/remind them of this when needed. For example, riders should agree to look out for each other when standing with their cycles, giving each other enough space, and should not run with their cycles. * Riders are taught good technique for walking with their cycles, for example the need to hold the handlebars, have a little space from the frame and pedals, and to avoid leaning onto cycles. * Riders are advised to keep brakes on (if possible) when standing next to their cycle. * Riders are taught how to park their cycles and are encouraged to park and walk away from them when appropriate, for example when watching demonstrations. * Ensuring riders check their clothing before using their cycles. * Checking sites and routes for trip hazards and space. * Riders are taught from the beginning of the course to assess the environment they are riding in, and discussions are held with riders to elicit what control measures they can identify and put into use. * Instructors and riders should be aware of the potential for stunt pegs to cause injury when in close proximity, especially when walking with cycles that have them. They can have sharp edges (as can pedals), so riders and instructors should keep extra distance from such cycles when pushing them. | Instructors/riders. | Ongoing – during all training sessions when riders are not on their cycles. Riders normally need more support in this area at the start of training, or if they only have limited prior experience cycling. |
| A rider may lose balance and fall off their cycle. | Riders and others near to them due to a loss of control when cycling. | Whilst infrequent, this still does occur and should diminish with experience. Some general measures that can be set out to control this risk are:   * Riders are taught incrementally so that all activities are achievable/appropriate and suit their current competence and confidence when cycling. * Cycle control skills are taught in a rider-centred manner, enhancing riders’ technique. Activities carefully consider ways to develop riders’ balance and coordination. As their skills develop, the likelihood of incidents should reduce. * Riders are taught to only attempt techniques such as riding with one-hand when ready/appropriate; for signalling, emphasis should be on control of the cycle over the need to communicate with others. Riders should therefore be advised to not signal in situations where it could cause them lose control or fall, for example, if riding over a pothole or down a steep hill. * Riders are taught to check their own clothing. Clothing catching in wheels/pedals can contribute to this risk – instructors are to check clothing before sessions begin. For example, trousers should be tucked in, and cycle clips (or equivalent) used where necessary. * Where riders’ cycles are significantly under or over-sized, an alternate option is offered where possible. * Complete beginner cyclists are taught at a maximum ratio of 1:3 and kept in proximity, so they can be supported as they learn to balance. Learning-to-ride activities should focus on developing riders’ balance without pedalling and good stopping technique, before pedalling is attempted. * Priority is given early in training to teach riders how to stop both smoothly and quickly; learning this will significantly reduce the likelihood of falls. * Riders are taught how they should adjust their speed according to surface conditions. | Instructors/riders/rider assistants. | Ongoing – falls may occur at any point during actual cycling activities. |
| Two riders may collide. | Riders/instructors/others should riders collide with one another. | It is necessary that riders share space with one another during all aspects of Bikeability training. This prepares them to share space with other road users in their future cycling journeys.    For complete beginners and riders with limited prior cycling experience, the risk and likelihood of collisions is higher if control measures are not used. For experienced riders, the likelihood of collisions is significantly lower. Some general measures that can be set out to control this risk are:   * Steering control is taught at an early stage and continuously assessed. Correct riding position for when riding with other cyclists and quick stops are taught at an early stage. * During off-road (traffic-free) activities, instructors should pay attention to the spacing of riders and empower riders to take ownership of their riding, which includes managing space, communicating, and co-operating. Instructors should remind them that they must always be able to stop in time if the rider in front suddenly stops. For those new to cycling, the distance that riders cycle apart should reflect their control skills; riders who are more “wobbly” will need more space between them and other riders. * When riding in a group, riders should be prompted to not look down at the rear wheel of the rider in front of them, but to keep their head up so they can better observe their surroundings and judge distances. * Behaviour and mood of riders is continuously assessed and managed. * Snaking is practised off road, before the riders are taken on road. * When leading group rides, the overall speed is kept to an appropriate level that suits the ability level of all the riders. Where there are many riders, instructors pay attention to the behaviour of riders within the group, particularly their awareness, speed and spacing. | Instructors/riders. | Ongoing – there is the potential for riders to collide with each other during any cycling activities. |
| Rider colliding with a static object/infrastructure. | Riders and others near to them should a collision occur. | Cycling in off-road and on-road environments requires riders to cycle close to static objects/infrastructure that pose a collision risk. Examples could be benches, climbing apparatus, or items left in a school playground; or parked vehicles or debris such as rubbish or fallen branches on the road. Instructors can support riders to mitigate such risks in a number of ways, for example:   * Involving riders in the process of identifying static objects/infrastructure that may pose a hazard. * Discussing/calling out hazards with riders and recommending they do the same to assist other riders in the group. * Teaching riders control skills that enable them to avoid hazards (such as swerving technique). * Ensuring training group sizes are appropriate for the space and nature of the training environment. * Advising riders to cycle at appropriate speeds for the environment. * Considering how appropriate riders’ cycles are for the environment. For example, alternative routes may be needed if narrow infrastructure does not provide sufficient space for wider cycles. | Instructors/riders. | Ongoing: Collision risks are possible at all stages of cycle training when riders use their cycles. |
| Rider colliding with a pedestrian. | Riders/pedestrians/others in the event of a collision. | Riders will share space with pedestrians when they are crossing roads, riding in parks or on the road, and when using shared cycle/walking infrastructure.  Some general measures that can be set out to control this risk are:   * Instructors should make sure that riders are aware of the need to share space and give way to pedestrians when appropriate, and if needed, explain to riders the risk of injury to pedestrians if sufficient care and control is not taken. * Off-road training activities should aim to equip riders with the necessary observation, communication, and positioning skills to help reduce the likelihood of such collisions. For example, riders are asked, “what or who do you need to look out for?”. * Riders are taught when it is suitable and polite to use bells: well in advance of being in closer proximity to pedestrians and only enough use to be heard (not to annoy or intimidate). If there is no bell on the cycle, a calm and friendly expression should be used, e.g., “excuse me please.” * Riders are taught and empowered to make eye contact and communicate with pedestrians just like they would with other road users. * Instructors to keep riders in sight and can warn them if necessary. * The four key skills are used to minimise the possibility of such collisions. ‘Observation’ is particularly important in this instance. For example, riders are taught to cover their brakes and make frequent observations from the start of their off-road Bikeability training. | Instructors/riders. | Ongoing – whenever riders come into close proximity with pedestrians. |
| A rider may collide with another road user. | Riders/other road users should they collide. | During on-road journeys, a rider will share space with other road users. Providing that riders are taught incrementally and progressively, then these journeys should be beneficial to the competence, consistency, and confidence of the riders. Some general measures that can be set out to control this risk are:   * It is expected that all instructors are trained to a high standard and that the approach and standards set out in the Bikeability delivery guidance is followed. * Instructors ride in all densities of traffic regularly and have enough competence, consistency, and confidence to both ride safely and to support/protect riders at the same time. * Instructors are trained in effective riding techniques and how to teach them. They demonstrate exemplary cycling, and are skilled at managing groups of riders. The style of riding taught is the style that minimises this risk. Riders are, for example, taught how to practice the four key skills, including the need to remain continuously alert when cycling on the road. This will enable them to anticipate and respond to the actions of other road users. * Instructors keep riders appropriately nearby and in view, so they can intervene where necessary to keep riders safe. * Riders are introduced to road riding gradually, first on quiet roads,  before progressing onto busier ones. They are taught incrementally, to build competence, consistency, and confidence. * Instructors can safely move riders through almost all locations, providing the riders have a minimum level of control and that the instructor rides protectively. | Instructors/riders. | Ongoing – collisions may occur at various points during all on-road training sessions. |
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| **MECHANICAL/MAINTENANCE ISSUES:** | | | | |
| **Hazards** | **Who might be harmed and how** | **Mitigation measures** | **Carried out by** | **Ongoing or by which date** |
| A cycle experiencing mechanical failure, leading to a rider losing control. | Riders and others near to them should mechanical failure occur causing a loss of control. | Bikeability training teaches riders to check their own cycles which is an essential competence for lifelong cycling. Some general measures that can be set out to control the risk of mechanical failure include:     * Riders being given information on cycle maintenance prior to training and being informed that they will not be allowed to use a cycle that is not roadworthy. * Instructors check riders’ cycles before training. * Instructors teach riders how to carry out simple essential checks on their cycles. Riders should check their cycles at the start of all training sessions, under the supervision of instructors where necessary. Riders need to have the confidence to report faults on their cycles to instructors if they find any. * Instructors should only undertake repairs and alterations provided this is within their level of competence. * Instructors should use an ‘unroadworthy cycle form’ where appropriate, not permitting unroadworthy cycles to be used for training, and/or communicate such information with relevant contacts where necessary. * Instructors receive training on how to check cycles for roadworthiness. Training providers should consider requiring instructors to undertake recognised cycle maintenance training, or engaging the services of qualified cycle mechanics. * Instructors should make sure their own cycles are roadworthy. | Instructors/riders. | Ongoing – cycles should be checked prior to every session, with a more detailed check (and any necessary minor adjustments being carried out) prior to the start of any training course. |
| Rider injury due to incorrect use of tools. | Riders/rider assistants should tools be used incorrectly. | Introducing cyclists to cycle maintenance at any age supports life-long cycling. If riders do not know how to use tools correctly there is potential for them to hurt themselves or others or to damage their cycles. Some general measures that can be set out to control this risk are:   * As an important part of their learning, instructors teach riders how to use tools properly through demonstrations and then closely supervise riders in the initial stages of them trying to use the tools themselves. As a general rule, instructors should supervise riders (or their assistants) as they carry out maintenance tasks. * Instructors keep tools in a bag or container and riders identify which tools they need for the job. Instructors give riders tools as they are needed and ensure they are returned afterwards. | Instructors/riders. | Ongoing (whenever riders or their assistants are supervised using tools). |
| Injury due to incorrect use of chemicals. | Riders/others in the vicinity as a result of incorrect use of chemicals. | Chemicals used during cycle maintenance may pose a health threat. Certain chemicals can be harmful if they are swallowed or make contact with the eyes or if their fumes are inhaled. Some general measures that can be set out to control this risk are:     * Instructors are advised to carry and use small bottles of chain lube and no other chemicals or sprays. * Instructors are always advised and encouraged to use environmentally friendly alternatives rather than standard chemicals. * Oil spray should not be used if possible; if this is not possible then the instructor must first check that the area is suitably ventilated, for example, windows and/or doors should be open, and riders should be kept away from the area. * Instructors and riders should be aware of the risk of oil/lubricant contaminating the rims of the wheels as this can lead to reduced brake performance. * Instructors must not use methylated spirits, white spirit, or other spirit solvents. * Hazardous chemicals must not be stored in unmarked containers. * Instructors are advised to use adhesive patches rather than glues for puncture repairs. | Instructors. | Ongoing (whenever chemicals are used). |

# Site-specific Risk Benefit Assessment templates

Training providers and instructors can develop their own site-specific risk benefit assessment forms for training, or use the Bikeability Trust templates provided below.

# Off-road site-specific risk benefit assessment:

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| --- | --- | --- | --- |
| **Pre-course checklist and off-road site-specific risk benefit assessment:** | | | |
| **Venue:** |  | **Contact details:** |  |
| **Instructor(s):** |  | **Date(s) of training:** |  |
| **Instructor contact details:** |  | **Weather forecast:** |  |
|  | | | |
| **Pre-course checklist:** | | | |
| **Is the training area secure?** | | **YES / NO** | |
| **If not secure, please provide details:** | | | |
| **Location of toilets/water/office/First Aid room (if present) checked?** | | **YES / NO** | |
| **Consent forms seen and checked?** | | **YES / NO** | |
| **If consent forms not seen and checked, please provide details:** | | | |
| **Verbal handover received (if necessary)?** | | **YES / NO / N/A** | |
| **Cycles checked?** | | **YES / NO** | |
| **Helmets checked (if present)?** | | **YES / NO / N/A** | |
| **If cycles/equipment are not suitable, please provide details and action taken:** | | | |
| **If any other action taken (e.g. additional staffing, space/playground furniture considerations, weather, clothing, sunscreen, food/hydration), please provide details:** | | | |
| **Site-specific risk benefit assessment:** | | | |
| **Risk benefit statement:** Cycle training needs to be rider-led and realistic. Riders will encounter a range of hazards and risks when cycling. Exposure to these during training can benefit riders through providing them with real life experience in identifying and responding to hazards. This will help riders develop their cycling and progress towards the overall outcome of being able to ride competently and confidently in diverse environments. However, risks during training activities should be manageable, and training activities should only go ahead once necessary risk mitigation measures are in place. | | | |
| **Route to training site (if applicable):** | | | |
| **Training site information (description/photo/sketch/map):** | | | |
| **Hazards (list using bullet-points)** | | **Mitigation measures (list using bullet-points and consider the benefits)** | |
|  | |  | |
| **Reviewed on:** | | | |

# On-road site-specific risk benefit assessment:

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| --- | --- | --- | --- | --- |
| **On-road site-specific risk benefit assessment** | | | | |
| **Risk benefit statement:** Cycle training needs to be rider-led and realistic. Riders will encounter a range of hazards and risks when cycling. Exposure to these during training can benefit riders through providing them with real life experience in identifying and responding to hazards. This will help riders develop their cycling and progress towards the overall outcome of being able to ride competently and confidently in diverse environments. However, risks during training activities should be manageable, and training activities should only go ahead once necessary risk mitigation measures are in place. | | | | |
| **Venue:** |  | | **Contact details:** |  |
| **Instructor(s):** |  | | **Date(s) of training:** |  |
| **Instructor contact details:** |  | | **Weather forecast:** |  |
| **Description of training area and plans for the route (include potential progression sites):** | | | | |
| **Hazards** **and location** | | **Mitigation measures (consider the benefit)** | | |
|  | |  | | |
| **Map of training area with highlighted areas for training:**                                                    **Alternatives to a map view could include a comprehensive list of roads which make up the training area, or a photographic record of the locations and areas to be used.** | | | | |
| **Reviewed on:** | | | | |

# Further resources

Training providers and instructors may find the following resources helpful further reading on the topic of risk benefit assessment:

Health and Safety Executive: [Children’s play and leisure: promoting a balanced approach](https://www.hse.gov.uk/entertainment/childs-play-statement.htm)

Bath and Somerset: [Playful Risk: Risk Benefit](https://www.bathnes.gov.uk/sites/default/files/siteimages/Children-and-Young-People/Childcare-Play/playful_risk_-_risk_benefit.pdf)

The International School Grounds Alliance: [Risk in play and learning](https://www.internationalschoolgrounds.org/_files/ugd/ac7854_d43f91d48b024f8dafe18e25403526cc.pdf)

Tim Gill: No fear: [Growing up in a risk averse society](https://timrgill.files.wordpress.com/2010/10/no-fear-19-12-07.pdf)

The Young Report: [Common Sense, Common Safety](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/60905/402906_CommonSense_acc.pdf)

# Appendix 1: Example off-road site-specific risk benefit assessment.

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| --- | --- | --- | --- |
| **Pre-course checklist and off-road site-specific risk benefit assessment:** | | | |
| **Venue:** | Charlton Manor Primary School | **Contact details:** | Indus Rd, London SE7 7EF  02088765432 |
| **Instructor(s):** | Davie Jones & John Smith | **Date(s) of training:** | 15th-19th January 2024 |
| **Instructor contact details:** | 07891234567 & 07789123456 | **Weather forecast:** | 2-8 degrees C. Some light rain forecast. |
|  | | | |
| **Pre-course checklist:** | | | |
| **Is the training area secure?** | | **YES /** NO | |
| **If not secure, please provide details:** | | | |
| **Location of toilets/water/office/First Aid room (if present) checked?** | | **YES /** NO | |
| **Consent forms seen and checked?** | | **YES /** NO | |
| **If consent forms not seen and checked, please provide details:** | | | |
| **Verbal handover received (if necessary)?** | | **YES /** NO **/** N/A | |
| **Cycles checked?** | | **YES /** NO | |
| **Helmets checked (if present)?** | | **YES /** NO **/** N/A | |
| **If cycles/equipment are not suitable, please provide details and action taken:**    Minor adjustments performed on some of the cycles. Riders whose cycles have been assessed as not roadworthy and that couldn’t be repaired have been offered cycles delivered by the Council. | | | |
| **If any other action taken (e.g. additional staffing, weather, clothing, sunscreen, food/hydration), please provide details:**    Cold and wet weather forecast. Riders have been advised to bring suitable clothing (including jackets and gloves). | | | |
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| **Site-specific risk benefit assessment:** | | | |
| **Risk benefit statement:** Cycle training needs to be rider-led and realistic. Riders will encounter a range of hazards and risks when cycling. Exposure to these during training can benefit riders through providing them with real life experience in identifying and responding to hazards. This will help riders develop their cycling and progress towards the overall outcome of being able to ride competently and confidently in diverse environments. However, risks during training activities should be manageable, and training activities should only go ahead once necessary risk mitigation measures are in place. | | | |
| **Route to training site (if applicable):**  Not applicable: Training will take place in the multi-use games area (MUGA) that is part of the school playground. Riders will be escorted there by school staff. | | | |
| **Training site information (description/photo/sketch):**  The MUGA will be solely used for cycle training during the days that it is required for the Bikeability training; other children in the school will not be permitted to use the space.  The MUGA is approximately 35m x 15m The tarmac surface is flat. There is a gate to enter the MUGA that can be closed when needed. The playground that is next to the MUGA will occasionally be in use during the period of training.  Overhead image of MUGA:  Aerial view of a basketball court  Description automatically generated | | | |
| **Hazards (list using bullet-points)** | | **Mitigation measures (list using bullet-points and consider the benefits)** | |
| Gated access points      Small drains in the training area –are slippery when wet  White lines are slippery when wet    Noise and distraction from adjoining playground | | Keep closed, and observe who is entering and exiting.  Avoid the drains during your activities, come them off if you have to use that area, also demonstrate how such surfaces are slippery and swerving technique.  Teach riders how to adjust their riding (including their braking and cornering technique) during wet/slippery conditions.  Where possible face riders away from the playground during activities. Use visual teaching techniques more where possible, for example demonstrations. Group discussions to take place in quieter sections of the MUGA where appropriate. Group responsibilities (including the need to focus wherever possible) to be agreed at the start of the course. | |

# Appendix 2: Example on-road site-specific risk benefit assessment

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| **On-road site-specific risk benefit assessment** | | | | |
| **Risk benefit statement:** Cycle training needs to be rider-led and realistic. Riders will encounter a range of hazards and risks when cycling. Exposure to these during training can benefit riders through providing them with real life experience in identifying and responding to hazards. This will help riders develop their cycling and progress towards the overall outcome of being able to ride competently and confidently in diverse environments. However, risks during training activities should be manageable, and training activities should only go ahead once necessary risk mitigation measures are in place. | | | | |
| **Venue:** | Charlton Manor Primary School | | **Contact details:** | Indus Rd, London SE7 7EF    02088765432 |
| **Instructor(s):** | Davie Jones & John Smith | | **Date(s) of training:** | 15th-19th January 2024 |
| **Instructor contact details:** | 07877056631 & 07837054632 | | **Weather forecast:** | 2-8 degrees C. Some light rain forecast. |
| **Brief description of training area and plans for the route and progression:**    The training area consists primarily of residential streets that have variable traffic flows. The roads to be used for point-to-point independent riding activities have a 20mph limit.    The specific route and activities chosen for activities will be rider-led. However, in most cases, point-to-point independent riding activities will start on Canberra Road (by Charlton Park), before moving to Canberra Road/Hornfair Road and then progressing on from there. More accomplished riders may carry out activities at busier sites such as Marlborough Lane, Cemetery Lane and Little Heath. | | | | |
| **Hazards** | | **Mitigation measures (consider the benefit)** | | |
| Hornfair Road passing Kashmir Road - Surface conditions are quite bumpy in places here. Full-width speed humps are pronounced. Parked cars and driveways. There is an entrance to the school opposite the junction.  Kashmir Road is very narrow at the junction so this can be a challenge if vehicles enter from the major road.  Wricklemarsh Road passing Woolacombe Road and Eastbrook Road - This is a staggered junction (offset crossroads) with moderate levels of traffic flow. Wricklemarsh is also a bus route, with buses turning in and out.  There is a bus stop near to the starting point on Wricklemarsh Road and speed humps on the major road. Road surface is bumpy in places.  The pavement on parts of Wricklemarsh is quite high so riders need to take care when finishing their journeys.      Marlborough Lane and Charlton Dene -  Moderate to high traffic volume. There is an uphill towards the junction. The major road is fairly wide at the junction but with insufficient  width for drivers behind to undertake. There are parked cars on both roads. Traffic can quickly turn onto Marlborough Lane from the A207      Hornfair Road and Montcalm Road - There is a bend in Montcalm Road and insufficient space for people to overtake on this road.    Little Health and Park Drive -  This is a sometimes very busy major road that is used by buses and other large vehicles. The right turn into Park Drive incorporates passing Flamsteed Road.  Charlton Park Lane and Canberra Road -  Sight lines for road users entering the roundabout from Canberra Road are limited. There are usually parked cars on one side of Charlton Park Lane (Eastern section) and parked cars on both sides of Canberra Road. | | Highlight this in the demonstration, and teach technique including weight on pedals and not sitting on the seat. Ask questions about ‘observation’. Ensure that control skills have been mastered at Level 1.  Make sure that riders are aware of this, teach dynamic road position, and understanding of priorities and speed with which you approach the junction.  Cover all instructing points needed during demonstration and questioning. Draw attention to the bus stop and route, and discuss interactions with the person driving the bus, and not to be intimidated by the size of the bus.  Coach riders to have their pavement side pedal up when stopping and pull in with care.  Use this as a progression site, discuss the gradient with riders and consider which gear they will select.  Riders need to ensure they make good and timely observations when starting their journeys. And on the approach, being ready to respond to changes in traffic volume.  Instruct riders not to pass the bend or go out of sight and ensure riders are using primary position, with frequent rear observations.  Use this as a progression site when riders are confident. There are good sight lines on the major road.  Vary your position accordingly and use paired riding, with one pair on the road at once. | | |
| **Map of training area with highlighted areas for training:**  **Note:** The red dots in the below training area are the location of the sites that are set out above for point-to-point independent riding activities:  A map of a city  Description automatically generated  **Alternatives to a map view could include a comprehensive list of roads which make up the training area, or a photographic record of the locations and areas to be used.** | | | | |