



HEALTH & SAFETY POLICY - PART 3

OFF SITE VISITS PROCEDURES

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1 Introduction

This section of your setting procedures should describe why you provide visits and the part they play in setting life. The terms 'educational visits', 'outdoor learning', 'offsite visits and activities' and 'Learning Outside the Classroom' may all be used to capture the range of ventures, experiences and environments you offer young people. You should define it and refer to your underpinning philosophy and the benefits and outcomes you anticipate.

Follow this by explaining in brief the scope of your procedures and define activities they apply to i.e. who should follow them and what activities they cover. If, as a setting you operate on multiple sites you should make clear that these procedures do not apply to young people engaging in activities on another of your sites different from their usual base.

For example:

Value Statement

The Gillford Centre recognises the positive outcomes associated with Learning Outside the Classroom and believes that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Learning outside the classroom to be governed by these procedures is defined as: "any occasion where young people engage in activities beyond the boundaries of this setting". Our rationale is that such learning often makes the most memorable learning experiences and helps young people make sense of the world by linking feelings and learning. These experiences stay with them into adulthood and affect behaviour, lifestyle and work. They influence their values and the decisions they make and they develop the ability to transfer skills from outside to the classroom and vice versa.

Aims

For The Gillford Centre learning outside the classroom is about raising achievement through an organised, powerful approach to learning where direct experience is of prime importance. This is not only about *what* we learn, but *how* and *where* we learn and is not an end in itself, but rather a vehicle to develop the capacity to learn. Potential is maximised if we use 'experiential' or 'authentic' learning; the powerful combination of physical, visual and naturalistic ways of learning. By helping young people apply their knowledge across a range of challenges, learning outside the classroom builds bridges between theory and reality, educational settings and communities, young people and their futures. By providing experiences that are well planned, safely managed and personalised to meet the needs of each young person The Gillford Centre can:

- Improve academic achievement
- Provide a bridge to higher learning
- Develop skills and independence in a wide range of environments
- Make learning more engaging and relevant
- Develop active citizens and stewards of the environment
- Nurture creativity
- Provide opportunities for informal learning through play
- Reduce behaviour problems and improve attendance
- Stimulate, inspire and improve motivation
- Develop the ability to deal with uncertainty
- Provide challenge and the opportunity to take acceptable levels of risk
- Improve young people's attitudes to learning

Giving young people responsibility for achieving these outcomes helps them to learn from their successes and failures.

Scope

The Gillford Centre has formally adopted the Outdoor Education Advisers' Panel "*National Guidance*" (NG) found at www.oeapng.info.

All employees and volunteers acting on our behalf must follow the requirements and recommendations of the NG in line with these procedures when engaging in any kind of learning outside the classroom which is offsite. Any conflict discovered between legislative requirements, employer guidance and the NG must be referred to Ashley Preston, Educational Visits Coordinator, for clarification.

Such activities are divided into two nationally recognised categories each of which have different procedural requirements detailed in Section 3.

Category 1 visits are broadly defined as day or evening activities that are relatively simple in the complexity of staffing requirements, activities, group needs, environment and distance from base. They and their leaders are vetted at setting level only and require approval from the Head as a minimum.

Category 2 visits are broadly defined as those which require enhanced planning with event specific risk management to reflect the increased complexity of staff competence requirements, activities, group needs, challenging environments and distance from base, typically overnight stays and adventurous activities. The Gillford Centre sources competent health and safety assistance with regard to this category of visits as necessary from Evolve and KAHSC.

Physical Education (PE) activities such as curricular swimming, sporting tournaments etc. are governed by these procedures only in respect of the journey to and from an offsite venue unless they involve an overnight stay. Conduct of PE activities is otherwise governed by the PE Department's Code of Practice; activity risk assessments and any current guidance from any relevant sporting National Governing Body or the Association for Physical Education (AfPE).

Work experience activities as defined in the publication '*Work Experience: a guide for secondary schools*' (DfES 2002) are not governed by these procedures.

To ensure best value and quality assurance in all learning outside the classroom, brainstorming benefits and learning outcomes is embedded in the visit planning process. Targeted learning outcomes are recorded and communicated appropriately to everyone involved including parents in pre-visit information and visits are reviewed and rigorously evaluated within a framework of safety and quality.

2 Roles and Responsibilities

This section of your setting procedures should identify roles. Describe any corresponding responsibilities and name staff who fulfill key roles.

Sample text below describes possible setting roles in detail using a combination of legislative requirements under the '*Health and Safety at Work Etc. Act*' (1974) and NG. Any repetition of responsibilities from role to role merely reflects that overall responsibility for complying with health and safety legislation always rests with the employer who can then delegate tasks to his employees but never the legal duties. However, this does not affect the culpability of individual employees for harm resulting from their actions or inaction where contrary to the law.

You should amend the scope of these roles to reflect your precise expectations of your staff and appropriate others with regard to visits.

2.1 The Employer

In settings where the LA is the employer the setting must follow any LA policies and procedures and use this guidance for reference only.

- written guidance including procedures is available to staff on managing visits with robust systems in place to support it including a suitable trained Educational Visits Coordinator (EVC);
- there is an appropriate formal notification and approval procedure in place;
- training needs are adequately addressed;

- visit procedures support the principles of inclusion; and
- there are monitoring procedures in place.

All of the above systems and procedures are held both electronically and in physical files.

In The Gillford Centre the Governing Body is the employer and our critical friend whose role is to enable and to ensure. It has adopted the OEAP NG as our overall visits guidance, making it available to staff through a permanent web-link on the 'Welcome' page of our intranet. These procedures support the NG and provide staff and others involved in visits with detailed information about our expectations of them with regard to visits management and in particular the formal notification and approval procedures they must follow. This and all other visits related information and standard pro-forma are freely available to staff in hard copy on request to the EVC and in the 'Visits' folder on the secure staff only 'm' drive on our intranet.

The Governing Body understands their responsibility for ensuring that:

- visit proposals are assessed and approved appropriately using the KAHSC online Visits Module;
- staff and others involved in visits are appropriately trained for their role, as described in Section 4;
- the principles of inclusion are supported by these procedures, as described in Section 9;
- appropriate monitoring of visits takes place, as described in Section 11.

The Governing Body delegates the task of approving all visits to the Head with the exception of Category 2 visits that are abroad and Category 2 visits that are adventure activities led by our own staff only. These visits must be notified to a Governor's Meeting at least 6 weeks before departure together with all relevant information Governors will need to decide on approval. This is likely to need to include any KAHSC approval advice which cannot be sought less than one week before the governor's deadline.

2.2 The Head

The Head could be a Head teacher, Principal or Manager. In health and safety law this person is usually chiefly responsible for the cooperation of all employees in assisting the Governing Body to meet their legal duties as the employer. Where the Head is also the EVC you will need to cross reference both roles as set out here to ensure clarity.

For clarity, you may want to leave out reference to any functions that are actively delegated to persons other than the Head. The responsibility for ensuring that policies and procedures are adhered to is implicit in the job description of a Head. Where a Head does not actively carry out any functions of their role not directly related to final visit approval, you may want to write a simple statement acknowledging the Head's overall responsibilities for visits management and describing in brief the delegation of functions. There would be no need to describe the delegated functions here because they should be described under the role of the person they have been delegated to.

Black type below is example text that can be lifted in whole or part to describe how the Head is expected to manage visits. Take careful note of the red type to ensure you are adequately describing what happens in your setting. Detailed descriptions of many aspects should be contained in later sections.

The Head of this setting is Mr Robert Hewson.

The functions of our Head are to ensure that:

- all LOtC complies with these procedures and are notified or submitted for approval as required by logging into the website and applying the final approval to a visit on the Evolve Visits Module);
- arrangements are in place for the Governing Body to be informed of visits as required by this procedure.
- There is a designated EVC (Ashley Preston) who meets employer requirements;

- appropriate consideration is given to financial management, choice of contractors and contractual relationships with clear terms of provision and responsibilities as well as appropriate indemnity and safety assurances obtained from third party providers;
- all visits are evaluated with regard to the best value, teaching and learning, and safety and quality of experiences;
- all staff and volunteers are competent to carry out responsibilities allocated to them and are appropriately selected with the expertise, experience and where necessary qualifications relevant to the planned activities;
- they are clear about their role when taking part in a visit as a group member/assistant supervisor and will follow the instructions of the designated Visit Leader, who will have sole charge of the visit;
- sufficient time is assigned for staff to organise visits properly;
- support the EVC in ensuring that visits are effectively supervised with an appropriate level of staffing;
- support the EVC in ensuring that visit information has been shared with parents and that consent has been sought where necessary as described in Section 2.8;
- the Visit Leader is appropriately familiar with planned venues, the types of visit that require a preliminary visit and the process to undergo when a preliminary visit is not reasonably practicable;
- suitable child protection procedures are in place, including the vetting at an appropriate level of all voluntary helpers as described in Section 2.6;
- arrangements have been made for the medical needs and special educational needs and disabilities of all the young people and staff involved;
- inclusion issues are addressed as described in Section 9;
- suitable transport arrangements are in place that meet any regulatory requirements as described in Section 6;
- insurance arrangements are appropriate;
- a proportionate, suitable and sufficient risk management process is undergone for every visit as set out in Section 5;
- details related to visits (including personal details of staff, volunteers and participants) are accessible to a designated 24/7 emergency contact(s) at all times in case of a serious incident;
- contingency plans are in place at the planning stage should the visit be significantly changed or cancelled (Plan B);
- appropriate emergency procedures are well established in case of a major incident to include ensuring parents are appropriately informed as described in Section 8.4; Through the Local Authority – Evolve Process.
- serious incidents are reported in accordance with the Reporting of Injuries, Disease and Dangerous Occurrence Regulations 1999 (as amended) (RIDDOR) and setting procedures as described in Section 8.3.

2.3 Educational Visits Coordinator

Although no longer a statutory requirement, it is good practice to have an EVC and is often an LA requirement where they are the employer. Where an EVC is not appointed, by default these functions rest with the Head. If deleting this entire section because there is no EVC or because the head *is* the nominated EVC, please ensure that the head's role above does not refer to an EVC and reflects that they will do and not support someone else to do the tasks it describes.

The EVC should be specifically competent relative to the size of setting as well as the nature and extent of visits undertaken. Evidence of competence may be through qualification, but more usually is through experience of practical leadership over many years. Such a person should be an experienced Visit Leader with sufficient status within the setting to guide the working practice of colleagues. It cannot be an administrative role although certain functions can be delegated to an administrator.

Where the EVC is not selected on these criteria then they will require access to structured support from a designated colleague who does fit the recommended criteria.

The functions of our EVC are to:

- have an understanding of how LOfC can support a wide range of outcomes for young people and raise achievement;
- undergo nationally recognised or endorsed EVC training and/or refresher training and keep up to date with any developments in NG;
- ensure visit procedures remain fit for purpose and that all visits adhere to them by use of Evolve and annual review of these procedures with the Senior Leadership Team, especially accidents and incidents which impact on them;
- ensure relevant line managers, Visit Leaders, assisting staff and volunteers involved in visits have access to adequate training at an appropriate level and make arrangements for it as set out in Section 4;
- support the Head and employer with visit approval and other decisions;
- monitor visit leader planning and sample monitor visits by engaging fully in the EVC role within the Evolve Module and monitoring as set out in Section 12;
- ensure visits are led by competent and confident leaders who fulfil the requirements of a Visit Leader as set out in Section 2.4 as well as ensuring assistants are competent to carry out the tasks they have been assigned;
- check where the accompanying adults on a visit includes someone with a close relationship to another member of the group that this does not compromise group management;
- suitable child protection procedures are followed, including the vetting at an appropriate level of all voluntary helpers;
- ensure information to parents and any need for parental consent follows the guidance in Section 2.8;
- check there is a designated 24/7 emergency contact(s) for each visit with access to all relevant visit records including next of kin information for *everyone* in the group by ensuring registers are completed and personal information is uploaded to the Evolve Visits Module;
- ensure the special educational needs and disabilities of young people, any medical needs and first aid issues are suitably addressed;
- ensure visits and other LOfC are reviewed and evaluated, including the reporting of accidents and incidents in accordance with RIDDOR and setting procedures as set out in Section 8;
- review procedures on a regular basis and immediately following any serious incident, 'near miss' or systems failure, including risk management documents and update them as necessary;

2.4 Visit Leader

The Visit or specific Activity Leader has overall responsibility for the supervision and conduct of the visit. To ensure accountability and avoid confusion, a sole Visit Leader should be appointed. If the role changes during the course of the visit there should be a clear handover.

The key requirements for a Visit Leader are that they are accountable, competent and confident to lead, not that they hold a particular post, title or job description.

Being **accountable** means that the Leader has been engaged through an appropriate recruitment process, which includes vetting and induction into setting policies and procedures. The details of this process may depend upon whether the Leader is employed, contracted or acts as a volunteer, but in all cases should be thorough.

Being **confident** means that the leader is not only fully aware of their abilities, but also their limitations.

Evidence of **competence** may be through qualification, but more usually is through demonstration of an ability to operate to recognised standards of good practice and sufficient relevant experience and knowledge of the group, activities and venues.

The Health and Safety Executive (HSE) endorses 3 ways in which leaders can demonstrate competence (particularly applied to adventure activities leadership) as follows:

1. Provide evidence of holding a relevant nationally recognised qualification e.g. an Ofqual registered Level 3 First Aid Certificate or a National Governing Body (NGB) Award certificate with sufficient documented practical experience e.g. at least 12 days' worth of log book entries;
2. Provide evidence of undertaking some other activity leadership training appropriate to the level at which they wish to operate, with sufficient documented practical experience as above;
3. Provide verified evidence of relevant experience e.g. at least 12 days' worth of log book entries in an activity and a letter of endorsement written by a suitably qualified technical adviser in the field.

This procedure should be strictly followed where staff wish to lead adventure activities e.g. Adventure Activities Licensing Authority (AALA) activities caving, climbing, trekking (all forms) and watersports. Settings are advised to recognise that AALA licensing is imperfect in the activities it does *not* cover and should evaluate the risks presented by another activity in comparison with any similar licensable activity e.g. self-led activities on high ropes courses comparable with risks associated with climbing.

The functions of our Visit Leaders are to:

- Liaise with the EVC and ensure their respective roles are clear;
- be formally approved to carry out the visit by having successfully completed the relevant visits induction and training; by receiving approval in principle to plan the visit and by completing the Evolve Visits Module notification and approval process);
- be specifically competent;
- plan and prepare for the visit, leading on risk management and involve all accompanying staff and as appropriate young people in the process;
- define the roles and responsibilities of accompanying adults whether staff or volunteers (and young people) to ensure effective supervision, appointing a deputy wherever possible;
- provide relevant information in the context of planned activities to staff and other supervisors including about the nature and location of activities and about the participants (including age, health, capabilities, special needs, safeguarding and behavioural issues);
- ensure that where the accompanying adults on a visit includes someone with a close relationship to another member of the group, this does not compromise group management;
- ensure child protection issues are addressed e.g. good safeguarding practice including appropriate vetting and checks as described in Section 2.6 about volunteers;
- ensure informed parental consent has been obtained as necessary further described in Section 2.8;
- provide relevant information to parents and young people and arrange pre visit information meetings where appropriate;
- ensure there is access to first aid throughout at an appropriate level as described in Section 8.1;
- ensure the activity or visit is effectively supervised;
- ensure that all staff, volunteers and any third party providers who need it have access to emergency contact and emergency procedure details;
- evaluate all aspects of the visit, both during and after the event;
- report all accidents and near-miss incidents in accordance with RIDDOR;

- understand that the overarching duty of care remains with accompanying school staff, even when partial responsibility is shared with a provider. There should be a clear handover before and after any activity led by a provider. However, should the provider run the activity in a way that causes concern, the accompanying staff should consider stopping the activity at the first appropriate moment. Such an intervention will need to be used with great sensitivity and discretion to ensure that it does not result in young people being put at greater risk;

2.5 Assistant Visit Leaders

Assistant Visit or specific Activity Leaders should be specifically competent to carry out the role. This requires demonstration of the ability to meet the allocated responsibilities and operate to recognised standards of good practice. This is the person who will step into the role of Visit Leader in the event of an incident so they need to possess a comparable knowledge and experience base as well as skill set such as first aid perhaps.

The functions of our Assistant Visit Leaders are to:

- be specifically competent and knowledgeable about setting policies and procedures affecting any responsibilities assigned;
- ensure they have been sufficiently involved in the planning and preparation for the activity/visit, including contributing to the risk management;
- ensure they understand the role and responsibilities assigned and how these integrate with other staff and especially that of the activity/visit leader;
- ensure they are clear about handover and hand back arrangements for responsibility regarding supervision between members of staff and to /from any third-party provider;
- ensure staff and other supervisors are appropriately briefed on:
 - the participants including age, health, capabilities, special educational needs and disabilities, safeguarding or behaviour issues and any other information that seems relevant in the context of the planned activities,
 - the nature and location of the activity;
- Contribute to the on-going monitoring of all aspects of the activity/visit, including the quality of any activities provided by a third-party provider;
- Contribute to the evaluation of the activity/visit after the event by completing an evaluation sheet

Other supervising adults share some of the responsibility criteria above, particularly in ensuring that they understand what is required of them and that they know how to raise an issue appropriately.

2.6 Volunteers

These people may be parents, governors, student teachers, other members of the community or nominated young people. They are not employees, but must work to the requirements of the employer. Any child or young person in a helping role should be regarded as a participant and not count towards the adult ratio.

Some settings are fortunate to have highly qualified and competent outdoor education providers who choose to volunteer their specialist services to give young people opportunities that the setting might not otherwise be able to provide. In such circumstances settings may choose to allow such a volunteer to take on the role of an Activity/Visit Leader, but the volunteer must be accountable and follow the procedural guidance for Visit Leaders. This means that they must be engaged through a recruitment process which includes vetting and induction into setting policies and procedures as applicable to the visits they lead. Competence assessment procedures for volunteers of this nature should be no different from those for staff.

The functions of our volunteers are to:

- be suitably competent and confident for the assigned role and responsibilities;
- ensure they understand the role, responsibilities and limitations assigned and how these integrate with other staff;

- know about setting policies and procedures that affect their assigned role and work within them;
- ensure they are briefed on:
 - the participants including age, health, capabilities, special educational needs and disabilities, safeguarding or behavioural issues and any other information that seems relevant in the context of the planned activities,
 - the nature and location of the activity;
- report any concerns during a visit to the Visit or Assistant Visit Leader as soon as possible. The overarching duty of care remains with the accompanying Visit Leader and Assistant Leaders, even when partial responsibility is shared with a provider. Should a provider run an activity in a way that causes concern, a volunteer should know to report this as soon as possible.
- understand that any role assigning leadership with direct responsibility for their own child is avoided according to good practice unless otherwise agreed for sound management reasons;
- be prepared to contribute to the evaluation of all aspects of the visit, both during and after the event.

2.7 Young People

In line with our The Gillford Centre Behaviour Policy a Code of Conduct is in force at all times on everyone who makes up the school community from parents and young people to staff and volunteers. This extends to all off-site activities and is reinforced before every departure. On occasion, visit specific additions may be made to the Code, but expected conduct, rewards and sanctions are always clear and parental support of the Code is an expectation.

Our young people should:

- not take unnecessary risks;
- follow immediately the instructions of the Visit Leader, staff, volunteers, activity instructors and other adults e.g. venue staff;
- follow the Code of Conduct;
- be sensitive to local customs when abroad;
- be aware of anything that may harm and threaten them and tell someone in charge as soon as possible if they are concerned.

2.8 Parents or Those with Parental Authority

Those in a position of parental authority should be made aware that where a visit takes place wholly in curriculum time (within the normal day), then specific parental consent is not required unless the young person is nursery aged. However, where such activities will take place beyond the setting boundaries, it would be a reasonable expectation that parents are informed of such activities. This could be through a visit specific letter sent home with their child; in a general information letter; in a newsletter etc.

Parents should expect to be able to make an informed decision about whether their child should take part in an activity or visit outside normal hours, and that the setting will provide full information. This information should be in writing and, for more complex activities (such as residential visits, overseas visits, visits involving adventurous activities and visits where there will be remote supervision) it is good practice for parents to be invited to a pre-visit briefing session where they can ask questions and ensure that they have a proper understanding of what they are consenting to. The information will not necessarily be provided in a single document.

Parents should feel assured that, through written communication and briefing opportunities, they have details that include:

- Dates of visit.
- Visit aims, objectives and expected learning outcomes.
- Times of departure and return.

- The location where young people will be collected and returned.
- Mode(s) of transport and the name of any travel company facilitating the visit.
- Size of the group.
- Level of staff supervision and whether any remote supervision will be taking place.
- Young people's responsibilities for their own health, safety and wellbeing.
- Accommodation details.
- Arrangements for dealing with young people who become ill and those who fail to comply with behavioural requirements creating a risk to themselves or others.
- Arrangements for providing for special educational and medical needs, and disabilities
- Name of the Visit Leader and minimum number of accompanying staff.
- Full range of planned activities.
- Clothing and equipment requirements.
- Insurance arrangements.
- Pocket money recommendations.
- Costs/requested voluntary contributions and cancellation terms.
- Emergency contact details.
- Policy regarding use of mobile phones and other electronic devices by young people.

Parents can also expect to:

- be given information about any pre-visit preparation they need to take an active role in. This would include ensuring where appropriate that young people have a proper understanding of behavioural expectations as set out in any Code of Conduct. Both the young person and the parents need to have a clear understanding of the sanctions that might be imposed where required standards are not met;
- be given clear information about arrangements for sending a young person home early in the case of illness or serious failure to meet required standards of behaviour and how any associated costs will be met;
- be asked to provide emergency contact numbers, where they or another appropriate person, can be contacted 24/7 throughout visits and to keep the setting informed when changes occur.
- complete a form that requests information about their child that visit leaders may need in order to fulfil their responsibilities under their professional duty of care. This will include information that may be regarded as sensitive, but is necessary. It may need to cover:
 - Physical, psychological and emotional health
 - Allergies
 - Phobias
 - Medicine (including dosage, frequency of administration and whether it may be self-administered)
 - Special dietary requirements
 - Details of recent injury, illness and/or contact with contagious or infectious disease
 - Toileting difficulties
 - History of sleepwalking
 - Water confidence and swimming ability.
 - Religious requirements.

Parents should be reassured that information will be shared, but on a strictly 'need to know' basis only for the protection of their child.

- sign a medical consent form, requiring parental authority for their child to receive emergency treatment, including administration of an anaesthetic or blood transfusion. (Separate arrangements may need to be made in the event of non-consent for religious reasons. Give specific consent to cover a situation where a young person might be transported in a private car (whether it belongs to an adult leader, or another young person).

- establish indirect contact with their child in the event of a home emergency. This will probably be by an emergency contact phone number provided by the Visit Leader.
- be informed of a group's safe return to base. This will most commonly be by means of a "telephone tree" that disseminates the information through a pre-arranged "cascade", made known to parents before the visit.

A 'blanket' consent form is appropriate for out-of-hours visits and activities which are routinely organised by the setting as a means to reduce bureaucracy (along with the use of generic risk assessments to plan routine activities). The sample at Appendix B may be useful.

3 Visit Procedures

This section of your setting procedures should describe the procedural requirements that Visit Leaders must follow to take young people off site.

Category 1 visits and their leaders are vetted internally at setting level only by Ashley Preston (EVC) and require approval from Robert Hewson (Headteacher). Other than a previously demonstrated ability to lead there are unlikely to be any specified leader competencies required and there should be no need for special assistance in making appropriate judgements for such activities other than following established guidelines. Visit Leaders wishing to lead any visit must have successfully completed visits induction. Before leading Category 2 visits the apprenticeship must be successfully served as described in Section 4.

Types of activities usually classed as a Category 1 visit include:

- Regular or one-off activities such as sporting events; any swimming in UK pools open to the general public; local environmental studies; 'independence training' for special needs groups; visits to shops, churches, museums, parks, other schools, performances etc. regardless of the presence of water or whether they extend or begin beyond the normal school day.
- Walking in parks, other public places or non-remote country paths (<300m above sea level **and** less than 1km from a road) regardless of the presence of water.
- Field studies in environments presenting no technical hazards e.g. pond dipping, river dipping, bug hunting, pedestrian or traffic surveys etc.
- Forest based learning programmes regardless of the presence of water.
- Day visits further afield e.g. Newcastle, Manchester, London etc.
- Non-adventure sporting activities **not** involving an overnight stay e.g. netball, football, cricket, water polo matches, swimming galas etc.

The general principles of responsibility, planning and risk management apply, but the level of detail recorded should be kept within reason and proportionate to the complexity and level of risk involved. For routine and frequently repeated activities a leader's knowledge of generic procedures and generic risk assessments and how they guide the conduct of a visit may suffice, but the EVC will make judgements about this in individual situations.

Visit Leaders should:

- ✓ gain approval in principle Robert Hewson/Ashley Preston at the very outset of planning e.g. resolve timetabling, consider finances, staffing, coordination with others, assuring competence etc.
- ✓ brainstorm to identify benefits and learning outcomes to keep plans focussed and provide objectivity to the risk management process including obtaining any third party provider assurances.
- ✓ record the activity, venue, date(s), timings, staff and groups involved etc. in whatever format is required.
- ✓ review generic procedures i.e. for emergencies off-site, and generic risk assessments e.g. routine transport and general issues such as supervision, allergy/medicine management etc. The need to individually conduct a specific written risk assessment

for such activities at this level is unlikely to be warranted unless there is something exceptional about the activity, location or participants.

- ✓ inform parents and offer them the opportunity to withdraw their consent.
- ✓ confirm that approval is secure at the end of this process
- ✓ collate and distribute as necessary all visit emergency information e.g. medical conditions, special needs, behaviour, Emergency Action Cards etc.
- ✓ finalise 'checking out' and 'checking in' procedures for before, during and after a visit.
- ✓ evaluate the visit soon after return involving staff, volunteers and participants as well wherever possible.

Category 2 Visits are those upwards on the Y axis and/or to the right on the X axis on the Radar Graph indicating that enhanced planning with event specific risk management is required or that activities require detailed planning to reflect challenging environments, locations, higher perceived risk activities etc. or to reflect more complex student needs, leader competencies etc.

A previously demonstrated ability to lead is an essential leader competence requirement and, depending on the activities planned, other specific leader competencies may be required which the Governing Body may need special assistance from an Educational Visits Advisor in making appropriate judgements.

Category 2 Visits include the types of activities in the summary table below which is reproduced in a single printable page at Appendix A for ease of distribution. **This list is indicative and not exhaustive and any queries should be directed to the EVC.**

Any Overnight Stay	Any Overseas Visit	Abseiling
Any Adventurous Visit even where provided by an external provider inc. multi-activities.	All Activities in Open Country (>300m above sea level and >1km from a road)	All Activities on the sea (excluding commercial transport e.g. ferry, launch)
Air Activities (excluding commercial flights)	All Coastal Activities where the tide is a hazard	Extreme Sports
All forms of boating (excluding commercial transport e.g. launches, Thames tour etc.)	Caving, mining and underground exploration (except open public guided tours where no special equipment is required)	Coasteering, Coastal Scrambling and sea level traversing
Camping	Canoeing and Kayaking	High Level Ropes Course
Horse Riding	Motor Sports – All forms	Rafting or improvised rafting
Mountain Walking (>600m and 2km from a road)	River/Gorge Walking or Ghyll scrambling	Road Cycling, Trail Cycling or Mountain Biking
Multi Activities (adventurous – even where provided by an external provider)	Rock Climbing (including indoor climbing walls)	Sailing, windsurfing and kite surfing
Shooting and archery	Skiing	Skiing Indoors or Dry Slope
Snorkel and aqualung activities	Snowboarding	Water skiing
Swimming (all forms except UK public pools)	Use of powered safety/rescue craft	

The general principles of responsibility, planning and risk management apply and the level of detail recorded should be kept within reason and proportionate to the complexity and level of risk involved.

Visit Leaders [in Voluntary Aided, Foundation and Independent Schools or Academies only] should:

- ✓ gain approval in principle from Robert Hewson/Ashley Preston at the very outset of planning e.g. resolve timetabling, consider finances, staffing, coordination with others, assuring competence etc. Advice can be sought on any aspect, including competence at this stage from Evolve;
- ✓ brainstorm to identify benefits and learning outcomes to keep plans focussed and provide objectivity to the risk management process including obtaining any third party provider assurances;
- ✓ review generic procedures e.g. for emergencies off-site and **make visit specific plans**;
- ✓ review generic risk assessments e.g. for transport; general issues such as supervision, allergy/medicine management; aspects of overnight stays etc. and **record only the significant risks** associated with this specific visit;
- ✓ **a minimum of 4 weeks prior to departure** record the visit by either completing the **Evolve online Visits Module** and uploading information
- ✓ inform parents and offer them the opportunity to withdraw their consent.
- ✓ **a minimum of 7 days prior to departure** either ensure emergency information is fully completed online via Evolve.
- ✓ collate and distribute as necessary all visit emergency information or system logins to the designated 24/7 contact(s) e.g. medical conditions, special needs, behaviour, Emergency Action Cards etc.
- ✓ finalise 'checking out' and 'checking in' procedures for before, during and after a visit.
- ✓ evaluate the visit soon after return involving staff, volunteers and participants as well wherever possible.

Visit Leaders in **Community and Voluntary Controlled Schools** should follow advice issued by the Local Authority i.e. their employer.

Form A is no longer held here as an appendix because most settings have moved to online visit notification which is both more secure and faster. Form A can still be downloaded by registered website users at www.kymallanhsc.co.uk or emailed direct on request. **Form E** is also available as per Form A.

Emergency Action Card for Visit Leaders can be found on Appendix D

Emergency Action Card for the first person contacted in an emergency can be found on Appendix E.

Generic Risk Assessments should be requested from the EVC. Alternatively they can be downloaded by registered website users at www.kymallanhsc.co.uk or emailed direct on request. Please call 01228 201052 or email penny.gosling@kymallanhsc.co.uk.

4 Vetting

This section of your setting procedures should briefly describe how you seek to safeguard children in the recruitment of staff, volunteers and contractors for visits and what staff need to do.

You may want to keep it really short ensuring decision-making in this area is made at the highest level by only referring Visit Leaders to the EVC who will interpret DfE and OEAP guidance (summarized at Appendix F) and make appropriate decisions.

In the example text below this large school has decided to give Visit Leaders all the procedural information to make vetting decisions and relies on the EVC monitoring process to ensure checks have been done and/or supervision is 'on-going' and 'reasonable in all the circumstances'.

Children and young people under the age of 18 are vulnerable due to their age and inexperience. People who work in *defined activities* with vulnerable people or in *specified places* such as schools and childcare settings must be vetted as to their suitability.

It is the responsibility of the Visit Leader and all other staff and adults involved, to safeguard and promote the welfare of children and young people during learning outside the classroom. To ensure we have the right people to do that, there are a number of issues around safeguarding and child protection that require careful consideration by senior leadership and Visit Leaders. Vetting through the Disclosure and Barring Service (DBS formerly CRB, Criminal Records Bureau) is just one small part of what should be a robust safeguarding process which, depending on the level of responsibility an employee or volunteer has, might include some or all of the following:

- references,
- interview,
- induction,
- training and
- monitoring.

Individuals who engage in regulated activity should undergo an enhanced DBS check, with barred list check, as part of their recruitment process.

Defined activities

Frequently means the same person engages in the activity once a week or more.

Intensively means the same person engages in the activity on 4 or more days in a 30-day period (or in some cases overnight between 2am and 6am, where there is opportunity for face to face contact).

Defined activities include the following when they are carried out frequently or intensively:

- a. Any form of teaching, training, instruction, supervision or care of children (unless exempted due to supervision).
- b. Provision of advice or guidance to children relating to their wellbeing.
- c. Driving a vehicle that is being used solely for conveying children and their carers or supervisors.

Defined activities also include the following even if the activity is carried out only once:

- d. Health care provided by, or under the direct supervision of a regulated health care professional.
- e. Personal care involving physical assistance (or required prompting with supervision, advice or training) with eating, drinking, washing, dressing, bathing and toileting for reasons of age, illness or disability.

Work in a specified place

- f. Any work carried out frequently or intensively in a specified place, in connection with the purposes of that place, that gives a person the opportunity to have contact with children. If such work is not one of the defined activities, and only involves the provision of occasional or temporary services, then this is not regulated activity.

Visit Leaders should:

1. Understand the definitions above and use them with the examples provided to make decisions about vetting requirements in time to meet them before departure, checking decisions with the EVC if at all unsure.
2. Set vetting procedures in motion as required e.g. refer to school administrator to have vetting letter 1, 2 or 3 sent about any vetting checks or evidence required.
3. Name all volunteers and contractors involved in a visit whether it is known that they have been vetted or not. Where individuals representing companies are known state both e.g. Joe Bloggs of Little Monkeys Climbing Company.

Category 1 – state names and vetting status in the online notes box on submission for approval.

Category 2 – state names and vetting status on the uploaded All Visits Risk Assessment in the Additional Information box *with* some indication of whether as Visit Leader you think your supervision arrangements fit ‘ongoing’ and ‘reasonable in all the circumstances’ requirements.

4.1 Childcare Disqualification including by Association

Junior and Secondary schools and Colleges cannot necessarily delete this automatically. If school runs a childcare facility for under 8s then the manager and staff of it fall under the Regulations and staff who might work in adventure or learning outreach programmes with primary schools may also.

We recognize that under the '*Childcare (Disqualification) Regulations 2009*' a person can be prohibited from working in an early or later years childcare setting because they have been party to a care order; cautioned or convicted of specified offences or 'by association' because they live with someone who has. This applies to nurseries and schools which employ staff to work in:

- early years' provision (school nursery and reception classes) or
- before school settings (e.g. breakfast clubs) or after school provision for children under age 8.

As for all other vetting, the EVC is expected to follow our Child Protection Policy and the latest DfE guidance on applying the Regulations found at:

www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006.

5 Overseas Visits and Specialist Activities

This section of your setting procedures should describe your expectation that Visit Leaders planning defined overseas visits or specialist activities will adhere to current best practice guidance and will seek the professional opinion of your competent health and safety advisers at inception

Some visits include activities with special and significant health and safety or financial risks and they require careful consideration at the planning stage and throughout. Such activities include:

- all visits overseas due to special passport, visa, health, insurance, legal, cultural and global security issues and especially overseas expeditions,
- snowsports,
- natural water bathing,
- sports tours,
- armed services provision and
- any time the arrangements being made by us as a school might amount to a package tour under current regulations.

The OEAP has produced a number of separate guidance documents in these areas and governors expect Visit Leaders to have due regard for the advice in them. They can be found in Sections 3 and 7 of the guidance available at www.oeapng.info.

To ensure 'due diligence' (the legally definitive term for reasonable investigation) in selecting providers, the source of our competent health and safety advice (KAHSC/ Evolve) should be consulted at the earliest opportunity **and before a deposit is paid** so that appropriate background checks and references can be sought.

6 Induction, Training, Apprenticeship and Succession Planning

In Section 2 reference was to the key requirements and selection criteria for EVCs, Visit Leaders, Assistant Leaders and volunteers. These procedures include:

- 'New to staff' or 'new to role' induction and appropriate training given
- 'New to setting' or 'new to visits role' induction procedures for volunteers taking on a significant visits role;
- A simple checklist of information to be shared with all volunteers before they accompany their first visit;
- Any formal staff training requirements e.g. nationally accredited EVC or Visit Leader Training Course attendance, accompanied by any employer commitment to support

staff who want to gain appropriate National Governing Body Awards e.g. Mountain Leader Award;

- Any informal staff training requirements e.g. in-house course or briefing attendance including any requirement for Visit Leaders and Assistant Leaders to undergo basic Risk Assessment Awareness training and Emergency Procedures training;
- Details of any requirement to keep records associated with visits e.g. accident or incident details, evaluations etc.;
- Details of what succession arrangements are in place considering employment termination notice periods currently in force.

The Health and Safety Executive (HSE) endorses 3 ways in which leaders can demonstrate competence (particularly applied to adventure activities leadership) as follows:

1. Provide evidence of holding a relevant qualification e.g. a National Governing Body (NGB) Award certificate with sufficient documented practical experience e.g. at least 12 days' worth of log book entries;
2. Provide evidence of undertaking some other activity leadership training appropriate to the level at which they wish to operate, with sufficient documented practical experience as above;
3. Provide verified evidence of relevant experience e.g. at least 12 days' worth of log book entries in an activity and a letter of endorsement written by a suitably qualified technical adviser in the field.

This procedure should be strictly followed where staff wish to lead adventure activities e.g. Adventure Activities Licensing Authority (AALA) activities caving, climbing, trekking (all forms) and watersports and is equally applicable to volunteers in this capacity.

Settings are advised to recognise that AALA licensing is imperfect in the activities it does *not* cover and should evaluate the risks presented by another activity in comparison with any similar licensable activity e.g. self-led activities on high ropes courses comparable with risks associated with climbing.

If the expertise does not exist within your setting to evaluate the technical competence of staff who lead adventure or similar activities your Health and Safety Service Provider should be able to assist and staff should be directed to them here.

7 Risk Benefit Analysis and Risk Management

This section of your setting procedures should describe your approach to risk management outlining your expectations of Visit Leaders.

There are numerous terms used to describe what most people think of when 'risk assessment' is mentioned and **Risk Benefit Analysis** (RBA) seems to be the most confusing. Risk Benefit Analysis is merely the most accurate description of what the process of undertaking a risk assessment should mean in an educational setting. Simply put, there must be a balance between the benefits of the experience against the taking of the risks identified.

The HSE, the OEAP and other reputable bodies such as Royal Society for the Prevention of Accidents (RoSPA) are explicit in their view that, in the education sector, the legal requirement to manage risks is about reducing them to an acceptable level and not necessarily eliminating them altogether as might reasonably be expected in an industrial workshop or a manufacturing process. Exposure to well managed risks helps young people learn and consolidate invaluable life skills, including how to manage risk for themselves. Responding to this need may well be a fundamental aim of many learning outside the classroom opportunities. The HSE 'Principles of Sensible Risk Management' which promotes this view can be found at Appendix K.

Your procedures for risk management should demonstrate a **commitment** to promoting the view that it should be:

- simple;

- manageable;
- proportional;
- suitable and sufficient

In a **visits context**, this calls for the process to manage risks by:

- being an integral part of the overall planning process for the visit;
- ensuring leaders have the competence to manage the process positively and successfully;
- focusing on the competence of leaders and group members;
- building on previous experience of similar visits;
- encouraging the process to be collaborative, ideally involving both the staff team and the young people.

The process will be most effective when it:

- recognises the experience and professionalism of leaders;
- provides evidence that the process has been followed.

The **key terminologies** all staff involved in visit planning must understand are as follows:

- **BENEFITS** – positive learning outcomes to be achieved by participating in the chosen activity.
- **HAZARD** – anything with the potential to cause harm.
- **RISK** – the possibility that someone will be harmed by the hazard identified.
- **CONTROL MEASURES** – arrangements in place to reduce risks to an acceptable level.

The **key stages of risk assessment** all staff involved in visit planning must understand are as follows:

GENERIC RISK ASSESSMENT – usually a written risk assessment identifying common hazards, risks and control measures associated with a particular activity e.g. Transport by Road. They are a starting point for the development of a visit safety management plan, based on experience of similar visits. They are often overly comprehensive and their purpose is to provide generic prompts to visit leaders on managing the challenges they may face. Generic risk assessments adopted from outside the setting should be made personal to the setting before being introduced to staff e.g. by adding the school name and removing anything inappropriate such as reference to requirements in the Early Years when adopted by a secondary school for example.

EVENT SPECIFIC RISK ASSESSMENT – a risk assessment undertaken by the Visit Leader involving other supervisory adults (and where appropriate young people) specific to a proposed visit location, activity, group etc. Usually using the generic risk assessment as a prompt, the event specific risk assessment will be written to take into account the chosen venue, the unique characteristics of the particular group, and any activity-specific needs, including the environment, accommodation, the leaders and factors such as transport. Where an event specific risk assessment is required (for Category 2 visits), use of a generic risk assessment cannot be deemed 'suitable and sufficient' unless it is:

- suitably amended to reflect the actual visit risks that are significant;
- dated with a month and year as a minimum for when it was carried out;
- Signed by the assessor (where illegible they must also print their name legibly).

DYNAMIC RISK ASSESSMENT - what steers how decisions are taken during the visit. It is about applying sound group management strategies in appropriate situations. While it will be informed by what was planned and should reflect the recorded, event specific risk assessment, it will be a dynamic process and is **not required to be written down**. It involves professional judgements, informed by competence based on training and experience, and will be responses to changing circumstances. It is critical that the planned control measures are monitored and confirmed or adapted as events dictate. In practice, it

is only these on-going decisions that will determine whether the group remains safe and whether the activity is successful.

THE REVIEW PROCESS – an essential part of sound risk management, the lessons learnt from dynamic risk assessment should inform future visit plans by way of refined generic assessments. It is therefore essential that records of any accidents or near misses during the visit are available.

An ideal **risk management process** includes:

- a clear identification of the targeted benefits and learning outcomes;
- an input of the whole staffing team at the planning stage;
- an input by young people where appropriate;
- a thorough briefing of any volunteers;
- referral to existing generic risk assessment documents;
- support and guidance from the EVC;
- identification of any training needs;
- some reflection on any lessons learned from the last similar visit;
- some reflection on lessons learned from other parties that have experienced problems with similar activities;
- producing written evidence that records the above process;
- after the event, the updating of any risk management format, identifying any salient points to inform any repeat visit.

A written **risk assessment should take into account** the:

- venue – site, location, environment, accommodation, remoteness from support etc.;
- group – age, ability, behaviour, fitness, SEND, medical needs etc.;
- programme of activities – complexity, kit/equipment required, Plan B etc.;
- staff - competence, experience, qualifications, supervision issues etc.;

In Section 3 the two-tier risk assessment approach to Category 1 and Category 2 visits was briefly explored. If your setting adopts a set of generic visits related risk assessments for staff to plan in accordance with rather than to specifically amend, to reflect a planned Category 1 visit, such risk assessments must first:

- be amended to suit the setting e.g. inappropriate age related ratio recommendations removed; reference to 'small children holding hands' removed when adopted by a secondary school etc.
- show ratings of risk in the risk rating column (before control measures are put in place) and in the residual risk rating column (after control measures are put in place);
- be attributed to a responsible person who will have ensured the adoption/adaption is appropriate i.e. show the name of the EVC as the assessor; and
- be dated at adoption with an annual review date to ensure they continue to reflect the general needs of each new intake.

Your procedures should clearly state under what circumstances an application for visit approval may rely solely or partly on planning to a generic risk assessment already in place rather than production of a specifically amended risk assessment. It may be that your setting allows generic risk assessments to be planned to for all Category 1 visits and for some aspects of some Category 2 visits. It is difficult to say, for example, that the planning of a coach excursion to engage in a day trip to paint landscapes over Coniston water (Category 1) is going to be significantly different from the planning of the coach excursion to engage in a residential at Coniston (Category 2). Your setting's approach should be reasonable, practical and reflect nationally accepted good practice measures to reduce the burden of bureaucracy on teachers. This method is strongly advocated by the OEAP.

Read the text above (you may also want to refer to more detailed risk management guidance issued by the OEAP or guidance from your employer or Health and Safety Service Provider) and describe in brief, but clear terms here your setting's:

- commitment to proportionate risk management;
- procedure for the risk management of category 1 visits;
- procedure for the risk management of category 2 visits;

For example, a large KAHSC subscriber secondary school may write:

- defining RBA as above;
- stating the HSE/OEAP stance and committing to reflect it in their practice;
- defining what it means in a visits context at their school;
- defining the terms and stages of risk assessment staff will use in RBA as above describing in brief how staff will approach the risk management process as above.
- Category 1 visits are approved internally by the EVC and must be notified to them at least 2 weeks before departure. Staff organising a Category 1 visit will:
 1. at the earliest opportunity identify the targeted benefits and learning outcomes as well as basic visit requirements e.g. funding, staffing, provider assurances etc., together with any other people involved;
 2. identify generic risk assessments that may apply;
 3. plan the visit using venue and/or activity provider information together with the generic risk assessments as a prompt to identify any special arrangements necessary i.e. review of the Generic Transport by Rail Risk Assessment should prompt a Visit Leader to ensure a rail service 'travel assistance' booking is made to help him manage the young person in the group who has recently fractured a leg and is using a wheelchair temporarily.
 4. make event specific arrangements, but should **not** need to make event specific risk assessments at this level unless there is something exceptional about the activity, location or participants. Visit Leaders who are at all unsure should check with the EVC. The relevant box on Form X must be checked to confirm that the risk assessment process has been completed;
- Category 2 visits may require the approval of the Governing Body and must be notified to the EVC at least 8 weeks before the proposed departure date. Staff organising a Category 2 visit will:
 1. at the earliest opportunity identify the targeted benefits and learning outcomes as well as basic visit requirements e.g. funding, staffing, provider assurances etc. for a visit, together with any other people involved;
 2. seek specialist advice as required from Robert Hewson or Ashley Preston;
 3. review generic procedures e.g. for emergencies off-site and **make visit specific plans**;
 4. review generic risk assessments and create a new record of **only the significant risks** associated with this specific visit, signed and dated;
 5. record the visit using the online visits module at www.kymallanhsc.co.uk and upload any relevant accompanying documents e.g. itinerary, letters to parents, risk assessments, individual Health Care Plans etc. at least 6 weeks before departure. The Visits Module User Guide is accessible from the website and held on the 'm' drive of the intranet as well;
 6. fully inform parents and offer them the opportunity to withdraw the consent already held for their child, modelling letters on the templates held on the 'm' drive on the school intranet;
 7. ensure that the online process is fully complete in good time by checking the status of their visit on the online summary page and attaching all final details such as registers and allocating the emergency base contact people;
 8. collate and distribute as necessary all emergency information prior to departure.

7.1 Duty of Care Explained

It is very important that staff understand their duty of care in the eyes of the law and you may want to direct them to read OEAP document 3.2a - *Underpinning Legal Framework* which explains duty of care and negligence as well as criminal law (punishing offenders and deterring offending behaviour in society) and civil law (compensating victims) and how one or both can apply to a single incident.

In October 2013 the UK Supreme Court ruled that, in particular circumstances, schools and other public bodies have a non-delegable duty of care (cannot be passed on to third parties). This is an exception to the normal fault-based principles of law. It means that, in these particular circumstances, schools and other organisations are liable to be sued for the negligence of a third party. For example: a school contracts with a third party provider to deliver swimming lessons within school time. If, through the negligence of this third party, a child is injured, the child (parents) can sue the school for compensation. The fact that the school was not responsible for the actions of the third party is irrelevant as in this case, the school's duty of care is non-delegable.

The staff, volunteers and third parties we engage to work for or with us have a legal duty to take *reasonable* care to avoid acts or omissions which could *reasonably* be foreseen to cause injury to anyone for whom they should *reasonably* have regard.

The legal expectations for standards of care are:

- non-specialist/non-professional adult = that of a 'reasonable person' (traditionally referred to as what "the man on the Clapham omnibus" would do).
- adult with expertise/specialist knowledge = that of a 'reasonable professional' (a higher standard than that of the 'reasonable person').
- Employers = 'in so far as is reasonably practicable' (the balance of costs against the benefits of putting controls in place deciding what people do in the employer's name - the highest standard).

When our staff and volunteers work with vulnerable people, which all persons aged under 18 are by definition, this duty is non-delegable (and school insurers may remain liable). All staff and to some extent volunteers must ensure third parties "take reasonable care" too.

7.2 Effective Supervision

The final part of this section should outline your setting's effective supervision arrangements and requirements and example text below sets out what you should instruct Visit Leaders to consider.

There is no such thing as a definitive ratio for a specified age group undertaking a particular activity off site. This is purely a risk management issue. The only legal requirement regarding supervision applies to children aged 5 and under who must be accompanied off site by a person holding a current Paediatric First Aid certificate.

Best practice says that there should be a minimum of 2 competent adult supervisors accompanying any visit one of whom should be an employee. Where best practice cannot be adhered to, the visit should be subject to further careful planning and enhanced back up procedures must be in place e.g. visit return should the sole supervisor and driver become incapacitated etc.

Best practice also says that supervision of a mixed sex group on residential visits should be by mixed sex supervisors. Where single sex supervision only is available for a mixed sex group it **must** be specifically drawn to the attention of those with parental authority.

Below are some "starting points for consideration" when planning visit supervision, however they are exactly that – starting points and will only apply where the activity is relatively straightforward and assuming the group has no special requirements:

- Pre-School Nursery (aged 3), 1:1 up to 1:4 + 1 competent adult supervisor.
- School Foundation Stage (aged 4), 1:4 + 1 competent adult supervisor.

- School years 1-3 (aged 5-8), 1:6 + 1 competent adult supervisor.
- School years 4-6 (aged 8-11), 1:10-15 + 1 competent adult supervisor.
- School years 7 onwards (aged 11+), 1:15-20 + 1 competent adult supervisor.

Without special safeguards or control measures, these ratios will **not** be adequate to meet the needs of most residential or more complex visits. **The above ratios must be used with professional prudence!**

The variance above at secondary school age is quite wide and it may be appropriate for such a school to set out a very brief sample range of activities where professional prudence should dictate where a supervision ratio **better than 1:15** is required and what the preferred ratio(s) might be; where a ratio **around 1:15** is required and where a ratio **around 1:20** is required.

8 Assessing Venues and Activity Providers

All visits should be thoroughly researched to establish the suitability of facilities and providers as an essential part of risk management.

A provider is a third party person or organisation contracted to organise and/or deliver all or part of a Visit or Activity, and/or to supervise Participants.

A facility is a publicly accessible venue or resource, which will form part of a visit but where the setting and setting staff will remain in charge and deliver any activities e.g. public transport providers, museums and galleries, theme parks, theatres.

This section of your procedures should set out any minimum standards that facilities or providers must meet to be used by your Visit Leaders. Describe in brief any quality markers they should look for and set out your expectations regarding pre-visits.

Example black text below can be used to frame your specific expectations:

Visit Leaders are responsible for ensuring that facilities and third party provision meets expectations and needs by seeking sufficient assurances of quality and safety

When choosing any kind of activity provider for learning outside the classroom, when they have:



an Adventure Activity Licensing Service (AALS)
Licence (covering safety only of certain activities)

A Learning Outside the Classroom Quality Badge
(covering quality and safety)



an Adventuremark (covering safety only)

Status as a National Governing Body for an activity
e.g. the British Cycling Federation; Archery GB
(formerly the Grand National Archery Society) etc.
(applicable only to provision of that single activity).



- **no further quality assurances are required.**

However, Visit Leaders should still consider whether:

- the values and ethos of the provider match expectations;
- there a clear understanding about the responsibility for supervision at all times;
- respective roles of provider staff and setting staff are clear;

- adequate provision can be made for any special needs;
- the programme is flexible to meet changing circumstances; and
- the provider can be involved in evaluation of learning objectives and to what extent.

If a provider does not hold a suitable accreditation which covers all aspects of their provision, then Visit Leaders must use other means to gain assurances about relevant aspects of their operation including:

- ✓ Insurance;
- ✓ Compliance with legal requirements;
- ✓ Health, safety and emergency policies and procedures;
- ✓ Use of vehicles;
- ✓ Staff competence;
- ✓ Safeguarding;
- ✓ Accommodation; and
- ✓ Sub-contracting (where appropriate).

Using a Provider Risk Management Statement Form with a provider is an effective way of obtaining such assurances, but Visit Leaders should first look for a pre-prepared 'Provider Statement', sometimes called a 'Management Statement of Competence' or a 'Risk Management Summary'. If the provider has one and it addresses all of the points above, the form is unnecessary. A copy of the form can be found at Appendix I.

It is not necessary to look for such accreditation or assurances from facilities that are open to the public and where no arrangements are made for them to provide activities or supervision, but they must still be assessed as suitable for the needs of the visit.

While websites, review forums and smart communications make it easier than ever before to gather information about facilities and providers, there is no substitute for a preliminary visit and we are committed to enabling staff to make them where possible. The school cameras are available for such fact-finding missions and will help Visit Leaders feedback to senior leadership.

Visit Leaders should use a preliminary visit to address the following questions:

- Will the venue be suitable to meet planned aims and objectives?
- Are there any particular hazards or threats which need to be considered in risk-benefit assessments and emergency procedures?
- What will be the options if daylight, water level, temperature, weather, under-foot conditions etc., differ significantly from the pre-visit?
- Do leaders have sufficient knowledge and understanding of the venue, facilities and activities to feel confident when planning the visit?
- Will the venue be able to cater for the full range of group needs, including any special needs?
- Will the group need any specialist equipment?
- Are there any staff training needs?
- Will participants need to be prepared or trained?

Where a preliminary visit is not reasonably practicable, the Activity/Visit leader should give special consideration as to how they will gather sufficient information to make an adequate assessment of their risk management and other issues.

In the absence of first-hand observations and credible assurances as set out above, information should be sought from reliable sources such as:

- the Employer Outdoor Education Adviser [to contact Richard Simpson ask the EVC or contact KAHSC]
- colleagues from this or other educational settings
- similar groups that have recently visited the venue or used the facility/provider
- reputable organisations such as tourist boards.

9 Transport

Statistical evidence strongly suggests that travel by road to or from an activity is often more dangerous than the activity itself. This section should set out your procedural requirements for arranging transport. In it you should cover (as applicable):

- the hire of coaches, buses and drivers;
- transport by self-driven minibus and
- transport using staff, volunteer or parent cars.

Example black text below can be used to frame your specific expectations:

Visit Leaders should ensure **coaches, buses and their drivers** are hired from a reputable company that has a Public Service Vehicle (PSV) Operator's Licence; adequate breakdown and emergency procedures and that can adequately manage any disability access requirements. Hired drivers of such vehicles are not required to hold an Enhanced Disclosure for Regulated Activity since they are not undertaking the work on a regular basis. Using a company and a driver engaged in LA contracts for home-to-school transport (which is a Regulated Activity) will ensure a driver does have an Enhanced Disclosure.

Minibus drivers must be competent and work within the law. The issues for consideration are:

- Driver issues around competence including licensing, driving hours/non-driving hours & capacity to concentrate (fatigue), towing, lone driving etc.;
- vehicle issues around, licensing of drivers (when a minibus weighs over 3.5 tonnes Maximum Authorised Mass (MAM) or 4.25 tonnes adapted), capacity to carry passengers and equipment/baggage safely (MAM and flying objects in a crash), distance driving, maintenance/pre-use checks, Section 19 Permit etc.;
- Journey issues around insurance; the type of journey, route, navigation & distance from support; weather, traffic & driving conditions; passenger supervision & comfort breaks; and driving abroad issues to be considered (as set out in KAHSC Safety Series G11 Driving a Minibus).

Transporting young people in **private cars** requires careful consideration.

Vehicle drivers cannot drive and supervise young people at the same time therefore a judgement must be made regarding likely behaviour and individual needs of passengers. If direct supervision is deemed likely to be necessary, another adult must be appointed to this role and travel also.

Check that your setting's driving declaration asks for:

- evidence that a vehicle used is roadworthy e.g. MOT certificate where applicable;
- evidence that the driver holds an appropriate and valid licence and is beneath any maximum 'points' threshold set by the setting;
- evidence of appropriate and valid insurance. Staff must have 'business use' and check that it does cover conveying pupils/children in their professional care because not all policies do;
- agreement that they understand their legal responsibility for the safety of young people being transported e.g. seatbelts, booster cushions, not overloading the vehicle, driving within the law etc.)

An example Driver Declaration Form is available at Appendix J.

You may want to include a brief statement here making it clear that when parents make private transport arrangements between themselves, they do not fall under the scope of these procedures and such transport will not be considered to be on behalf of the setting. Parents are not required to hold a Disclosure Certificate for Regulated Activity when undertaking a transport role as long as it does not meet the 'intensive/frequent criteria'

You may want to make a brief statement here about the transportation of young people in private vehicles by other young people. It is not recommended that settings endorse the carriage of young people by young people on educational visits, but an outright ban may

not be appropriate either. Make clear here any steps Visit Leaders must follow if a request for peers to provide their own transport to each other is received to include provision for parental consent to be fully informed.

There is no longer a requirement within the [DfE Statutory Framework for Early Years Foundation Stage 2014](#)) to keep a record about vehicles in which children are transported. There remains only the clear requirement to carry out sufficient checks as above that vehicles and drivers are suitable and adequately insured.

10 Emergency Procedures and Incident Reporting

This section of your setting procedures should set out in brief your requirements for first aid provision, managing medicines, accident or incident recording/reporting and critical incident management specifically for visits.

10.1 First Aid

In accordance with the DfE revised Statutory Framework for the Early Years Foundation Stage (published March 2014, effective September 2014) a person qualified in Paediatric First Aid (12hrs) **must** accompany all trips involving young people aged 5 and under.

Otherwise, one may not be necessary for every visit and the potential need should be considered as part of the risk management process. "Appropriate" first aid provision will be determined by the:

- nature of the activity.
- nature of the group.
- likely injuries associated with the activity.
- extent to which the group may be isolated from normal ambulance support, or a known point where a qualified first aider will be available.

A very basic level of first aid support must be available at all times. This will require that one or more of the staff supervising the activity:

- knows how to access qualified first aid support (at a venue or from within the group);
- has a working knowledge of simple first aid and are competent to use the first aid materials carried with the group.

The above is equally applicable to groups of young people where they are subject to remote supervision for significant periods of time e.g. when involved in a Duke of Edinburgh Award expedition.

For some activities (most commonly defined adventure activities supported by National Governing Body qualifications) there is a good practice expectation that requires those leading such activities to hold a current and appropriate first aid qualification.

It is a legal requirement that all minibuses carry a first aid kit.

10.2 Supporting Pupils with Medical Conditions

In line with our policy on Supporting Pupils with Medical Conditions, staff will be made aware of how a child's medical condition might impact on their participation in educational visits or sporting activities through development of the Individual Healthcare Plan (IHCP). Every effort will be made to ensure there is enough flexibility in arrangements so that all children can participate according to their abilities and with any reasonable adjustments. This may include reasonable adjustment of the activities offered to all children i.e. changing a less accessible venue for one that is more so, but can still achieve the same educational aims and objectives.

A pupil will only be excluded from an activity if the Head teacher considers, based on the evidence, that no reasonable adjustment can make it safe for them or evidence from a clinician such as a GP states that an activity is not possible for that child.

A risk assessment for an educational visit may need to especially consider planning arrangements and controls required in order to support a pupil with a medical condition. The IHCP is a risk assessment and will be used alongside usual visit risk assessments to ensure arrangements are adequate. This may also require consultation with parents and pupils and advice from a relevant healthcare professional. The IHCP may need to form part of the visit information pack, including uploaded to a visits notification online system (www.kymallanhsc.co.uk or Evolve) where relevant.

Normally medicines which require administration will be prescription only, but for some off-site activities could include non-prescription medicines such as anti-histamines etc.

Young people who require emergency medicine such as adrenalin in an Epi-pen will usually have on the premises an 'Orange Box' containing medicine, the means to administer it, medical information in brief and a record sheet. While the contents of the 'Orange Box' must accompany the young person off-site, the Box itself does not as it is both unwieldy and does not serve to preserve the dignity of the young person required to carry it. It is best practice for the young person to carry and wherever possible, administer their own emergency medicine at the earliest age as this is an essential life skill that must be built upon at every opportunity. This may require careful management which should be clearly set out in brief in the appropriate visit risk assessments.

10.3 Accident/Incident Recording and Reporting

Should an accident occur it must, where applicable, be recorded in the accident book at the venue where it happened. When the visit returns the accident should also be recorded in the setting accident book, and where appropriate an accident report form should be completed, a copy retained and a copy forwarded to the employer's authorised Health and Safety Services Provider or an entry made on the Health and Safety Provider's online accident reporting system. If the accident resulted in a major injury i.e. fracture, concussion, hospital treatment etc. it is advisable to obtain witness statements. Young people have until their 21st birthday to make a claim for compensation so it may be years before any claim transpires by which time staff may have moved on, making it difficult to compile the necessary information to defend such a claim.

Detailed guidance regarding accident recording, reporting and investigation is available in Safety Series G03 – Accident Reporting & Investigation and our own Accident and Incident Recording and Reporting.

10.4 Critical Incident Procedures

An incident becomes critical when it goes beyond the normal coping mechanisms of the leaders and will usually involve life threatening or fatal injury or group members missing or at serious risk.

The OEAP provides detailed guidance aimed at a full range of educational settings that work with young people in a visits context on the development and management of appropriate emergency protocols for managing a critical incident. Every setting should have a written Critical Incident Management Plan (CIMP) or Crisis Management Plan (CMP) which:

- defines critical incidents in sufficiently broad terms e.g. serious travel accident, death of a young person, flood, fire etc.;
- establishes roles and responsibilities, naming key personnel where relevant (including how staff are to be trained in activating/using the CIMP/CMP);
- includes an action plan adaptable to any given incident;
- includes contact details for all key personnel and anyone else who may need to be involved e.g. employer, LA, media support service provider, local/regional emergency services etc.
- is practiced;
- is regularly reviewed and updated.

Where the CIMP/CMP comprehensively deals with managing a critical incident in a visits context this section of your setting procedures should signpost staff to it.

- pre-planning
- emergency protocols for Visit Leaders
- emergency protocols for the First Contact Person back at base
- emergency protocols for senior leadership

Appendices D and E, the sample Emergency Action Card for Visit Leaders and the sample Emergency Action Card for the First Contact Person back at base, may provide a useful basis for much of the above.

11 Inclusion

This section of your setting procedures should outline your approach to inclusion.

Some settings experience such diverse inclusion issues over time that it may only be possible to broadly outline a generic process for identifying, monitoring and managing inclusion issues, naming key personnel to be involved.

The Equality Act 2010 replaces previous UK anti-discrimination legislation and states that the responsible body of a school must not “discriminate, harass or victimise a pupil to whom one of the Protected Characteristics applies (disability; gender reassignment; pregnancy and maternity; race; Religion or belief; sex and sexual orientation) in the way that it affords (or not) the pupil access to a benefit, facility or service. There is a duty to make reasonable adjustments.”

However, the *‘Disability Discrimination Act Code of Practice for Schools’* (which has not yet been repealed) states that ‘where a child has a behaviour difficulty for a reason other than a disability, for example arising from social or domestic circumstances, it is likely that such a difficulty is not covered by the legislation’ (section 4.6 p27).

It may be reasonable to exclude a young person where their behaviour presents a significant, unmanageable and unacceptable risk to the health, safety and welfare of themselves or any other person who might reasonably expect protection from harm including staff and the public. This decision should only be taken after extensive consultation with all those who have responsibility for them including staff, parents, any third party provider and possibly their GP.

Where there is some doubt about including or excluding a young person on the grounds of their behaviour, the following points should be considered:

- identifying issues at the earliest stage of planning;
- involving all interested parties;
- recording this process;
- establishing a behaviour management plan with agreed action points that may enable inclusion on the visit;
- establishing behaviour targets and timescales to be met to allow inclusion, or trigger a decision to exclude;
- providing an additional adult, such as a parent or support worker, with a specific brief to manage behaviour issues;
- ensuring that what is expected of staff is reasonable and within their competence.

12 Insurance

Visit Leaders must understand the different insurances applicable to their planned visit and what cover their employer’s existing policies already afford them. This section should set out your procedural requirements for ensuring adequate insurance cover for a visit or activity.

This detail must include as a minimum the Schedule of Insurance (which values personal injuries and often sets other claim limits) and any exclusions and limitations. Be clear here about your expectations of the kind of insurance cover Visit Leaders should be seeking from a venue or activity provider. Ensure that sufficient information about the extent and limitations of the cover is available to all interested parties e.g. staff, volunteers, parents.

The range of insurance policies which cover various aspects of potential visits liabilities, some compulsory and others optional, include:

Employer's Liability (ELI) – indemnifying the setting against compensation claims for injury of person brought by employees and those acting in a voluntary capacity (compulsory for employers). Visit Leaders must understand how their management of visits can affect this cover e.g. the process for engaging and managing the 'work' of volunteers.

Public Liability (PLI) – indemnifying the setting or provider against compensation claims for injury of person or damage to/loss of property brought by anyone other than its own employees or volunteers (optional). Settings should have their own PLI and should not engage a third party provider who offers no PLI. There is no recommended minimum amount of PLI to seek from a third party provider, but £2 million for personal injury would seem reasonable given the decades rather than years of accident aftercare that may be required by a child. Careful consideration should be given to using adventure activity providers who offer less.

Personal Accident (PAI) – providing for financial settlement on the basis of any non-fault personal injury (optional). No Employer/Public Liability Policy will cover injury of person where there is no fault.

Comprehensive Travel Insurance (CTI) – providing for financial settlement usually on the basis of personal accident; cancellation and curtailment; personal effects and money; medical expenses and repatriation etc. (optional, but never to be viewed so for any visit abroad where medical cover is essential). Special care may need to be taken to get adequate cover where people with pre-existing medical conditions are travelling.

Tour Operator Insurance Package (TOIP) – usually covering the range outlined above (optional). Visit Leaders who use tour operators must understand that any such policy is normally optional and that they need to evaluate it carefully against visit needs and any other cover already in place.

Running simultaneous insurance policies covering the same liabilities must be avoided as the claims process can be complicated and protracted with each insurer needing to agree their share. If an existing policy appears inadequate it may be preferable to seek extensions to it from your supplier or get separate and specific cover to fill any gap in provision from another supplier.

13 Finance

Visit Leaders must understand their role in providing best value and avoiding any significant visit deficit/surplus as well as their setting's policy with regard to charging and the remission of charges.

This section of your setting procedures should set out clearly:

- how visits can be funded;
- the arrangements in place for families unable to afford a visit and
- simple procedures for accounting, banking and reporting.

If your Charging and Remissions Policy sets out clearly how visits can be charged for and when they can only be funded by voluntary contributions or by a mixture of charges and contributions it is not necessary to repeat the detail, but staff should be signposted to the Policy.

The overriding principle our Visit Leaders work to is that costs are budgeted for with very great care taken to ensure there is no surplus or deficit of any significance in the first place. Another guiding principle is that contingency funding should not be built into visit costs unless they are simple, predictable and will arise under circumstances outside the direct control of the setting. For example on the Wednesday of the residential the trip activity will cost £X. If the weather is wet the alternative activity will cost £2X. The Visit Leader should budget for the wet weather activity. There should be other means i.e. the school credit card to manage minor financial disasters such as missed transport connections or lost tickets etc.

Surplus visit funds will be disposed of as decided by the Head in line with normal financial regulatory procedures i.e. returned to parents or retained and accounted for future visits. Visit Leaders are encouraged to plan small 'upgrades' into the latter part of a trip where a surplus is expected. This is where a Visit Leader will have 2 alternative plans based purely on cost e.g. meal option 1 or meal option 2. Otherwise Visit Leaders who realise as the trip is ending that they have a surplus should spend it on the attendees e.g. a snack break paid for by the trip funds rather than out of pupils' pockets as originally planned. This is a relatively fair way to distribute any small surplus.

14 Visit Monitoring

It is a statutory requirement that employers monitor the implementation of guidance that they issue. This section of your setting procedures should describe the visit monitoring that takes place to achieve this.

Example black text below can be used to write the briefest of statements or lists explaining how you meet each requirement, including what your effective field monitoring arrangements are with a graphical representation where necessary:

Employer-led monitoring, often carried out by Governors using a Governor Monitoring Pack and the setting records, should ensure that:

- The Health and Safety Policy adequately references visits and directs staff to follow the detailed Visits Procedures.
- Both policy and procedures are regularly reviewed and updated to remain current and in line with good practice.
- Staff have easy access to the Health and Safety Policy, the OEAP National Guidance where adopted, the Visit Procedures and any forms or online system.
- Staff have access to relevant training that supports the implementation of procedures e.g. EVC training, Visit Leader training.
- The setting has access to advice and further information to clarify the Procedures.
- EVCs are appointed, trained and revalidated in accordance with the Procedures.
- Practice, including any notification and approval procedure, complies with the Procedures.
- EVCs keep proper records.

If your setting makes active use of the OEAP Radar, the model for visit planning which underpins their National Guidance you may want to describe your monitoring approach in terms of a representative graph.

- Who should carry out monitoring;
- The type of visits subject to EVC scrutiny;
- Any arrangements for peer monitoring on a sample basis;
- The extent of sample monitoring through field observation by the EVC and/or Head/Manager (the radar graphs may be helpful here);
- Any type of visit that would only be approved after planning consultation with the employer's appointed adviser.

Educational Visits Generally Described as 'Category 2 Visits'

This system of the categorisation of school trips, educational visits or learning outside the classroom is in use nationwide. This list is indicative and not exhaustive of the types of visit that should normally be classified as a Category 2 Visit with all of the implications for enhanced planning, assessing, monitoring, reporting and employer approval that this entails. If in any doubt about the Category into which a planned visit falls, advice

Any Overnight Stay	Any Overseas Visit	Abseiling
Any Adventurous Visit even if provided by an external provider (exemplars below)	All Activities in Open Country (>300m above sea level and >1km from a road)	All Activities on the sea (excluding commercial transport e.g. ferry, launch)
All Coastal Activities where the tide is a hazard	Air Activities (excluding commercial flights)	Coasteering, Coastal Scrambling and sea level traversing
All forms of boating (excluding commercial transport e.g. launches, Thames tour etc.)	Caving mining & underground exploration (except public guided tours with no special equipment required)	Multi Activities (adventurous – even where provided by an external provider)
Camping	Canoeing and Kayaking	High Level Ropes Course
Horse Riding	This page is intentionally blank for printing purposes	Rafting or improvised rafting
Mountain Walking (>600m above sea level and 2km from a road)	River/Gorge Walking or Ghyll scrambling	Road Cycling, Trail Cycling or Mountain Biking
Rock Climbing (including indoor climbing walls)	Sailing, windsurfing and kite surfing	Skiing and snowboarding Outdoors, Indoors or Dry Slope
'Extreme' Sports	Powered safety/rescue craft	Shooting and archery
Snorkel and aqualung activities	Swimming (all forms except UK public pools)	Water skiing

should be sought from a relevant authority.

Model Parental Consent Form: Trips, Images and Pain Relief

Personalise this form with your letterhead etc. **Grey and red text** is for your information only and should be deleted before issue or you could use it to instruct your staff on how they should use this model. It may also signify where you must make a language choice for your letter or form e.g. parents/carers/guardians; children/pupils/students; school/nursery/college/ academy/club etc.

Educational and other settings which care for children must seek parental consent from those who hold the parental responsibility for a child for a number of things. They have been amalgamated into a single form to reduce the burden of bureaucracy on settings and parents alike. Parents should not be asked for the same consents or information multiple times and this form should be suitably amended to include only what is not asked for elsewhere e.g. on Data Capture Forms. The child's home address and GP Surgery details (name of GP with the full address and telephone number of the Practice) are not asked for here. If you do not request these details elsewhere you should add them to this form by inserting rows into the consents table below.

All reference to first aid has been removed from parental consent. Failure to give first aid to a child in need is a safeguarding issue and therefore parental consent is not a requirement. Pain relief is not part of first aid, therefore consent must be held to administer it. There is no requirement for settings to give pain relief, but failure to do so in very limited circumstances i.e. on a residential visit, could become a safeguarding issue.

The wording you use is important and must be carefully considered and made appropriate to the way you operate and the consents you require e.g. you may decide to limit any suggestion that school might give pain relief to pupils to those on residential trips only.

This information may also help you identify children and young people who may require a more detailed Individual Health Care Plan in line with your Policy on Supporting Pupils with Medical Conditions which became a statutory requirement on all schools in September 2014.

Dear **Parents**,

(Introductory sentence or paragraph).

This written parental consent will last for all activities for the duration your child attends this **school** unless family circumstances which may affect parental responsibility change. **You may withdraw any of these consents at any time.**

Educational Visits

Please read the declaration, complete the medical information and communication sections and tell us who your two main emergency contacts are should your child experience an emergency at **school** or off-site.

The Use of Your Child's Image

We may wish to take images of activities that involve your child and use them for displays inside or outside **school**, in publications and on web/social networking sites managed by us, or with our permission, others associated with us. This may include pictures that have been drawn by children. Images that might cause embarrassment or distress will not be used nor will images of your child be associated with materials or issues that are considered sensitive. You can ask to see any images that we hold of your child at any time.

Photography or filming will only take place with the permission of the **Head teacher/manager**, and under appropriate supervision. When filming or photography is carried out by the news media, they are exempt from the data Protection Act 1998, but it is our policy that children will only be named if there is a particular reason to do so (e.g. they have won a prize), and no other personal details will be given out. However, it is important to understand that unless your child is part of a large group, it is likely that the media will require your child's full name before an image is used. If you give your consent to this, you should be aware that these images and your child's name may appear in local or national newspapers and worldwide online.

Please carefully consider the consent descriptions in the form below and indicate those which you **do** consent to by initialling beside each one. Where you do not consent, please leave the space blank.

(If your policy does not allow parents to take images themselves, delete this paragraph and make a brief statement to inform parents that you do not allow it). If you wish to attend school functions and take images of your child, please be sensitive to other people and try not to disrupt concerts, performances and events. Please also bear in mind that you may capture other people's children and you should ensure the images you have taken are appropriate. If you or your child intends to share such images you should only share them publicly with the express permission of the parents of everyone in the images. Please also note that we ask all parents and children to support our approach to E-safety and not upload or post to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute.

The Giving of Medicines (necessary pain relief only)

We will not give your child any medicine, including necessary pain relief, unless it is in line with our policy for Supporting Pupils with Medical Conditions (available on request) **and** you give your express consent by signing the form below (do you also want to clearly limit the circumstances where this might apply e.g. residential visits only) If you do not consent to the giving of pain relief medicine should it become necessary during school, cross through the declaration before signing the form. If your child requires regular medicine for a health or medical condition, we will need more detailed information about the medicine and as part of your child's Individual Healthcare Plan you will be asked for that separately.

Please return the completed form... (closing sentence or paragraph).

Parental Consent Form - Trips, Images and Pain Relief

Name of Child:		Date of Birth:	
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EDUCATIONAL VISITS

This consent will last for the time that your child is with us at this **school**, but it is good practice for us to confirm your consent for residential or adventurous visits again at the time we run such activities because we may require further information relevant to that single trip e.g. phobias, swimming ability, sleepwalking etc. When you are informed that this kind of visit will take place, you will be asked for further information and offered an opportunity to withdraw this consent. You should also complete and return any slip provided at that time.

I consent to my child taking part in **school** trips and other activities that take place off-site **and** to them being given urgent medical/dental treatment or necessary pain relief during any trip or activity.

I understand that:

- **All** trips and activities are covered by this consent and will include;
 - all visits (including residential trips) which take place during the holidays or a weekend,
 - adventure activities at any time *and*
 - off-site sporting fixtures outside the normal **school** day,
- **School** will provide me with information about each trip or activity before it takes place.
- I can inform **school** that I **do not** want my child to take part in a particular trip/activity and I should do so in writing.
- I **must** ensure that I and my child understand and agree to abide by any trip Code-of-Conduct.
- I **must** keep **school** informed if any medical information I have provided becomes out-of-date or where religious beliefs may impact on any medical treatment my child may receive.
- I **must** keep **school** informed if any emergency contact information I have provided becomes out-of-date or does not apply to a particular trip and I must provide alternatives as necessary.
- All **school** activities are appropriately insured. I also understand the extent and limitations of this insurance (details available on request).

Medical Information: Details of any medical conditions including allergies and travel sickness that my child suffers from and any medicines with dosage etc. that they should take during off-site activities including those outside **school** hours or overnight – attach additional sheet if necessary.

Communication: initial under YES or NO I am able to use the school website to keep up to date with information about school and in particular, activities, visits and fixtures.	YES	NO

EMERGENCIES	Emergency Contact 1		Emergency Contact 2	
Name:				
Relationship:				
Telephone Number(s):	Work:		Work:	
	Home:		Home:	
	Mobile:		Mobile:	

USE OF YOUR CHILD’S IMAGE – <u>initial</u> where you <u>do</u> consent and <u>leave blank</u> where you <u>do not</u> consent	Initials
I consent to images of my child being used for official school purposes of promoting or publicising the school and events in accordance with the school policy.	

I consent to images of my child being used on the school website, on websites of those organisations permitted to use images by the school and school managed Social Network sites and I understand that these images will be available on the World Wide Web.	
I consent to images being used with my child's full name in news media.	
I consent to my child being included in any images taken by other parents/carers who wish to photograph or record school events for their own personal use. <i>[Delete this table row if your policy does not allow parents to take images].</i>	
I agree that any images I might take at school events will not be used inappropriately or shared publicly without suitable consent from all others involved. NB: If you do not agree to this Governors reserve the right to take steps to prevent you from taking your own images or using/sharing any images that others have taken at school events. <i>[Delete this table row if your policy does not allow parents to take images].</i>	

THE GIVING OF NECESSARY PAIN RELIEF MEDICINE ONLY	
We will not give your child any medicine, including necessary pain relief, unless it is in line with our Supporting Pupils with Medical Conditions Policy (available on request) and you give your express consent here.	
I consent to my child receiving necessary pain relief medicine in line with the school policy and as per my instructions or those of a medical practitioner. I understand that if my child will require the regular administration of medicine at school , even for a limited time, I must complete another form with full details e.g. what, when, dose etc.	

Signed:		Date:	
Print Name:		Relationship to Child:	

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Model Parental Consent Residential Trips And Adventure Activities

Personalise this form with your letterhead etc. **Grey and red text** is for your information only and should be deleted before issue. It may also signify where you must make a language choice for your letter or form e.g. children/pupils/students; class/form; club/school/nursery/ college/academy etc.

The DfE stated in 2011 that educational settings do not need to seek parental consent for off-site visits beyond an initial blanket consent obtained when a pupil first joins, making Parental Consent Form C obsolete. However, the Outdoor Education Adviser’s Panel (OEAP) recommends that it is good practice to seek parental consent again for residential and adventurous activities. Visit Leaders are also likely to need further information from parents in order to plan these visits effectively e.g. buddy good/poor swimmers, allocate bottom bunks in ground floor rooms for sleepwalkers. Below are elements of a suggested consent confirmation slip for this purpose.

Bearing in mind that, during an incident, young or incapacitated children will be unable to confirm their address or doctor, you should personalise this document to suit your needs. Many schools do not ask parents to provide such information repeatedly and instead furnish visit leaders with a separate extract from the central pupil data system containing such information.

All reference to first aid has been removed from parental consent. Failure to give first aid to a child in need is a safeguarding issue and therefore parental consent is not a requirement.

Dear **Parents**,

(Introductory sentence/paragraph on the trip about which you are asking for consent confirmation e.g.. “While we already hold your consent to take your child on trips off-site, it is good practice that for some visits we ensure you have received all of the information you need for your consent to remain valid and that we check there is no further or updated information about your child that might affect visit plans”. Finish with final trip information and/or instructions on completing the form below).

Trip Name:		Trip Date(s):		
Name of Child:		Date of Birth:		Class:
<p>Medical Information: Details of any medical conditions including allergies and travel sickness that my child suffers from and any medicine with dosage etc. that they should take during off-site activities including those outside school hours or overnight – attach additional sheet if necessary.</p>				
<p>Personal Information: Details of any other conditions e.g. phobias, sleepwalking, bedwetting, special dietary requirements etc. that affect my child and may affect visit plans.</p>				
<p>Recent Illness/Accident: Details of any recent illness, injury or contagious/infectious disease and how it may affect my child and their participation.</p>				
Last Tetanus Vaccination (date):				
Swimming Ability & Confidence:				

EMERGENCIES	Emergency Contact 1		Emergency Contact 2	
Name:				
Relationship:				
Telephone Number(s):	Work:		Work:	
	Home:		Home:	
	Mobile:		Mobile:	
<p>I consent to my child taking part in the above trip or activity and to them receiving urgent medical/dental treatment, necessary pain relief or medicines as detailed above. I have ensured that my child understands and agrees to abide by the conduct expectations involved. I confirm that at least one of the named contacts I have provided above are available for the duration of this trip, should an emergency occur. I also understand the extent and limitations of the insurance cover provided (details available on request).</p>				
Signed:			Date:	
Print name:			Relationship to child:	

Visit Leader: Emergency Action Card

Serious Incident - Immediate Action:

1. **REMAIN CALM** – Assess the situation – nature and extent of the incident.
2. Safeguard yourself and the uninjured. Ensure everyone is:
 - ✓ accounted for,
 - ✓ safe,
 - ✓ adequately supervised, and
 - ✓ supported, reassured and briefed so that they understand what to do to stay safe.
3. Follow your established emergency procedures for *this* activity - send for help if you need it.
4. Establish the extent of any injuries and administer appropriate first aid to:
 - a). preserve life,
 - b). prevent the condition worsening, and
 - c). promote recovery.

Essential First Aid:

1. Breathing - Clear airway? Artificial ventilation? Recovery position?
2. Beating – Circulation? External chest compressions?
3. Bleeding – Find and stop serious external bleeding. Apply pressure & elevate?
4. Breaks - Look and feel for irregularities. Support?
5. Environment – Warm? Sheltered?
6. Monitor – Condition stable? Emotionally supported?

Summoning Help:

1. Get qualified help ASAP - contact the appropriate emergency service(s) giving your:
 - group's name and your visit leader's name (and your name if that's not you),
 - your exact location,
 - nature of emergency and the number of injured persons,
 - actions taken so far,
2. Follow advice from the emergency services.
3. Contact and advise your Emergency Base Contact of the incident and action taken – get appropriate support for you.
4. Contact and advise any local base being used by your group.

Recording Incidents:

Use a Visits Emergency Incident Record Sheet to accurately record the:

- time, date and nature of the incident;
- accurate incident location;
- names of casualties;
- details of injuries;
- names of others involved but not injured;
- locations of all involved when moved from the site;
- names and contact details of witnesses;
- action taken;
- action still to be taken and
- agreed plan for further action.

Essential: Dos and Don'ts:

Do
<ul style="list-style-type: none"> • Control indiscriminate use of mobile phones by the rest of the group • Ensure you provide the most accurate incident information you can • Send an appropriate adult with casualties to hospital with parental consent forms/medical info. • Ensure the uninjured are returned to base as soon as possible • Keep an accurate, real-time record of all actions as they occur. • Notify key parties as soon as possible • Continually monitor the situation, observe, liaise and seek advice as appropriate
Don't
<ul style="list-style-type: none"> • Split up the group - unless it is the only way to get help – leave nobody alone • Give to parents any telephone numbers that activate the Critical Incident Management Plan. • Have direct contact with parents from the scene – leave that to your base contact • Admit anything (may invalidate insurance) or discuss liability with anyone • Sign anything • Speak to the media – refer them to your employer's media contact

Notifying Key Parties:

In addition to the police and other emergency services you may need to contact:

Name	Telephone	Mobile
Nursery/School/College/Group:		
Visit Emergency Base Contact 1:		
Head/Manager:		
Employer (Governors or LA) office hours:		
Employer (Governors or LA) out-of-hours:		
Employer or Local Authority Media Service:		
Local Accommodation:		
Travel Provider(s):		
Insurance Provider:		
Foreign Office Consular Assistance:	+44 (0)20 7008 1500	n/a
Other:		
Kym Allan Health & Safety Consultants	01228 210152	Pager: 07663 707276



First Contact: Emergency Action Card

On Receiving a Call

1. **Take down** the following information:

Who is calling?
If you have more than one, which school/setting are they from?
What is their role in the group (leader, assistant leader, participant)?
What number can they be called back on should you be disconnected?
What has happened? What is the nature of the emergency?
What is the number and status of any casualties?
What is their current location?
What is the total number of people in the party?
Are they staying where they are or moving? If they are moving where to?

Annex D: Statutory guidance – regulated activity (children) - Supervision of activity with children which is regulated activity when unsupervised.

This statutory guidance on the supervision of activity with children which is regulated activity when unsupervised is also published separately on [GOV.UK](https://www.gov.uk).

1. This document fulfils the duty in legislation^{1 2} that the Secretary of State must publish statutory guidance on supervision of activity by workers with children, which when unsupervised is regulated activity. This guidance applies in England, Wales and Northern Ireland. It covers settings including but not limited to schools, childcare establishments, colleges, youth groups and sports clubs.
2. For too long child protection policy has been developed in haste and in response to individual tragedies, with the well-intentioned though misguided belief that every risk could be mitigated and every loophole closed. The pressure has been to prescribe and legislate more. This has led to public confusion, a fearful workforce and a dysfunctional culture of mistrust between children and adults. This Government is taking a different approach.
3. We start with a presumption of trust and confidence in those who work with children, and the good sense and judgment of their managers. This guidance applies when an organisation decides to supervise with the aim that the supervised work will not be regulated activity (when it would be, if not so supervised). In such a case, the law makes three main points:
 - there must be supervision by a person who is in regulated activity³;
 - the supervision must be regular and day to day; and
 - the supervision must be “reasonable in all the circumstances to ensure the protection of children”.

The organisation must have regard to this guidance. That gives local managers the flexibility to determine what is reasonable for their circumstances. While the precise nature and level of supervision will vary from case to case, guidance on the main legal points above is as follows.

4. Supervision by a person in regulated activity/regular and day to day: supervisors must be in regulated activity themselves⁴. The duty that supervision must take place “on a regular basis” means that supervision must not, for example, be concentrated during the first few weeks of an activity and then tail off thereafter, becoming the exception not the rule. It must take place on an ongoing basis, whether the worker has just started or has been doing the activity for some time.
 - consider whether the worker will be supervised by a person in regulated activity, and whether the supervision will be regular and day to day, bearing in mind paragraph 4 of this guidance;
 - consider whether the supervision will be reasonable in all the circumstances to ensure the protection of children, bearing in mind the factors set out in paragraph 5 of this guidance above; and if it is a specified place such as a school;
 - consider whether the supervised worker is a volunteer.

¹ Safeguarding Vulnerable Groups Act 2006, amended by Protection of Freedoms Act 2012: Schedule 4, paragraph 5A: guidance must be “for the purpose of assisting” organisations “in deciding whether supervision is of such a kind that” the supervisee is not in regulated activity.

² Safeguarding Vulnerable Groups (Northern Ireland) Order 2007, Schedule 2, paragraph 5A, is as above on guidance on “supervision” for Northern Ireland.

³ If the work is in a specified place such as a school, paid workers remain in regulated activity even if supervised.

⁴ In future, the Government plans to commence a statutory duty on an organisation arranging regulated activity (under the 2006 Act or 2007 Order, both as amended) to check that a person entering regulated activity is not barred from regulated activity; and plans to commence a stand-alone barring check service by the new Disclosure and Barring Service.

5. Reasonable in the circumstances: within the statutory duty, the level of supervision may differ, depending on all the circumstances of a case. Organisations should consider the following factors in deciding the specific level of supervision the organisation will require in an individual case:

- ages of the children, including whether their ages differ widely;
- number of children that the individual is working with;
- whether or not other workers are helping to look after the children;
- the nature of the individual's work (or, in a specified place such as a school, the individual's opportunity for contact with children);
- how vulnerable the children are (the more they are, the more an organisation might opt for workers to be in regulated activity);
- how many workers would be supervised by each supervising worker.

6. In law, an organisation will have no entitlement to do a barred list check on a worker who, because they are supervised, is not in regulated activity.

EXAMPLES

Volunteer, in a specified place

Mr Jones, a new volunteer, helps children with reading at a local school for two mornings a week. Mr Jones is generally based in the classroom, in sight of the teacher. Sometimes Mr Jones takes some of the children to a separate room to listen to them reading, where Mr Jones is supervised by a paid classroom assistant, who is in that room most of the time. The teacher and classroom assistant are in regulated activity. The head teacher decides whether their supervision is such that Mr Jones is not in regulated activity.

Volunteer, not in a specified place

Mr Wood, a new entrant volunteer, assists with the coaching of children at his local cricket club. The children are divided into small groups, with assistant coaches such as Mr Wood assigned to each group. The head coach oversees the coaching, spends time with each of the groups, and has sight of all the groups (and the assistant coaches) for most of the time. The head coach is in regulated activity. The club managers decide whether the coach's supervision is such that Mr Wood is not in regulated activity.

Employee, not in a specified place

Mrs Shah starts as a paid activity assistant at a youth club. She helps to instruct a group of children, and is supervised by the youth club leader who is in regulated activity. The youth club managers decide whether the leader's supervision is such that Mrs Shah is not in regulated activity.

In each example, the organisation uses the following steps when deciding whether a new worker will be supervised to such a level that the new worker is not in regulated activity:

- consider whether the worker is doing work that, if unsupervised, would be regulated activity. If the worker is not, the remaining steps are unnecessary;
- consider whether the worker will be supervised by a person in regulated activity, and whether the supervision will be regular and day to day, bearing in mind paragraph 4 of this guidance;
- consider whether the supervision will be reasonable in all the circumstances to ensure the protection of children, bearing in mind the factors set out in paragraph 5 of this guidance above; and if it is a specified place such as a school;
- consider whether the supervised worker is a volunteer⁵.

⁵ A volunteer is: in England and Wales, a person who performs an activity which involves spending time, unpaid (except for travel and other approved out-of-pocket expenses), doing something which aims to benefit someone (individuals or groups) other than or in addition to close relatives; in Northern Ireland, a person engaged, or to be engaged, in an activity for a non-profit organisation or person which involves spending time unpaid (except for travel and other approved out-of-pocket expenses) doing something which amounts to a benefit to some third party other than, or in addition to, a close relative.

Vetting Decision-making: Further Examples



The following is directly from the OEAP and may help to provide context. Where an activity is deemed *not* to be regulated activity, this only means that a DBS check is not necessary. It does not mean that other reasonable recruitment checks are not required for all staff, volunteers and contractors.

1. *Several volunteers are involved in supervising a day trip to the seaside. This is the only time they will help work with the children this month.*

The activity definition applies but the frequently and intensively conditions are not met so this is not regulated activity.

2. *A local bushcraft expert volunteers to work with a group in a school's Forest School area every Wednesday afternoon for the next six weeks to provide some extension activities. The class teacher will always accompany the sessions.*

The activity definition applies and the frequently condition is met so the head teacher must decide if the class teacher will appropriately supervise the volunteer. As the class teacher is always present it would be acceptable to decide that this is not regulated activity.

3. *A parent, who holds a first aid qualification, volunteers to assist their child's school with trips during the school day. This is a real help because many of the teachers do not hold first aid awards.*

The activity definition applies if they will also form part of the supervision team. The frequently condition may be satisfied if they do regular trips. However, the statutory supervision guidance applies, and if the head teacher decides that school staff will appropriately supervise this person then they are not engaging in regulated activity.

4. *The partner of the leader of a school's one-week Austrian ski trip is going as a helper.*

The activity definition applies, and the intensively condition is met, so the head teacher must decide if the visit leader will appropriately supervise them. As this is a residential visit where helpers could have access to children's bedrooms it would be sensible to decide that this is regulated activity and to obtain a DBS check with barred list check.

5. *A school has a volunteer who helps the year 6 class teacher take a group to the local swimming baths every week.*

The activity definition applies and the frequently condition is met so the head teacher needs to decide if the teacher will appropriately supervise them. Depending on the layout of changing rooms at the pool, as this activity gives opportunities to be in contact with the children while they are changing, it would be best practice to decide that this is regulated activity and obtain a DBS check with barred list check

6. *A volunteer helper comes on a day trip to provide 1:1 support for a child with special needs who needs help with eating at lunch.*

This person is engaged in regulated activity as they are providing personal care. The frequently and intensively test and the statutory supervision guidance are not applicable in the case of personal care.

7. *A school is going on a coach tour of Europe and will use the coach every day during the week's trip. Does the driver need a DBS check?*

The activity definition applies and the intensively condition is met so this is regulated activity (the statutory supervision guidance does not apply to driving). It is the responsibility of the coach company to check the driver but it would be good practice for the school to confirm this as part of the booking process.

8. *A school occasionally uses parent helpers to transport children to events in their own cars.*

If the school organises this transport using parent helpers then the activity could be classed as regulated in any one of two ways:

- a. If the parent is alone in the car with children then there is arguably an element of supervision, and so this meets the activity definition.

Appendix F

- b. Driving a vehicle being used solely to transport young people under an agreement with the school or teacher also meets the activity definition.

The deciding factor is therefore whether or not the same parent transports children 'frequently' or 'intensively'. If they do then this is regulated activity, if they don't then it is not.

If parents themselves make arrangements for their children to be taken to a venue or fixture in each other's cars then this is a private arrangement and not a regulated activity no matter how frequently or intensively it is carried out.

**Keeping Children Safe in Education, March 2015:
Annex C: Special circumstances**

Boarding schools and children's homes

1. Children may be particularly vulnerable in residential settings. In reflection of that, there are additional requirements for boarding schools, residential special schools, and children's homes. These are set out in National Minimum Standards and regulations for the relevant setting. All schools and colleges that provide such residential accommodation and/or are registered as children's homes must comply with the relevant National Minimum Standards and/or regulations for their sector. Such schools and colleges should be particularly alert to the signs of abuse in such settings and work closely with the host local authority and, where relevant, any local authorities that have placed their children there. The relevant guidance for each sector is on GOV.UK and the relevant links are listed below:

- The National Minimum Standards for Boarding Schools
- The National Minimum Standards for Residential Special Schools
- The National Minimum Standards for FE Colleges which accommodate under 18s
- Guide to the Children's Homes Regulations

Children staying with host families

2. Schools and colleges quite often make arrangements for their children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to which they are not related. This might happen, for example, but not only, as part of a foreign exchange visit or sports tour. Such arrangements could amount to "private fostering" under the Children Act 1989 or the Safeguarding Vulnerable Groups Act 2006, or both. The following paragraphs are not intended to be a comprehensive guide to all the circumstances in which private fostering may arise, but only to those situations which might arise for schools and colleges through the normal course of their activities in promoting learning activities for children.

3. Where the child is under the age of 18 and the person who provides the care and accommodation is paid to provide that arrangement, or the arrangement is not made by the child's family, the private fostering arrangement could amount to regulated activity for the purposes of the Safeguarding Vulnerable Groups Act 2006 regardless of the duration of the arrangement⁶. If the school or college is responsible for making the arrangement, and has the power to terminate the arrangement, then it could be the regulated activity provider. If the arrangement is made by a third party, such as a language school, and that third party has the power to terminate the arrangement, then the third party is the regulated activity provider. A regulated activity provider will be committing an offence if they knowingly allow a person to carry out a regulated activity whilst barred⁷. Where the school or college is the regulated activity provider, it should request a DBS Certificate with barred list check. However, where the parents make the arrangements or take the responsibility for the selection of the host parents themselves, this will be a private matter between the child's parents and the host parents and in these circumstances the school will not be the regulated activity provider.

⁶ Section 53 of the Safeguarding Vulnerable Groups Act 2006. This also applies to schools and colleges if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

⁷ Section 9 Safeguarding Vulnerable Groups Act 2006.

Appendix G

4. Where schools and colleges have not been involved in making the arrangement but a member of staff or volunteer at a school or college becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the designated senior person for child protection. The school or college should notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

5. A person who is barred from regulated activity will themselves be committing an offence under the Children Act 1989 and under the Safeguarding Vulnerable Groups Act 2006 if they privately foster a child. If the school or college has any reason to believe that the third party is failing to undertake a statutory duty they should notify the police^{8 9}.

6. Schools and colleges arranging for their children to stay with families overseas should be aware that the DBS cannot access criminal records held overseas. Host families in other countries, therefore, cannot be checked in the same way by local authorities as schools and colleges in this country when children stay abroad. Schools and colleges should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. If they wish, local authorities and schools can contact the relevant foreign embassy or High Commission of the country in question and find out if similar checks can be done in that country.

⁸ Section 68(3A)(a) Children Act 1989.

⁹ Section 7 Safeguarding Vulnerable Groups Act 2006.

Model Code of Conduct for Visits

[Remove red text when using models.] Visit Leaders may wish to edit this model to suits their needs before it is discussed with parents or young people. Remove inappropriate text and add any extra points as necessary. It can be useful to involve young people in the drafting process.

General Expectations

For the visit to be both beneficial and enjoyable for all, you will be expected to:

- behave responsibly and show consideration for others.
- comply with instructions.
- take responsibility for your own possessions.
- keep all facilities clean, tidy and undamaged.
- abide by any host facility rules and regulations.
- be aware of all emergency procedures.
- in the event of an emergency, follow emergency procedure instructions.
- understand and follow the rules about the purchase, possession and consumption of alcohol.
- understand and follow the rules about the purchase, possession and use of tobacco.
- understand that the possession and use of non-prescribed drugs and/or illegal substances is strictly forbidden.
- inform staff of any relevant medical conditions or injuries.
- inform a member of staff if you have any concerns about safety or security.
- report any damaged or unsafe equipment.
- wear appropriate clothing.
- return all borrowed equipment in the same condition in which you received it.
- safeguard personal belongings and borrowed equipment.

On a coach or minibus

- remain in your seat, unless given permission to do otherwise.
- wear your seat belt.
- stow luggage on the luggage rack or under the seat. Luggage should not block the aisle.
- put litter in the bags provided.
- do not distract the driver – no shouting out, no flash photography etc.
- if you begin to feel travel sick, inform a member of staff.
- when disembarking, be aware of traffic movement and direction.

Motorway service stops

- follow instructions from staff about where you are allowed go and how long you may spend in the service station.
- stay inside the service area for the duration of the stop.
- be back on the coach at the given time.

On a ferry, at an airport and at a railway station:

- understand the importance of remaining in your group at these busy locations.
- understand that timings are vital.
- understand security arrangements and limitations.
- follow instructions from transport operator staff.
- follow all instructions about being on boat decks.
- visit shops in groups - never alone.
- stay back from the edge of railway platforms.

- remember where the group is based and how to locate staff.

Staying in a hotel

- read all notices and understand all instructions about fire and safety procedures.
- understand the location of duty staff.
- understand and comply with any instructions about permission to leave the hotel.
- understand any instructions which limit your access to parts of the hotel, e.g. bar, casino, swimming pool.
- understand the dangers of balconies and any instructions about access to them.
- understand all instructions about access to other people's bedrooms.
- arrive on time for meals and meetings.
- understand any restrictions on the use of mobile telephones, taking pictures, internet access and viewing videos and DVDs.

Excursions

- remain in your designated group.
- know which member of staff is your nominated leader.
- when unaccompanied by staff, ensure that you understand any instructions and limitations.
- always carry your emergency contact card.

Failure to comply with this Code of Conduct may result in the implementation of the following sanctions (Insert possible sanctions, including expectations of parental involvement) ...

I agree to abide by the above Code of Conduct.

Young Person Signature..... Date

Parent/Guardian Signature

Provider Risk Management Statement

This form is NOT required from providers that hold a valid Learning Outside the Classroom Quality Badge. Details of the badge and a list of holders can be found at www.lotcqualitybadge.org.uk.

Visit Leaders or Organisers requiring advice on the interpretation of information given by Providers on this form should contact their EVC.

PART 1: TO BE COMPLETED BY THE VISIT ORGANISER		
Name & address of Setting:		
Email (or fax):		
Type of Visit or Activity:		
Name of Visit Leader (and Organiser if different):		
Name of Provider:		
Proposed Date(s) of Visit(s):		
PART 2: TO BE COMPLETED BY THE PROVIDER		
Please give careful consideration to the following statements and respond with YES , NO or N/A , or give the specific information required. <i>If you have been sent this form but hold a valid Learning Outside the Classroom (LOtC) Quality Badge, you need only complete Section A and the Confirmation section at the end.</i>		
SECTION A - to be completed for <u>all</u> types of visits		
1. Learning Outside the Classroom Quality Badge		
1.1	Do you hold a valid Learning Outside the Classroom Quality Badge?	
1.2	If Yes, what is its expiry date?	
2. Insurance		
2.1	Do you hold public liability insurance, which will be current during the proposed visit, and which covers all directly provided and sub-contracted activity?	
2.2	If Yes, what is its indemnity limit?	£ m
SECTION B - to be completed for <u>all</u> types of visits		
3. Health, Safety and Emergency Policies		
3.1	Do you comply with relevant health and safety regulations, including the Health and Safety at Work etc. Act 1974 and associated Regulations, and have a written health and safety policy and recorded risk assessments, which are available for inspection?	
3.2	Do you have accident & emergency procedures in place, with records available for inspection?	
4. Vehicles		
4.1	Are all vehicles to be used roadworthy, and do they meet the requirements of regulations in the country in which they will be used and EU regulations on passenger seats and seat restraints?	
5. Staffing		
5.1	Are staff who have access to young people checked for relevant criminal history	

	and suitability for work with young people?	
5.2	Are there regular opportunities for liaison between your staff and establishment staff?	
5.3	Is there sufficient flexibility to make radical changes to the programme if necessary, and will the reasons for any such changes be made known to setting staff?	

6. Accommodation		
6.1	Does UK accommodation comply with current fire regulation requirements e.g. Regulatory Reform, (Fire Safety) Order 2005?	
6.2	Have you inspected all overseas accommodation to be used to confirm that it meets legal requirements of the country concerned and that it has fire safety and security arrangements equivalent to those required in the UK, and are records of these inspections available?	
6.3	Are there security arrangements in place to prevent unauthorised persons entering the accommodation?	
6.4	Are separate male and female sleeping accommodation and washing facilities provided?	
6.5	Is staff accommodation sufficiently close to young people's accommodation for adequate supervision?	
7. Sub-contracting		
7.1	Will you sub-contract any services e.g. activity instruction, transport, accommodation?	
7.2	Where any element of provision is subcontracted, do you ensure that each sub-contractor meets the relevant specifications outlined in the other sections of this form, and are records of checks of sub-contractors available for inspection?	
SECTION C to be completed for visits that include <u>activities or field studies</u>		
8. Adventure Activities Licensing Authority (AALA) Licence to be completed if any activities are within the scope of the licensing regulations		
8.1	AALA Reference number: Date of expiry:	
8.2	Does the Licence held cover all planned activities, which are in the scope of AALA licensing?	
9. Activity Management - to be completed regarding <u>all</u> activities		
9.1	Do you have a policy for staff recruitment, training and assessment, which ensures that all staff with a responsibility for participants are competent to undertake their duties?	
9.2	Do you maintain a written code of practice for activities, which is consistent with relevant National Governing Body guidelines and, if abroad, the relevant regulations of the country concerned?	
9.3	Do you confirm staff competence by appropriate National Governing Body qualifications for the activities to be undertaken, or have staff had their competence confirmed by an appropriately qualified and experienced technical adviser?	
9.4	Where there is no National Governing Body for an activity, are operating procedures, staff training & assessment requirements explained in a code of practice?	
9.5	Will participants at all times have access to a person with a current first aid qualification, and are staff practised & competent in accident & emergency procedures?	

9.6	Is there a clear definition of responsibilities between your staff and visiting staff about supervision and welfare of participants?	
9.7	Is all equipment used in activities suited to the task, adequately maintained in accordance with statutory requirements and current good practice, with records kept of maintenance checks as necessary?	
SECTION D - to be completed by <u>Tour Operators</u>		
10. Tour Operators		
10.1	If you are a Tour Operator, do you comply with the Package Holidays and Package Tours Regulations 1992 and The Foreign Package Holidays (Tour Operators and Travel Agents) Order 2001, including bonding to safeguard customers' monies? (Please provide ATOL, ABTA or other bonding body names and membership numbers overleaf).	
	Full details of any bonding (ATOL, ABTA etc.):	
SECTION E - to be completed for <u>overseas expeditions</u>		
11.1	Do you agree to provide sufficient written information and assurances specific to the expedition, as required by the setting and its employing body?	
SECTION F - ACCREDITATIONS		
Details of any formal accreditations held by the provider e.g. Tourist Board rating, Membership of a Trade Association, Food Hygiene Scores on the Doors etc.		
PROVIDER CONFIRMATION		
I confirm that the details given above are correct, and that our organisation will give prior notification of any significant changes that might adversely affect the safety and wellbeing of user groups.		
Signed:		Date:
Print Name:		Position:
Name of Provider		
Address of Provider:		
Telephone:		Fax:
Email:		Website:

**Thank you for completing this form.
Please return it to the Leader or Organiser at the setting named in PART 1.**

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Driving Declaration Form: Staff and Volunteers:

We greatly value all support in helping transport our young people to and from activities off site. Without it we would find it very difficult to offer the range of experiences that we do, which would clearly disadvantage them. However, it is a statistical fact that travel by road can be more dangerous than the activity itself and it is the duty of management to do what we can to minimise the risks. Therefore we ask all our drivers (volunteers and staff) to comply with the checklist below and to sign and date it **before** driving on our behalf. This in no way invalidates or curtails private transport arrangements between parents/carers.

Full Name of Driver:					
<ul style="list-style-type: none"> • I passed my test for the class of vehicle I am using over 3 years ago. • I have no more than 3 points on my licence. • The vehicle I use carries adequate insurance, which is renewed each year on _____ (date). • The road fund licence where required, is current and always renewed by the expiry date. • The vehicle is kept in a safe running condition and where required, has a valid MOT certificate. • I am aware that overloading the vehicle could invalidate my insurance. • All passengers I shall carry will have access to, and use a seatbelt. • All passengers I shall carry who are under 135cm tall and under the age of 12 years will use any booster seat or booster cushion provided for them. 					
Additionally, for VOLUNTEER drivers only:					
<ul style="list-style-type: none"> • I have checked with my insurance company that my vehicle insurance cover allows me to transport young people on a voluntary basis. • I am aware that I may be reimbursed for "out of pocket expenses", but that this or any formal payment for mileage may invalidate my insurance unless it has been previously declared to my insurance company. (Remuneration for driving would be seen as using the vehicle for "hire or reward" – a separate insurance classification). 					
Additionally, for EMPLOYED staff who volunteer to drive only:					
<ul style="list-style-type: none"> • * I am the insured Policyholder of the vehicle I use and my insurance includes business use in addition to social, domestic, pleasure and commuting. • * I am not the insured Policyholder of the vehicle I use, but I have checked that the business use cover on the vehicle is equally applicable to me as a Named Driver. (* Delete whichever is not applicable) 					
Signed:		Vehicle Registration:		Date:	
For office use only: I have/have not* seen relevant original documentation as described above (* delete as applicable)					
Signed:		Print Name & Position:		Date:	
Documents seen - it is good practice to check documents declared are valid. Tick documents seen or delete entire section.					
<input type="checkbox"/> Driving Licence (accept only photocard or paper only licences with an online motoring convictions check at www.gov.uk/view-driving-licence . Warning: sight of a paper only licence or a photocard alone is NOT sufficient because the paper licence motoring convictions record and the photocard paper counterpart which shows convictions have been abolished. Conviction records are now only available online.					
<input type="checkbox"/> Insurance Certificate (for expiry date and classes of use).					

- MOT Certificate (for expiry date – insurance is invalid if the MOT is expired).
- Tax status check at www.vehicleenquiry.service.gov.uk (for expiry date – insurance is invalid if the Tax is expired).

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Principles of sensible risk management

Sensible risk management **IS** about:

- ✓ ensuring that workers and the public are properly protected;
- ✓ providing overall benefit to society by balancing benefits and risks, with a focus on reducing real risks – both those which arise more often and those with serious consequences;
- ✓ enabling innovation and learning not stifling them;
- ✓ ensuring that those who create risks manage them responsibly and understand that failure to manage real risks responsibly is likely to lead to robust action;
- ✓ enabling individuals to understand that as well as the right to protection, they also have to exercise responsibility.

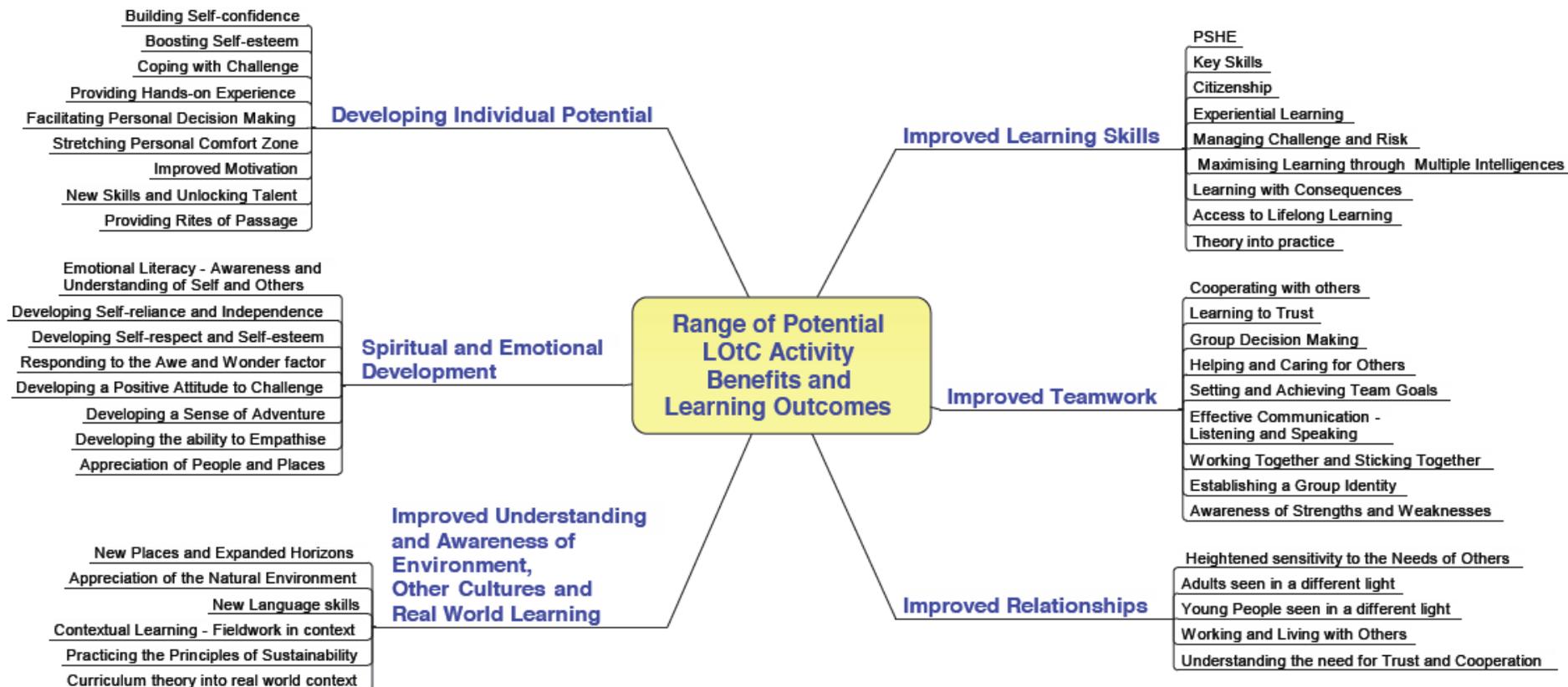
Sensible risk management **IS NOT** about:

- ✗ creating a totally risk free society;
- ✗ generating useless paperwork mountains;
- ✗ scaring people by exaggerating or publicising trivial risks;
- ✗ stopping important recreational and learning activities for individuals where the risks are managed;
- ✗ reducing protection of people from risks that cause real harm and suffering.

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Planning and Negotiating Provider Learning Outcomes:



Course Organisers should consult with their staff team to identify core course aims/themes and the targeted outcomes they wish to prioritise and evaluate "with rigor". This can be the basis of negotiating a programme with a Provider to support your needs.

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Visit Evaluation Form

To be completed by the visit leader for future reference

School or Setting:								
Visit Leader:								
Number in Group:	Total:		Boys:		Girls:		Supervisors:	
Date(s) of Visit								
Purpose of Visit:								
Venue:								
Commercial Organisation:								

Please comment on the following features:

Q	Question	Rating out of 10	Comment
1.	The Centre's pre-visit organisation		
2.	Travel arrangements		
3.	Content of the education programme provided		
4.	The extent to which the visit met specific educational objectives		
5.	Instruction		
Q	Question	Rating out of 10	Comment

6.	Equipment		
7.	Suitability of Environment		
8.	Accommodation		
9.	Food		
10.	Evening Activities		
11.	Courier/ Representative		
12.	Other comments and evaluation including "near misses" not involving injury or damage		

Visit Leader

Name:

Signed:

Date:

To be completed after all ventures and logged in the central records