

<b>Generic risk benefit assessment for cycle training</b>				
<b>Risk benefit statement:</b> 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.				
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<b>PART 1: INFLUENCING FACTORS</b>				
<b>RIDER NEEDS:</b>				
<b>Hazards</b>	<b>Who might be harmed and how</b>	<b>Mitigation measures</b>	<b>Carried out by</b>	<b>Ongoing or by which date</b>
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: <ul style="list-style-type: none"> <li>• The written rider consent process.</li> <li>• Establishing if riders have any special educational needs and/or disabilities.</li> <li>• Receiving a verbal handover on riders' needs from relevant contacts.</li> <li>• Reviewing rider tracking information/certificates from prior training.</li> <li>• Carrying out a baseline assessment of riders' cycling ability.</li> </ul>	Instructors/point of contact	Prior to training courses starting and ongoing (formative assessment takes place in all training sessions).

		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.		
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.	<p>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:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	Instructors	Ongoing – throughout training sessions.

		<ul style="list-style-type: none"> <li>• Buddy-riding should be considered in situations where riders need extra support.</li> <li>• Assistants/extra staffing should be provided in situations where this is necessary to enable riders to participate in training.</li> <li>• 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.</li> </ul> <p>Regarding the topic of supervision, during training, instructors should:</p> <ul style="list-style-type: none"> <li>• Keep registers and be fully aware of who they are training, ensuring riders are never left behind.</li> <li>• Aim to keep riders in sight as much as possible.</li> <li>• Ensure instructing positions enable sight of riders and the potential for communication with them/support can be provided where needed.</li> <li>• 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.</li> <li>• Ensure riders are aware of their responsibilities to stick together where appropriate.</li> <li>• Ensure additional support is available if, for example, there is an absconding risk.</li> </ul>		
Physical health needs of riders.	Riders (and others they encounter during training) should their physical health and wellbeing	Instructors should carefully consider riders' physical health and overall wellbeing when delivering training. When planning training activities, instructors should consider factors such as:	Instructors/riders	Ongoing: The health and wellbeing of riders needs to be considered

	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• How are riders' energy levels, the duration of sessions, and when breaks are needed.</li> <li>• 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.</li> <li>• How they can teach riders how to conserve energy when cycling, such as through pacing their efforts.</li> <li>• The nutrition and hydration needs of riders such as the option of bringing snacks and something to drink.</li> <li>• How the weather may impact riders' physical health.</li> <li>• The benefits of regularly "checking in" to ask riders how they are feeling during sessions.</li> </ul>		<p>throughout training.</p>
<p>Support provided to riders with special educational needs and disabilities (SEND) or additional learning needs (ALN).</p>	<p>Riders with special educational needs and disabilities (SEND) or additional learning needs (ALN), and others they encounter during training, if</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• Training providers and instructors identifying if riders have any special educational needs and</li> </ul>	<p>Instructors/training providers/teaching assistants/specialist agencies.</p>	<p>Prior to training in the planning process, and ongoing during training sessions.</p>

	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.	<p>disabilities (SEND) or additional learning needs (ALN) prior to training commencing.</p> <ul style="list-style-type: none"> <li>• Instructors being prepared to deliver sessions in an inclusive and flexible manner, with activities being suitable for the riders attending training.</li> <li>• Adapting ratios and timings for training if needed.</li> <li>• Ensuring additional support/staffing being provided where this is needed/possible.</li> <li>• Instructors communicating with riders in a rider-centred manner.</li> <li>• 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.</li> </ul>		
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.	<p>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.</p> <p>Instructors can mitigate such issues by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Using positive language and effective communication skills to help keep riders engaged.</li> </ul>	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.

		<ul style="list-style-type: none"> <li>• Aiming for high levels of active learning in sessions to help riders stay focused.</li> <li>• Seeking additional support where necessary, such as having a teaching assistant present if this would ordinarily be the case for a rider attending activities.</li> <li>• Addressing/dealing with instances of challenging behaviour promptly and professionally.</li> <li>• 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.</li> </ul>		
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.	<p>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.</p> <p>Mitigations measures to address these include instructors:</p> <ul style="list-style-type: none"> <li>• Assessing riders' cycling and understanding their needs before asking them to attempt specific activities.</li> <li>• Delivering training in a rider-centred manner where activities are progressed in accordance with riders' confidence levels and ability.</li> <li>• Providing riders with any necessary support to help them build confidence, such as through offering "buddy riding" support.</li> <li>• Observing riders and asking questions of them to gauge their mood, confidence and preparedness for activities.</li> <li>• Supporting riders to build confidence through specific strategies. For example, supporting riders</li> </ul>	Instructors/riders	Ongoing – the building of rider confidence is fundamental to all cycle training sessions.

		to feel like road users through understanding their rights to cycle on the road and by interacting positively with other road users.		
<b>INSTRUCTOR CONDUCT AND WELFARE:</b>				
<b>Hazards</b>	<b>Who might be harmed and how</b>	<b>Mitigation measures</b>	<b>Carried out by</b>	<b>Ongoing or by which date</b>
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.	<p>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:</p> <ul style="list-style-type: none"> <li>• The need for instructors to uphold the rights of children and people they work with.</li> <li>• The type and nature of relationships that instructors can/cannot have with people they work with.</li> <li>• Instructors' personal and professional standards.</li> </ul> <p>Instructors must study and adhere to these codes of practice and ensure they work as professionally as possible whenever delivering Bikeability training.</p> <p>Provisionally qualified instructors can only deliver Bikeability training when accompanied by a fully qualified instructor.</p>	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

		<p>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.</p> <p>Instructors must be familiar with this Risk Benefit Management guidance and with their training provider's health and safety, incident reporting, and emergency procedures.</p> <p>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).</p>		<p>training at least every three years (annual training is recommended for first aid).</p>
<p>Instructor welfare issues affecting their ability to deliver training.</p>	<p>Instructors and riders (and others they encounter during training) should issues with instructors' health and wellbeing affect their ability to deliver training.</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• Only deliver training when they are well enough to do so and seek support from their training provider where necessary.</li> <li>• Take appropriate time off work in situations of sickness/poor health.</li> <li>• Work suitable and not excessive hours of work that would lead to undue tiredness or ill health during training delivery.</li> </ul>	<p>Instructors/training providers.</p>	<p>Ongoing – instructor welfare issues are continuous. Communication between instructors and training providers should take place regularly during periods of Bikeability training.</p>



		<ul style="list-style-type: none"> <li>• Travel manageable and not excessive distances to and from work and to not cycle in weather conditions that pose an undue risk to health.</li> </ul> <p>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.</p>		
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### **TRAINING PROVIDER RESPONSIBILITIES:**

<b>Hazards</b>	<b>Who might be harmed and how</b>	<b>Mitigation measures</b>	<b>Carried out by</b>	<b>Ongoing or by which date</b>
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.	<p>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:</p> <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Safeguarding</li> <li>• Equal opportunities and diversity</li> <li>• Emergency procedures</li> <li>• Serious incident reporting</li> <li>• Internal quality assurance procedures</li> <li>• Safe recruitment and DBS checks</li> <li>• Complaints</li> <li>• Insurance</li> </ul> <p>As part of these procedures, training providers are required to fulfil their responsibilities for risk benefit</p>	Training providers, The Bikeability Trust/instructors.	Ongoing – training provider requirements are continuous.

		<p>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.</p> <p>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.</p> <p>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.</p> <p>Where there are concerns regarding the conduct of training providers, instructors/others may raise concerns to the Bikeability Trust via its <a href="#">complaints procedures</a>.</p>		
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<b>WEATHER CONDITIONS:</b>				
<b>Hazards</b>	<b>Who might be harmed and how</b>	<b>Mitigation measures</b>	<b>Carried out by</b>	<b>Ongoing or by which date</b>

<p>Weather conditions affecting riders' health and/or ability to cycle.</p>	<p>Riders and instructors through exposure to adverse weather conditions.</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• For courses in winter the pre-course information should advise riders to wear suitable clothing such as jackets and gloves in cold/wet weather.</li> <li>• For courses in summer, riders are advised to consider wearing sun block, to bring water, and to wear suitable clothing.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Session duration can be shortened to reduce exposure to more extreme conditions.</li> </ul>	<p>Instructors/riders /support staff.</p>	<p>Ongoing – weather conditions and riders' preparedness to be considered prior to every training session.</p>
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<b>TRAINING SITE ISSUES:</b>				
<b>Hazards</b>	<b>Who might be harmed and how</b>	<b>Mitigation measures</b>	<b>Carried out by</b>	<b>Ongoing or by which date</b>
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 struggle to ride in that environment.	<p>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.</p> <p>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.</p> <p>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.</p> <p>When assessing the suitability of on-road training sites, instructors should:</p> <ul style="list-style-type: none"> <li>Involve riders in the risk benefit assessment process.</li> </ul>	Instructors/riders	Ongoing – prior to all training sessions through formal risk benefit assessment, and during sessions through dynamic risk benefit assessment.

		<ul style="list-style-type: none"> <li>• 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.</li> <li>• Consider elongating or shortening the distance that riders cycle in order to manage the risk and create learning opportunities.</li> <li>• Carefully consider instructor positioning and ways to support/communicate with riders during their attempts at activities.</li> </ul> <p>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.</p>		
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.	<p>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:</p> <ul style="list-style-type: none"> <li>• How riders should reduce their speed when cycling on surfaces with less grip.</li> <li>• When riders should swerve static hazards like pot holes.</li> <li>• 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.</li> </ul>	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

		<ul style="list-style-type: none"> <li>• When it may be preferable to lift up off the saddle when riding over bumpy surfaces.</li> <li>• How riders should not ride with one-hand (such as for signalling) when cycling over bumps such as potholes or speed humps.</li> <li>• How tyre widths and air pressure can affect grip, particularly when cycling over wet surfaces.</li> </ul>		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.	<p>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.</p> <p>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.</p> <p>Instructors can support riders in this area in a variety of ways, for example:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Teaching riders on effective gear use (if gears are present).</li> </ul>	Instructors/riders	Ongoing in training areas where there are gradients.

		<ul style="list-style-type: none"> <li>• Planning suitable routes for training that consider whether or not riders can manage the terrain.</li> <li>• Being open to riders walking for sections of routes where this is necessary as a last resort.</li> <li>• 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.</li> </ul>		
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.	<p>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:</p> <ul style="list-style-type: none"> <li>• Supporting riders to be aware of others/other road users who are speeding/driving/riding dangerously.</li> <li>• Supporting riders to, where appropriate, change their position or pull over in the event of excessively hazardous behaviour by others.</li> <li>• Teaching riders the need to continuously practise the four key skills when cycling, paying particular attention to constantly observing and staying alert.</li> <li>• Advising riders when they may need to be flexible in their positioning when sharing space with others who are driving/riding dangerously.</li> <li>• Supporting riders to build/re-build their confidence when cycling on the road, particularly after instances where riders encounter hazardous behaviour by others.</li> <li>• Reporting illegal behaviour by other road users to the Police.</li> </ul>	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.

<b>PART 2: TRAINING SCENARIOS</b>				
<b>CONTROL ISSUES/COLLISIONS:</b>				
<b>Hazards</b>	<b>Who might be harmed and how</b>	<b>Mitigation measures</b>	<b>Carried out by</b>	<b>Ongoing or by which date</b>
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.	<p>Instructors can help riders prevent trips or falls when they are standing next to or walking with their cycles in a number of ways:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Riders are advised to keep brakes on (if possible) when standing next to their cycle.</li> <li>• 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.</li> <li>• Ensuring riders check their clothing before using their cycles.</li> <li>• Checking sites and routes for trip hazards and space.</li> <li>• 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</li> </ul>	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.



		<p>control measures they can identify and put into use.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>		
<p>A rider may lose balance and fall off their cycle.</p>	<p>Riders and others near to them due to a loss of control when cycling.</p>	<p>Whilst infrequent, this still does occur and should diminish with experience. Some general measures that can be set out to control this risk are:</p> <ul style="list-style-type: none"> <li>Riders are taught incrementally so that all activities are achievable/appropriate and suit their current competence and confidence when cycling.</li> <li>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.</li> <li>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.</li> <li>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</li> </ul>	<p>Instructors/riders /rider assistants.</p>	<p>Ongoing – falls may occur at any point during actual cycling activities.</p>

		<p>be tucked in, and cycle clips (or equivalent) used where necessary.</p> <ul style="list-style-type: none"> <li>• Where riders' cycles are significantly under or over-sized, an alternate option is offered where possible.</li> <li>• 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.</li> <li>• 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.</li> <li>• Riders are taught how they should adjust their speed according to surface conditions.</li> </ul>		
Two riders may collide.	Riders/instructors/otters should riders collide with one another.	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	Instructors/riders	Ongoing – there is the potential for riders to collide with each other during any cycling activities.

		<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Behaviour and mood of riders is continuously assessed and managed.</li> <li>• Snaking is practised off road, before the riders are taken on road.</li> <li>• 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.</li> </ul>		
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	Instructors/riders	Ongoing: Collision risks are possible at all stages of cycle training when riders use their cycles.

		<p>support riders to mitigate such risks in a number of ways, for example:</p> <ul style="list-style-type: none"> <li>• Involving riders in the process of identifying static objects/infrastructure that may pose a hazard.</li> <li>• Discussing/calling out hazards with riders and recommending they do the same to assist other riders in the group.</li> <li>• Teaching riders control skills that enable them to avoid hazards (such as swerving technique).</li> <li>• Ensuring training group sizes are appropriate for the space and nature of the training environment.</li> <li>• Advising riders to cycle at appropriate speeds for the environment.</li> <li>• 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.</li> </ul>		
Rider colliding with a pedestrian.	Riders/pedestrians/other in the event of a collision.	<p>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:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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?"</li> </ul>	Instructors/riders	Ongoing – whenever riders come into close proximity with pedestrians.

		<ul style="list-style-type: none"> <li>• 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.”</li> <li>• Riders are taught and empowered to make eye contact and communicate with pedestrians just like they would with other road users.</li> <li>• Instructors to keep riders in sight and can warn them if necessary.</li> <li>• 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.</li> </ul>		
A rider may collide with another road user.	Riders/other road users should they collide.	<p>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:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Instructors are trained in effective riding techniques and how to teach them. They demonstrate</li> </ul>	Instructors/riders	Ongoing – collisions may occur at various points during all on-road training sessions.

		<p>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.</p> <ul style="list-style-type: none"> <li>• Instructors keep riders appropriately nearby and in view, so they can intervene where necessary to keep riders safe.</li> <li>• 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.</li> <li>• Instructors can safely move riders through almost all locations, providing the riders have a minimum level of control and that the instructor rides protectively.</li> </ul>		
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**MECHANICAL/MAINTENANCE ISSUES:**

<b>Hazards</b>	<b>Who might be harmed and how</b>	<b>Mitigation measures</b>	<b>Carried out by</b>	<b>Ongoing or by which date</b>
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.	<p>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:</p> <ul style="list-style-type: none"> <li>• Riders being given information on cycle maintenance prior to training and being informed</li> </ul>	Instructors/riders	Ongoing – cycles should be checked prior to every session, with a more detailed check (and any necessary

		<p>that they will not be allowed to use a cycle that is not roadworthy.</p> <ul style="list-style-type: none"> <li>• Instructors check riders' cycles before training.</li> <li>• 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.</li> <li>• Instructors should only undertake repairs and alterations provided this is within their level of competence.</li> <li>• 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.</li> <li>• 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.</li> <li>• Instructors should make sure their own cycles are roadworthy.</li> </ul>		<p>minor adjustments being carried out) prior to the start of any training course.</p>
<p>Rider injury due to incorrect use of tools.</p>	<p>Riders/rider assistants should tools be used incorrectly.</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• As an important part of their learning, instructors teach riders how to use tools properly through</li> </ul>	<p>Instructors/riders</p>	<p>Ongoing (whenever riders or their assistants are supervised using tools).</p>

		<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>		
Injury due to incorrect use of chemicals.	Riders/others in the vicinity as a result of incorrect use of chemicals.	<p>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:</p> <ul style="list-style-type: none"> <li>Instructors are advised to carry and use small bottles of chain lube and no other chemicals or sprays.</li> <li>Instructors are always advised and encouraged to use environmentally friendly alternatives rather than standard chemicals.</li> <li>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.</li> <li>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.</li> <li>Instructors must not use methylated spirits, white spirit, or other spirit solvents.</li> </ul>	Instructors.	Ongoing (whenever chemicals are used).



		<ul style="list-style-type: none"><li>• Hazardous chemicals must not be stored in unmarked containers.</li><li>• Instructors are advised to use adhesive patches rather than glues for puncture repairs.</li></ul>		
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