Maplewell Hall School

Educational Visits Policy

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Management of Outdoor Learning and Off-site Activities

The following documents and sources have been used to inform this policy: RoSPA Planning and Leading Visits and Adventurous Activities guidance for Schools and Colleges; DfE guidance Health and Safety: Advice on legal duties and powers; National Guidance found at https://oeapng.info; and Local advice found at https://resources.leicestershire.gov.uk/education-and-children/schools-colleges-andhttps://resources.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/outdoor-environmental-education-oee/oee-forms-and-policiesacademies/outdoor-environmental-education-oee/oee-forms-and-policies.

Establishment Off-site Visits Policy

As part of this guidance we will be supporting DfE advice and Maplewell Hall School's health and safety policy. The LA has authority to request any such requirement both as the employer and under section 29(5) of the Education Act 2002. (DfE Advice on legal duties and powers for LAs, Head Teachers, Staff and Governing Bodies, January 2011).

At Maplewell, we believe that adventurous and challenging school visits and other opportunities for learning outside the classroom are vital to develop independence confidence and risk judgement among young people, and make a significant contribution to the Preparation for Adulthood of every child.

Introduction

Maplewell Hall School acknowledges the immense value of adventurous activities, outdoor learning, and off-site visits for students with special educational needs. Opportunities to learn outside of the classroom, in the world of work, in the community, in the natural environment and with new people, have the potential to raise long-term aspirations and improve the life-long outcomes of every child. The school's ethos, its leadership team and the board of governors fully support and actively encourage all adventurous activities, outdoor learning, and off-site visits that are well planned and managed; and are inclusive.

Adventurous activities, outdoor learning, and off-site visits provide significant opportunities for students to engage in learning in ways that meet their special educational needs more effectively than if the same learning was done in the classroom. Students with autism in particular benefit from real world learning experiences. Learning that takes place outside the classroom can provide a very powerful means of developing skills, knowledge and understanding in all curriculum areas, and can raise attainment.

Preparing our students for adult life is a key aim for the school, and adventurous activities, outdoor learning, and off-site visits have the potential to make a positive contribution to a student's Preparation for Adulthood outcomes: Good Health; Employment; Independence; and Friends, Relationships and Community Inclusion.

Adventurous activities, outdoor learning and off-site visits can also contribute to the school's delivery of British Values, and to the Social, Moral, Spiritual, and Cultural development of our students.

It is unlikely that high quality adventurous activities, outdoor learning, and off-site visits will be delivered with consistency unless they are planned with a clear educational aims, objectives and outcomes. Clarity regarding the intended educational aims, objectives and outcomes of any adventurous activity, outdoor learning or visit will help to ensure that the potential benefits can be realised.

Educational quality requires students to be engaged at a level that matches their abilities and development. Adventurous activities, outdoor learning and visits should be adapted to present learning challenges at different levels appropriate to all group members, regardless of their special educational needs. It follows that young people's progress should be monitored to ensure that they can be continually motivated by new challenges.

Provision of Employer Guidance

The national online guidance resource **OEAP National Guidance** **(Guidance for the Management of Off-site visits and LOtC (Learning Outside the Classroom) activities)** is an invaluable reference document, which should be read alongside this policy. It is available from:

http://oeapng.info/

It is a legal expectation that employees **must** work within the requirements their employer's guidance; therefore **school** employees must the follow the requirements of this Policy Statement, and the "OEAP National Guidance".

Where a **school** employee commissions Outdoor Learning activity, they must ensure that such commissioned agent has either:

1. adopted **school** or OEAP National Guidance
2. have systems and procedures in place where the standards are not less than those required by OEAP National Guidance.

Scope and Remit

The OEAP National Guidance document *Status Remit and Rationale* clarifies the range of employees whose work requires them to use the guidance. In summary, it applies to employees whose work involves any one of the following:

- direct supervision of young people undertaking experiences beyond the boundary of their normal operational base;
- direct supervision of young people undertaking experiences that fall within the remit of Learning Outside the Classroom;
- facilitating activities for young people undertaking experiences beyond the boundary of their normal operational base;
- deploying staff who will supervise or facilitate experiences of or for young people undertaking experiences beyond the boundary of their normal operational base;

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the OEAP National Guidance document: *Requirements & Recommendations for Employers* (Legal framework and employer systems)

Responsibilities

The Health and Safety at Work Act 1974 places overall responsibility for health and safety on educational visits with the employer:

- For LA maintained, community schools, special schools, voluntary controlled schools, maintained nursery schools, pupil referral units, and early years settings, the employer is the local authority. These establishments **must** adhere to this guidance document.

All persons involved in a visit have a specific responsibility, which they should be clear about prior to the visit taking place. Establishments should have a Visit Policy to clarify responsibilities and procedures.

For guidance on developing an establishment off-site visits policy refer to the **Establishment Off-site Visits Policy** template in the Resources section of the **OEAP National Guidance** document**:** *How to write an Establishment visit Policy* or on EVOLVE, resources section.

Role-specific Requirements and Recommendations

OEAP National Guidance also sets out clear and detailed responsibilities and functions of specific roles that relate to roles found within most **schools and other child settings**. These are:

1. Member of Board of Governors or Management Board
2. Head teacher/Principal
3. Manager of an establishment other than a school
4. EVC Educational Visits Co-ordinators (EVCs)
5. Visit or Activity Leader
6. Assistant Visit leader
7. Volunteer Adult Helper
8. Those in a position of Parental Authority

Refer to the following responsibility checklists:

- **OEAP National Guidance** checklists: *Visit Leader*, *EVC*, *Head/Manager*, *Parent/Guardian*, *Management/Governor*
- **OEAP National Guidance** document: *Planning Basics*
- **OEAP National Guidance** PowerPoint: *Planning Visits, Off-site Activity and LOtC*

Ensuring Understanding of Basic Requirements

As an employer, the **school** is required to ensure that its employees are provided with

- appropriate guidance relating to visits and Outdoor Learning activity;
- employer-led training courses to support the guidance to ensure that it is understood;
- suitable systems and processes to ensure that those trained are kept updated;
- access to advice, support and further training.
  The **appropriate guidance** for the management of outdoor learning and LOtC in the **school** is this Policy document and the **OEAP National Guidance** web site.

For the purposes of day-to-day **updating of information**, **school** EVCs and Visit / Activity Leaders are directed to the website (which includes information on how to access the relevant courses) available on the following web link:

Leicestershire Traded Services website www.leicestershiretradedservices.org.uk

Where an employee experiences problems with finding the material they are looking for, or require clarification or further help and guidance, they should contact their establishment's Educational Visits Coordinator (EVC), or the adviser nominated by their employer.

Legal Responsibilities

All employees of Maplewell Hall School have a duty of care to ensure all visits are conducted in a suitably supervised and safe environment for the children and so far as is "reasonably practicable" to minimise any risk which the activity may entail. Staff who have taken all reasonable practicable steps to prevent any foreseeable injury are unlikely to be found liable for the injury and would have a strong defence to any civil claim or threat of prosecution arising from an accident or from a negative incident. This means that staff should be able to show that all necessary preparations have been made prior to and during a school or college visit.

Before undertaking any school visit, schools and colleges are legally required to carry out a suitable and sufficient assessment in accordance with Management of Health and Safety at Work Regulations 1999. The risk assessment should detail any significant risks associated with the activity and what precautions must be taken.

For some regular activities which take place as a weekly feature of a student's timetable this need not be done every time, but a generic risk assessment should be in place and should be reviewed on a regular, routine basis.

Staff duty of care on a school visit is not confined to normal school hours. It lasts throughout the time away and can only be put aside at times when responsibility for the care of the children can be reasonably delegated to some other person or persons.

Teachers must be able to show they have met their duty of care by providing clear instructions to the children about health and safety issues relating to the activity in question, informing the children of health and safety issues regarding the activity and ensuring that all children understand the information. In practice, this means that before every visit, the Visit Leader must ensure that all participating students have been briefed on the content of any risk assessment in a manner that is appropriate for the age and ability of the students.

Where third party staff and venues are engaged (such as those who work at education or activity centres not employed directly by the school), all necessary checks of the supervising agents must be completed which will include checking with the Disclosure and Barring Service and confirmation that all necessary licenses are in place for the activity or trip. Schools and colleges must carry out a suitable and sufficient risk assessment. This assessment may well include a check to ensure that any activities planned are carried out carefully, by competent people and in accordance with approved practices and health and safety requirements. Staff should ensure that the children are suitably supervised when the activities are conducted.

Health and Safety Responsibilities

As part of our response to the legal health and safety duties, structures are in place to ensure there is effective communication at all levels. This policy plays a role in that effective communication in that it outlines the school's ethos, expectations and procedures. It also clarifies the roles of key people within the school who play a pivotal role in ensuring effective communication.

The Health and Safety Executive (HSE) states:

> *The key legislation is the Health and Safety at Work etc Act 1974 (The Act). The Act requires employers to ensure the health and safety of their employees and others, who use their premises, so far as is reasonably practicable [Section 2, 3 and 4]. The Act also places duties on individual employees to take care for the health and safety of themselves and others [Section 7].*
>
> *Governors, headteachers and senior managers may be guilty of an offence under the Act if an accident or damage to health occurs as result of their 'consent, connivance or neglect'. Individual teachers can also be charged with health and safety offences if they have acted recklessly or been negligent in carrying out their responsibilities, for example, in the light of their instruction and training.*

The Act is supplemented by regulations that make the general requirements more explicit.

Key regulations include:

- The Management of Health and Safety at Work Regulations 1999 require that schools make suitable and sufficient assessment of the risk to health and safety of staff, pupils and others. If pupils will be involved in an activity where there is an element of risk you will need to show that you have taken "all reasonably practicable precautions";
- Specific regulations relating to working at height, manual handling and working with electricity and so on.

In addition, organisers should be aware of:

- The Corporate Manslaughter and Corporate Homicide Act 2007 which states that an offence of corporate manslaughter is committed if the way in which an organisations activities were managed or organised caused or contributed to the death of a person to whom the organisation owed a duty of care and this amounts to a gross breach of that duty of care owed to the deceased;
- The Young Person's Safety Act (1995) which gave rise to the Adventure Activities Licensing Regulations 2004, requires certain providers of facilities for adventure activities to be licensed.

Under health and safety legislation therefore, staff are obliged to take all reasonably practical measures to ensure that every child under their control and supervision is safe and protected from any unacceptable risks. Staff must be CAREFUL not CARELESS. Being careless is, in legal terms, being negligent; and being negligent means that you might be liable.

Overall, the responsibility for health and safety however lies with the "employer." In the case of staff employed at Maplewell Hall School, the employer is the Local Authority: Leicestershire County Council.

Provision of Employer Guidance

It is a legal expectation that employees **must** work within the requirements of their employer's guidance. Therefore, **Maplewell Hall School** employees must the follow the requirements of this Policy.

The national online guidance resource **OEAP National Guidance** **(Guidance for the Management of Off-site visits and LOtC (Learning Outside the Classroom) activities)** has been a key reference document used to write this policy and is an invaluable reference document, which should be read alongside it. It is available from **http://oeapng.info/**

Reference to specific and additional guidance is highlighted throughout with hyperlinks where possible to help staff find information efficiently.

Day to day guidance should be sought by consulting with either of the school's Educational Visits Coordinators (EVCs), Mel Ison or Rob Cooper.

The school subscribes to EVOLVE, an online system for planning and evaluation all adventurous activities, outdoor learning and off-site visits. All staff assessed as being competent to lead any adventurous activities, outdoor learning or off-site visits will be able to access all internal, local and national guidance documents from their EVOLVE account.

The EVOLVE system is part of the Local Authorities commitment to supporting Outdoor Education and Adventurous Activities. As part of this commitment, staff with access to EVOLVE can use the messaging service to contact Phil Broughton, the Local Authority's Senior Health, Safety and Well-Being advisor for additional guidance.

Risk Management

Maplewell Hall School has a legal duty to ensure that risks are managed, requiring them to be reduced to an "acceptable" or "tolerable" level, but not requiring them to be totally eliminated. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring the school to provide such support, training and resources to its employees as is necessary to implement this policy.

The risk management of adventurous activities, outdoor learning, or off-sit visits should be informed by the benefits to be gained from participating. The school strongly recommends a "Risk-Benefit Assessment"

approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is "acceptable." HSE endorse this approach through their "*Principles of Sensible Risk Management"* and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

There is no legal requirement to produce a risk assessment in a particular format; but there is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified for any significant risks that may cause serious harm to an individual, or harm several people.

To help manage staff workload the school has produced a generic risk assessment for School Learning Area Visits (Appendix 9 and EVOLVE Resources); and a Risk Assessment template for Curriculum and FAR visits (Appendix 10 and EVOLVE Resources).

Staff should follow school guidelines for completing risk assessments and use the generic risk assessment and template provided. All risk assessments for Curriculum and FAR visits and activities must be uploaded to EVOLVE as part of the planning process and in accordance with notification schedules.

On completing any risk assessments, the visit leader must ensure that the documents are signed and dated appropriately and accompanying staff and students are made aware of the controls set out in the risk assessment.

Visits that include adventurous activity commonly involve delivery by an external provider (see Section 18) and the provider will have responsibility for risk assessing and managing the activity. As such, the provider's risk assessment is not the concern of the visit leader and does not need to be requested from the provider.

Alternative arrangements (Plan B) should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option.

It is good practice to involve students in the planning and organisation of visits, as in doing so they will make more informed decisions, and will become more 'risk aware' and hence at less risk. They will also have greater ownership of the event.

This is endorsed by HSE in *Principles of Sensible Risk Management*

Refer to **OEAP National Guidance** document: *Planning Basics* for outdoor learning

Refer to **OEAP National Guidance** document**:** *Risk Management Good Practice*

Refer to **OEAP National Guidance** document: Organising a Residential Visit – Mind Map

Refer to **LCC** Example Risk Assessments found on Evolve – Resources Section.

Inclusion

Inclusion

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender (including selfidentified gender), sexuality or religion. If a visit needs to cater for young people with special needs,

every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Establishments should take all *reasonably practicable* measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and reflected in establishment policy, thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility through direct or realistic adaptation or modification
- integration through participation with peers

Employers, Head Teachers/Managers, Curriculum Planners, EVCs and Visit Leaders should be aware of the extent to which Inclusion is or is not a legal issue.

Under the Equality Act 2010, it is unlawful to:

- treat a disabled young person less favourably;
- fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage.

Refer to OEAP National Guidance document: *Special educational needs and disability*

The introduction of the Equality Act 2010, which replaced previous antidiscrimination Acts and regulations, made only a few changes to the substance of existing law and it can be assumed that decisions made by the Courts in cases decided under previous law remain relevant.

The Equality Act states that the responsible body of a school or, for other provision, the service provider, must not discriminate against, harass or victimise a pupil or young person because of one of the protected characteristics (disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation) in the way that it provides (or not) a benefit, facility or service. There is a duty to make reasonable adjustments.

Activities should be available and accessible to all, irrespective of special educational or medical needs or protected characteristics. When a visit or activity is being planned, all reasonably practicable measures must be taken to include all young people. Every reasonable effort should be made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

The principles of inclusion are promoted and addressed in the policy and practice at Maplewell Hall School, ensuring:

- an entitlement to participate;
- accessibility through adaptation or modification, including the provision of auxiliary aids and services;
- integration through participation with peers.

Care should be taken not to cause indirect discrimination. For example, arranging a residential visit during a religious festival or holiday might prevent pupils of certain religions being able to attend.

In making decisions, school staff may have to balance the need to provide the best possible educational outcomes for all pupils with the need to meet the particular needs of individuals. Sometimes it may not be possible to make reasonable adjustments to include a young person in a specific visit or activity, nor to provide the whole group with a suitable alternative, perhaps because of a severe disability. It is not necessary to deprive the rest of the group of worthwhile opportunities, if it is genuinely impossible to find a suitable way of including everyone. However, if a young person is excluded from a visit or activity, even

for good reasons, the impact of this – such as on attitudes and relationships across a school – must be considered, and consideration given to the provision of a suitable alternative. The burden of proof is on the establishment, to show that what happened was for a reason other than unfair discrimination.

Any adjustments that are made in order to include a disabled young person should not impinge unduly on the planned purpose of the activity. As an example, it may not be appropriate for a parent to accompany a child on a residential visit where the planned learning outcomes of the visit include "developing independence" and "developing relationships."

A decision to exclude a young person should not be taken lightly, and only after consultation with those who have responsibility for the young person, including (as appropriate) the head teacher/manager, visit leader, class teacher, parents, any support staff, any third party provider, and possibly their GP.

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender including selfidentified gender, sexuality or religion. If a visit needs to cater for young people with special needs, every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

School Learning Area Visits

By definition, a School Learning Area Visit takes place as part of a student's timetabled curriculum. Every student on the register for that curriculum area must be included in the visit. The only satisfactory reasons for not including every child on the register would be:

- If the student was on internal reflection time sanctioned by a senior leader;
- If the student has an appointment with police, education, health or social care professionals that would be missed if they were to take part;
- Illness or injury confirmed by a member of the care team.

Curriculum Visits

By definition, a curriculum visit enhances a specific curriculum area. In such cases, the register for that curriculum area will serve as a register for the visit. All students on the register for that curriculum area must be included in the visit. The only satisfactory reasons for not including every child on the register would be:

- If the student was on internal reflection time sanctioned by a senior leader;
- If the student has an appointment with police, education, health or social care professionals that would be missed if they were to take part;
- Illness or injury confirmed by a member of the care team.

FAR Visits

Where FAR visits enhance the curriculum within specific curriculum areas, then the same criteria will apply as apply to Curriculum Visits. However, many FAR visits will be offered to a range of students who do not appear on a single register list. When deciding which students should be offered a place on a FAR visit the principles of inclusion should be applied.

Exclusion on the grounds of behaviour

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 either themselves, or other members of the group, or the leaders. The Equality Act protects people from discrimination and harassment based on the 'protected characteristics'. Where a young person has a behaviour difficulty that is not associated with a protected characteristic then it is unlikely that the Equality Act applies.

When a young person is excluded on these grounds, you should consider providing alternative ways of achieving the same learning outcomes.

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 the issue at the earliest stage of planning;
- involving all interested parties;
- 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;
- recording this process.

Employers, Head Teachers/Managers, Curriculum Planners, EVCs and Visit Leaders should be aware of the extent to which Inclusion is or is not a legal issue. Under the Equality Act 2010, it is unlawful to:

- treat a disabled young person less favourably;
- fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage.

Refer to OEAP National Guidance document: *Inclusion*

Staff Roles

There are several clear roles within school for staff to take to ensure the effective and safe communication, planning, management and evaluation of adventurous activities, outdoor learning and off-site visits. These are:

Governing Body

Members of the Governing Body should view their main role as being "to enable and ensure", otherwise described as being a “critical friend.”

The Governing Body should ensure that:

- It has a clear understanding of its responsibilities under health and safety law;
- There is guidance in place - either its own or having formally adopted the Employer’s guidance (e.g. that of a local authority);
- Robust systems support implementation of this policy and related guidance;
- They challenge the headteacher, senior leadership team, teachers and support staff in order to be clear about how adventurous activities, outdoor learning and off-site visits lead to a wide range of outcomes for children and young people and contribute towards the school’s effectiveness;
- There is a visits/outdoor learning policy and procedures including emergency procedures and both policy and procedures support the principles of inclusion;
- The involvement of the Governing Body in the visit approval process is clear and approval and notification procedures operate effectively;
- There is a trained EVC who meets the employer’s requirements, with a sufficient time allowance to fulfil the role and training to support the planning and delivery of visits and outdoor learning;
- There are monitoring procedures in place, activity is evaluated, good practice is shared and any issues are followed up to comply with statutory and employer’s requirements.

Head teacher

The Head teacher should:

- Have a visits/outdoor learning policy and procedures that conform to and follow the requirements and recommendations of their employer’s guidance;
- Be aware that the appointment of an Educational Visits Coordinator (EVC) is critical to the implementation of this guidance. The EVC should be appropriately competent to their role (see below) and should be allowed sufficient time to fulfil the role, including attendance at OEAPapproved training;
- Keep the Governing Body informed about the delivery of visits and outdoor learning and their contribution towards establishment effectiveness. This could be as a standing item in the Head’s report to the Governing Body;
- Where needed, have access to expert advice such as from an accredited outdoor education adviser.

EVC Educational Visits Co-ordinators (EVCs)

The EVC is the school's focal point for planning and monitoring visits and outdoor learning. In appointing an EVC, careful consideration should be given to:

- Significant experience of practical outdoor learning and visit leadership;
- Status within the Establishment that enables guiding of the working practices of their colleagues.

Sufficient time should be agreed to fulfil the role and to attend OEAP approved EVC training and update/revalidation as required.

At Maplewell Hall School, the Assistant Head Teachers Mel Ison and Rob Cooper are the appointed Educational Visits Co-ordinators (EVCs).

The key functions of the EVCs are to:

- Be a champion for all aspects of adventurous activities, outdoor learning and off-site;
- Challenge colleagues across all curriculum areas to use visits and outdoor learning effectively in order to provide a wide range of outcomes for children and young people and contribute towards school/establishment effectiveness;
- Maintain up to date lists of assessed visit leaders and assistants;
- Maintain up to date lists of student staff ratios;
- Support/oversee planning so that well considered and prepared arrangements can lead to wellmanaged, engaging, relevant, enjoyable and memorable visits/outdoor learning;
- Mentor leaders and aspirant leaders, supporting their ongoing development and training and sample monitor their activity to identify any further training needs;
- Ensure that planning complies with the local authorities requirements and that the arrangements are ready for approval within agreed timescales. EVCs should use the EVC Visit checklist to assist them in this (Appendix 1);
- Support the Head teacher and Governors in approval decisions so that all those with responsibility have the competency to fulfil their roles;
- Ensure that activity is evaluated against its aims for learning and development, that good practice is shared and any issues are followed up and comply with statutory and employer's requirements;
- Keep all members of the Senior Leadership Team and Governors informed about the visits/outdoor learning taking place and its contribution to school/establishment effectiveness.

(See also document 5.1d 'Ofsted Inspection and Outdoor Learning' and 3.4p 'Ofsted Inspector').

Visit Duty Officer

The specific role of the Visit Duty Officer is to provide a single point of contact for the Visit Leader, or Assistant Visit Leader beyond the school hours of 8:45 to 15:30. A Visit Duty Officer must be assigned to each and every School Learning Area, Curriculum or FAR visit: Even if the visit is planned to return to school before 15:30, unforeseen events and emergencies may delay a group's return and to ensure a speedy and efficient response to all emergencies, a Visit Duty Officer must be assigned before departure regardless of the planned time of return.

Between the hours of 8:45 and 15:30, any member of the SLT will act as a Visit Duty Officer in the event of an emergency. Visit or Assistant Visit Leaders should ring the main school number between these times, make it clear that this is an emergency call and ask to speak to any member of SLT.

For non-residential visits, the Visit Duty Officer will usually be the member of SLT on duty that evening:

- Monday – Kasia Glinka;
- Tuesday – Jason Brooks;
- Wednesday – Jacqui Tarry
- Thursday – Chris Hoult.

This may need to change according to diary commitments and staff absence.

For visits taking place on Fridays and for single night residential visits any member of the Senior Leadership Team may be assigned to the role of Visit Duty Officer, including Andrew Patterson, but this must be negotiated and confirmed before departure.

In the case of longer residential visits, more than one Visit Duty Officer may be assigned. In such cases, a clear duty timetable must be drawn up and shared between all Visit Duty Officers, Visit Leaders and Assistant Leaders.

Specific emergency functions of the Visit Duty Officer are described in the Emergency procedures section. The Visit Duty Officer must have a physical copy of the School Learning Area Signing Out Sheet or the EVOLVE visit form before departure.

Visit or Activity Leader

At Maplewell, there are three levels of Visit Leader. The level at which a member of staff is assessed is down to the professional judgement of the EVCs and can be changed at their discretion. The three levels of Visit Leader are:

- Foreign, Adventurous, and Residential (FAR) visit leader: Authorised to act as Visit Leader or Assistant on any adventurous activity, outdoor learning, or off-site visit;
- Curriculum visit leader: Authorised to act as Visit Leader on Curriculum and School Learning Area Visits, and to Assist on FAR visits;
- School Learning Area visit leader: Authorised to act as Visit Leader within the school learning area, and to act as Assistant Visit Leader on Curriculum visits.

At the time of writing, the **assessed visit leaders list** can be found as appendix 2, however staff should refer to the assessed visit leaders list found on EVOLVE resources. This tiered approach is designed to help less experienced members of staff develop the competencies required to lead more complex adventurous activities, outdoor learning, and off-site visits if they wish.

The Visit Leader has the overall responsibility for planning, management and evaluation of the visit. To ensure accountability and to avoid potential confusion, a single Visit Leader must be designated. If this role changes during a visit, a clear handover should be made.

The key requirements for Visit/Activity Leaders are that they must be **competent** to lead, **confident** and **accountable**, not that they hold a particular post, title or job description. One of the EVCs will determine if a member of staff meets these requirements. If they do, then an EVOLVE account will be created in their name. Access to an EVOLVE account can therefore be taken to imply competence to lead. An EVC may temporarily suspend access to their EVOLVE account in the event of concerns raised as part of the monitoring and evaluation process.

Being competent means that the Visit Leader has demonstrated the ability to lead to the level demanded by the visit, and has sufficient relevant experience and knowledge of the activities, the group, and the environments in which they will operate.

Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment. It is also situational. A leader who is competent in one activity or environment may not be so in another, and it involves breadth as well as depth. Relevant experience is not necessarily gained by repeating the same thing several times, but by experiencing a range of different activities and environments.

Being confident includes the Visit Leader's capacity to take charge of a situation and their awareness of their abilities as well as their limitations.

Being accountable means that the Visit Leader has been engaged through a clear process, which includes vetting, training and appropriate induction into the establishment's policies and procedures. Regardless of employment status, Visit Leaders must be clear about the chain of accountability and what is expected of them. A Visit Leader must:

- follow the employer's guidance and establishment policy and procedures;
- ensure that the activity is properly planned including assessing the risks to ensure that there is wide understanding about what everyone needs to do;
- ensure that the roles and responsibilities of all staff and young people are properly defined and communicated, ensuring effective supervision.

You can find further guidance in documents 3.4k 'Visit or Activity Leader' and 3.2d 'Approval of Leaders'.

Assistant Visit leader

Assistant Leaders should be:

- Accountable;
- Suitably knowledgeable about establishment and employer policies/procedures as they affect the responsibilities they have been assigned;
- Specifically competent and confident to carry out such tasks as they are assigned, and to take over in the event of an emergency;
- Fully briefed to ensure that they understand the role and responsibilities expected of them.

The exact competence requirements should be guided by the assessment of the risks and what the Assistant Leader may be expected to do. You can find further guidance in the document 3.4l 'Assistant Leaders'

At Maplewell, all staff may act as Assistant Visit Leader on School Learning Area visits. To act as Assistant

Leader on a Curriculum Visit, a member of staff would have to be authorised to lead School Learning Area Visits. To act as Assistant Visit Leader on FAR visits, a member of staff would have to be authorised to lead on Curriculum Visits.

Volunteer Adult Helper Helpers

should be:

- Subject to an appropriate vetting decision by Heads/Managers;
- Used appropriately and not used to replace an Assistant Leader;
- Suitably competent and confident to be able to carry out the duties they are assigned and understand how these integrate with other staff.
- Enabled to contribute to the evaluation of all aspects of the visit/outdoor learning;
- Appropriately briefed on:
    1. Relevant establishment and visit/outdoor learning procedures;
    2. Group characteristics, including age, health, capabilities, special educational needs, behaviour and any other relevant matters in the context of the visit/outdoor learning;
    3. Nature, location, and learning aims, objectives and outcomes of the activity.

Those in a position of Parental Authority

Where the helper is a parent (or otherwise in a close relationship with a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise group management, particularly if there is a serious incident. There is a probability that the helper may be distracted by the needs of their own child, rather than looking to the needs of the whole group. This means that the Visit Leader should directly address this issue as part of the assessment of risks and not assign a helper to a leadership role which gives them a direct responsibility for their own child, other than where this is a risk managed part of the plan.

You can find further guidance in the document 3.4m 'Helper'.

Staff deployed to supervise students on adventurous activities, outside learning, or off-site visits should continue to operate according to their contractual obligations. They should be aware of any additional roles and responsibilities as defined on the risk assessment and planning documentation.

For additional information, advice and guidance on the role-specific requirements and recommendations, refer to the following responsibility checklists:

- **OEAP National Guidance** checklists: *Visit Leader, EVC, Head/Manager, Parent/Guardian, Management/Governor;*
- **OEAP National Guidance** document: *Planning Basics;*
- **OEAP National Guidance** PowerPoint: *Planning Visits, Off-site Activity and LOtC*

Leader Competence

To be deemed competent, a Visit Leader, or Assistant Visit Leader must be able to demonstrate the ability to operate to the current standards of recognised good practice for that role.

OEAP National Guidance sets a clear standard to which school leaders must work. The guidance states:

> "*A competent Visit /Activity Leader (or an Assistant Leader where they may take sole responsibility for a sub-group) requires:*
>
> - *Knowledge and understanding of their employer's guidance supported by establishment-led training. It is good practice for employers to provide formal and accredited training to support their guidance e.g. EVC Training, Visit Leader Training such training may be a requirement prescribed by some employers;*
> - *Knowledge and understanding of establishment procedures supported by a structured induction process specified by the establishment;*
> - *Knowledge and understanding of the group, the staff, the activity and the venue;*
> - *Appropriate experience;*
> - *In some circumstances (e.g. first aid, adventurous activities) a formally accredited qualification."*

Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence issues are applied to both newly qualified and newly appointed staff. The school will view the original documents and certificates when verifying leader's qualifications, and not rely on photocopies.

Where a Volunteer Helper is a parent (or otherwise in a close relationship to a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit Leader should directly address this issue as part of the Risk-Benefit assessment.

Refer to OEAP National Guidance document: ***"Good Practice Basics"***

At Maplewell, the EVCs are responsible for assessing the competence of Visit Leaders and Assistant Visit Leaders and will maintain a list that identifies 3 categories of Visit Leader and Assistant Visit Leader. (Assessed Visit Leaders: Appendix 2 and EVOLVE resources)

As part of the pre-approval process, the EVC can still decide that a Visit Leader or Assistant Leader does not have the required level of competence regardless of the category of the visit and its proposed leaders. **FAR Leaders**

FAR leaders will have the authority to plan, risk-assess and lead all categories of off-site visit and activity. FAR leaders will meet all the competency criteria and will have attended Local Authority Visit Leader training. FAR Leaders will have staff access to EVOLVE via their own username and password.

Curriculum Visit Leaders

Curriculum Visit leaders will have the authority to plan, risk-assess and lead curriculum and school learning area visits and activities. They will also have the authority to act as Assistant Leaders on FAR visits and activities. Curriculum Visit leaders will meet all the competency criteria and will have attended in-house

training delivered by the EVCs. Curriculum Visit leaders will have staff access to EVOLVE via their own username and password

School Learning Area Leaders

School Learning Area leaders will have the authority to lead visits and activities within the School Learning area. They will also have the authority to act as Assistant Visit Leaders on Curriculum Visits. They will have been assessed by the school's EVCs as being competent to lead School Learning Area visits and activities where the generic risk assessment is sufficiently robust. School Learning Area leaders will have read-only access to EVOLVE

Assessment of Competence for Visit Leaders

OEAP National Guidance provides clear advice regarding the assessment of leader competence. It is an expectation of school policy that all visit leaders and their assistants will have been formally assessed as competent to undertake such responsibilities as they have been assigned in line with the OEAP National guidance.

The EVC must consider the following when assessing the competence of a member of staff to lead a visit:

a) What experience has the leader in leading or accompanying similar or other visits?
b) Is the leader competent in planning and managing visits (has s/he completed Visit Leader Training?).
c) What are the leader's reasons for undertaking the visit?
d) Is the leader an employee of Maplewell Hall School?
e) Does the leader have the ability to manage the pastoral welfare of participants?
f) Does the leader exhibit sound decision-making abilities?
g) What experience has the leader of the participants he/she intends to supervise?
h) What experience has the leader of the venue, environment or geographical area chosen?
i) Does the leader possess appropriate qualifications?
j) If appropriate, what is the leader's personal level of skill and fitness in the activity?
k) If leading adventurous activities, has the leader been 'approved' by the head teacher?
l) Is the leader aware of all relevant guidelines and able to act on these?

Refer to OEAP National Guidance document: *Assessment of Activity and Visit Leader Competence*

and *Assessment of Competence*

Categories of Visit

Types of visits at Maplewell

School Learning Area Visits

To reduce bureaucracy and encourage activity, when an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then a formal consent is not necessary. However, in the interests of good relations between the establishment and the home, it is good practice to ensure that those in a position of parental responsibility are fully informed.

This supports the move towards developing activity-specific policies at establishment level for regular or routine activities. Such policies should be robust and equate to "*operational guidance*" that makes it clear how the activity should be planned and delivered, meeting all necessary recommendations and requirements, as well as assuring educational quality.

Curriculum and FAR Visits

Visit leaders proposing Curriculum and FAR visits should first complete a Visit Pre-Approval form (Appendix 4 and EVOLVE Resources). Once completed, this should be shared with the office manager whose primary function is to liaise with office staff to check the school diary for clashes, assess the cover implications, and ensure minibuses are available if required. At this point, the visit leader and office manager may need to negotiate an alternative date and amend the Visit Pre-Approval form as necessary.

Once the date has been confirmed, the Visit Pre-Approval form should be shared with an EVC. At this stage, the EVC will confirm:

- The agreed the date;
- The visit leader and assistant leader are both competent to risk assess, plan and lead the proposed visit;
- There are clear learning aims, objectives and outcomes which contribute to the wider aims and ethos of the school;
- Every student on the curriculum group register is included. No visit will be approved if students on the curriculum group register are excluded from the visit on the grounds that the activity or venue is not accessible to all. If this is the case, the visit will either have to be adapted, or the visit will not take place;
- If a first aider is required.

Operating Procedure for School Learning Area

School Learning Area Visits are not subject to pre-approval or notification periods. However, the Visit Leader will need to ensure that the School Learning Area Signing Out Sheet (Appendix 3 and EVOLVE Resources) has been submitted to the office manager no less than 3 working days before the visit.

For School Learning Area Visits, the following are potentially significant issues and hazards within our School Learning Area and are covered by the School Learning Area generic risk assessment:

- Public Transport;
- Staff car or Mini-bus travel;
- Road traffic;
- Other people / members of the public / animals; Staff/student illness;

- Behaviour;
- Losing a pupil;
- Remote Supervision;
- Uneven surfaces and slips, trips, and falls;
- Weather conditions;
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office. Being allocated an Evolve user name and password can be considered approval of competence to lead a School Learning Area visit;
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school, and a synopsis is on the school's website;
- There will normally be a minimum of two adults. Any decision to operate with less than two adults should be based on the size of the group; the age, behaviour and health needs of the pupils; and the competence and experience of the leader. The key determinant will always be 'what would the pupils do if the only adult collapsed?'
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques;
- Pupils have been trained and have practiced standard techniques for road crossings in a group;
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group;
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum, unless specific parental consent for independent travel has been given. This permission can only be granted to K5 students;
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school;
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available;
- Staff will leave a copy of the School Learning Area Signing Out Sheet (Apendix 3) with reception before departing;
- A school mobile is taken with each group and the office have a note of the number;
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles).

A generic School Learning Area Risk Assessment is in place to cover all School Learning Area Visits and can be found on the EVOLVE resources. If this risk assessment does not cover the activities and venues proposed, then the visit is a Curriculum Visit and not a School Learning Area Visit. Planning will therefore need to comply with the procedures set out for Curriculum Visits.

Notification Periods- additional guidance from county hall

There are many varied off-site visits and activities organised by schools, colleges, and Duke of Edinburgh's Award groups. All of these ventures are authorised by the Head Teacher and/or Governing Body but in addition some assistance and general advice can be obtained from Health, Safety and Wellbeing Team, County Hall, LE3 8TA. Tel: 0116 305 5515, email healthandsafety@leics.gov.uk

If advice is being sought we would ask that sufficient time is allowed for the request to be processed:

- School / College Groups — 6 weeks prior to the visit
- Duke of Edinburgh's Award - In scope activity — 8 weeks prior to the visit
  - Out of scope activity — 4 weeks prior to the visit
  - Local activity — 2 weeks prior to the visit

This timescale also allows for adjustments following advice or clarification requested.

All Pre-Visit Approval forms will be presented by an EVC at Monday SLT meetings to be formally approved by the head. Visit Leaders will need to factor this in to their calculations when determining the date by which they will need to submit their Pre-Approval form to ensure they comply with relevant notification periods.

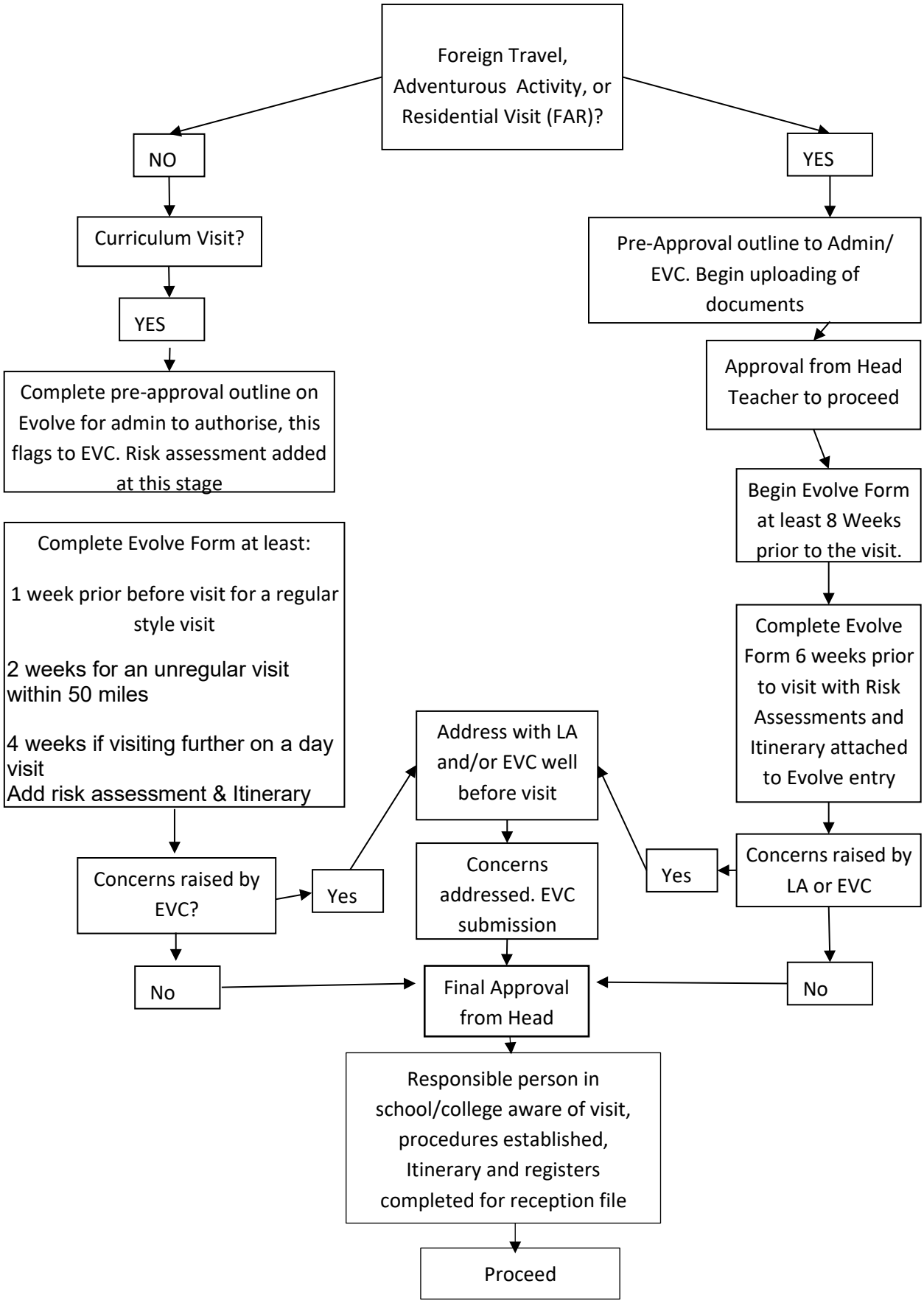
Once the Head has granted Pre-Visit Approval, the visit leader must log-in to EVOLVE, add the visit and upload the pre-approval form no less than **4 weeks** before any Curriculum Visits and **8 weeks** before any FAR visits.

Please note that the service cannot give advice on the suitability of walking or trekking routes as these must be surveyed by the school beforehand and assessed by the visit leader immediately before the walk takes place using the principals of **SAGED – staff, activity, group, environment, distance**.

NOTIFICATION PROCEDURE

All visits/activities are authorised by the Head Teacher and/or Governing Body on behalf of the school. All such visits must be notified to the Head Teacher well in advance and an acknowledgement received, leaders must be in receipt of this prior to departure. Failure to do so for school employees would constitute a disciplinary offence.

Visits Notification Pathway



Notification

Head Teachers and EVCs should establish timescales for submission of visits that allow time for proper scrutiny – and for any necessary modifications to be made. Some flexibility may have to be allowed for contingencies but a culture of late submission of visits should not be permitted as it tends to result in poor

planning. Generally the lead in period should be proportional to the complexity and nature of the visit – so for example residential and overseas visits normally require a longer 'lead –in' period.

Where a contract is to be signed and a deposit paid, the application should be submitted with an outline plan before a commitment is made in case of any major issues. In some cases this may mean a visit form is initially completed 12 to 18 months prior to proposed departure. Further details can be added at a later stage.

At Maplewell, adventurous activities, outdoor learning and off-site visits are grouped into one of three categories. The category a visit falls into will determine the relevant notification procedure to be applied.

School Learning Area Visits- 1 week notice should be given on Evolve

School Learning Area off-site visits are those visits that take place as part of the timetabled curriculum, take place during the normal school day, and have one of the following as the venue:

- Approved Country Parks - Beacon Hill; Broombriggs; Bradgate Park; Windmill Hill; Queen's Park and the Museum; Watermead Park;
- Approved leisure Centres – Beaumont Leys; Whitwick; Loughborough; Soar Valley;
- Woodhouse Eaves Village including all shops, churches and public spaces except for Forest Rock;
- Loughborough town centre and Shelthorpe Road Tesco;
- Leicester city centre;
- Coalville Town Centre;
- Melton Town Centre;
- Beaumont Leys shopping centre;
- Quorn village centre including Quorn Park;
- All schools, colleges and in universities Leicestershire;
- Loughborough Fire Station.

At Maplewell Hall School, after school clubs and residence would be considered part of the timetabled curriculum and therefore visits covered by the generic risk assessment to any of these venues as part of after-school or residential provision would be categorised as a School Learning Area Visit. However, Visit Leaders must carefully consider if the generic risk assessment is robust enough to manage the additional risks associated with managing students after sunset.

<u>School Learning Area visits:</u>

- **do not require parental consent but the visit leader should always inform parents and carers in advance of taking students off-site, all pupils should have a 50 mile consent permission form;**
- **do not normally need additional risk assessments as the generic School Learning Area Risk Assessment will suffice, and should be attached on the Evolve form;**
- **do need to be submitted on Evolve with the general risk assessment and Itinerary breakdown**

Curriculum Visits- 2 weeks notice should be given on Evolve

Curriculum visits are those visits that enhance the curriculum and take place during the normal school day but are not a regular, timetabled feature of a student's learning. Curriculum visits do not involve a visit to a School Learning Area venue, or if they do, involve an activity not covered by the generic School Learning

Area Risk Assessment. Curriculum visits will often have cover implications because they take place outside of a student's normal timetabled curriculum.

Curriculum visits:

- **do not require parental consent but the visit leader should always inform parents and carers in advance of taking students off-site, all pupils should have a 50 mile consent permission form;**
- **will need additional risk assessments and Itinerary breakdown as the generic School Learning Area Risk Assessment will NOT suffice;**
- **are subject to a notification period as there are cover implications;**
- **require Visit Outline Approval from the admin team, cover manager and then an EVC BEFORE proceeding with any bookings or risk assessments;**
- **WILL need to be recorded on EVOLVE, AND must be recorded on Go4Schools as part of every students Preparation for Adulthood assessment 2 weeks before the visit**

Examples of recent visits undertaken at Maplewell that would be categorised as Curriculum Visits include:

- London Theatre Trip;
- Birmingham Skills Show; Leicester Tigers' Stadium Tour;
- Ashby Fair;
- PE events and fixtures;
- Travel and Tourism visit to East Midlands Airport.

Foreign, Adventurous, and Residential Visits (FAR)- minimum of 6 weeks submission given on Evolve

FAR visits are those visits that enhance the curriculum, involve higher risk activities like plane or sea travel, and/or adventurous activities, and/or take place out of the normal school day,

FAR visits:

- **DO require parental consent;**
- **will need additional risk assessments, logistical planning and itinerary's of each day which have been approved by the Local Authority;**
- **are subject to the local authority's notification period (minimum of 6 weeks prior to the visit, in case any further evidence is required to go ahead with the trip);**
- **require Visit Pre-Approval from both the cover manager and then an EVC BEFORE proceeding with any bookings or risk assessments, plus should be checked with the Headteacher to gain intial approval;**
- **WILL need to be recorded on EVOLVE, AND must be recorded on Go4Schools as part of every students Preparation for Adulthood assessment.**

Evolve

The school has adopted the EVOLVE online system for the planning and evaluation of adventurous activities, learning outside the classroom and off-site visits. Staff should note that all communications with EVCs regarding the planning and evaluation of any School Learning Area, Curriculum or FAR activities MUST be done using the EVOLVE messaging service. The EVOLVE messaging service keeps all communications regarding visits in a central place. It also prevents access to use accounts when there is an unread message in your inbox. This means that all EVOLVE users are forced to read their messages. This reduces the risk of important information being lost in email inboxes.

The EVOLVE messaging service can also be used to seek advice from Phil Broughton, the Local Authority's Senior Advisor for Health, Safety and Well-Being.

Planning for School Learning Area visits is recorded on lesson plans as these visits form part of a student's regular, timetabled curriculum. All Curriculum and FAR visits will be completed and recorded using the EVOLVE online system.

All planning should reflect the consideration of legal and good practice requirements, ensuring:

- The plan is based on establishment procedures and employer guidance;
- All staff (including any adult volunteer helpers) and the young people to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process;
- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained;
- Proportionate assurances have been obtained from any providers (making full use of national schemes that accredit that assurances have already been obtained by credible inspection regimes);
- Designated Visit Duty Officers have been identified who will be available on a 24/7 basis where required;
- All details of the activity provision are accessible to the Visit Duty Officer throughout the period of the activity.

Other benefits of using EVOLVE for planning include:

- Having a central record of all visits;
- Having a full record of staff experience, which provides a database of evidence to support decisions on competence;
- Providing a central record of staff qualifications;
- The EVC is able to produce customised reports for governors, Ofsted etc;
- If staff use the system regularly they rapidly become fluent and confident; All staff have ready access to employer guidance relating to visits.

The extent of planning required is related to the complexity of the visit, see:

- Diagram 1: found below.
- **OEAP National Guidance** document: *Visit Leader Checklist*
- **OEAP National Guidance** *RADAR* model: based on STAGED: Staffing, Timings, Activity, Group, Environment, Distance.

It is strongly recommended that at a very early stage of the planning process, the provisional staffing team carry out a brain storming exercise in order to identify the benefits and learning outcomes that the activity (or range of activities) might achieve. If the outcomes are to be evaluated with any rigor (an Ofsted expectation), then it will be essential that these outcomes are prioritised, and appropriately targeted. A record of these outcomes will help keep the plan focussed and also be a vital part of the risk management process in providing some objectivity in a "Risk Benefit Analysis". Once the targeted outcomes have been recorded, it will then be possible to identify appropriate on-going review and evaluation strategies, including indicators.

To reduce bureaucracy and encourage activity, establishments need to take account of the legalities regarding a requirement for formal consent. When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then a formal consent is not necessary. However, in the interests of good relations between the establishment and the home, it is good practice to ensure that those in a position of parental responsibility are fully informed.

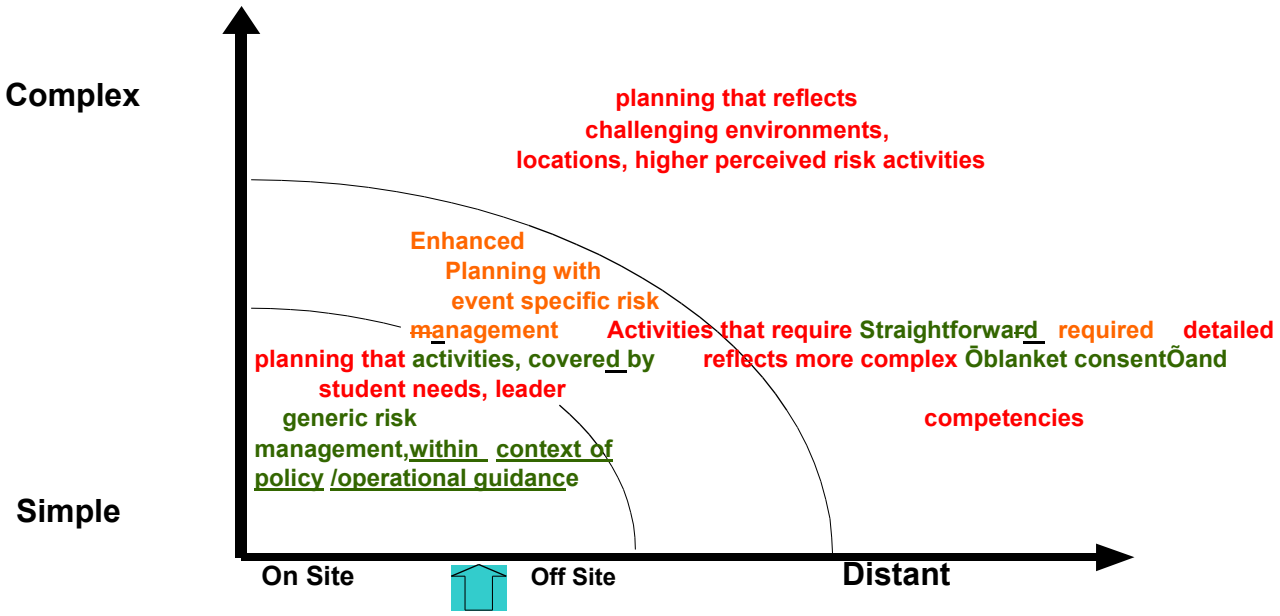
This supports the move towards developing activity-specific policies at establishment level for regular or routine activities. Such policies should be robust and equate to "*operational guidance*" that makes it clear how the activity should be planned and delivered, meeting all necessary recommendations and requirements, as well as assuring educational quality.

The degree of complexity of a particular plan or policy (along with its supporting procedures) will need to reflect the nature and complexity of several variables that can impact on any given activity. These variables can be remembered as "STAGED" as explained below.

- **S**taffing requirements – trained? Experienced? Competent? Ratios?
- **T**imings – start? finish? possible delays? Connections?
- **A**ctivity characteristics – specialist? Insurance issues? Licensable?
- **G**roup characteristics – prior experience? Ability? Behaviour? Special and medical needs?
- **E**nvironmental conditions – like last time? Impact of weather? Water levels?
- **D**istance from support mechanisms in place at the home base – transport? Residential?

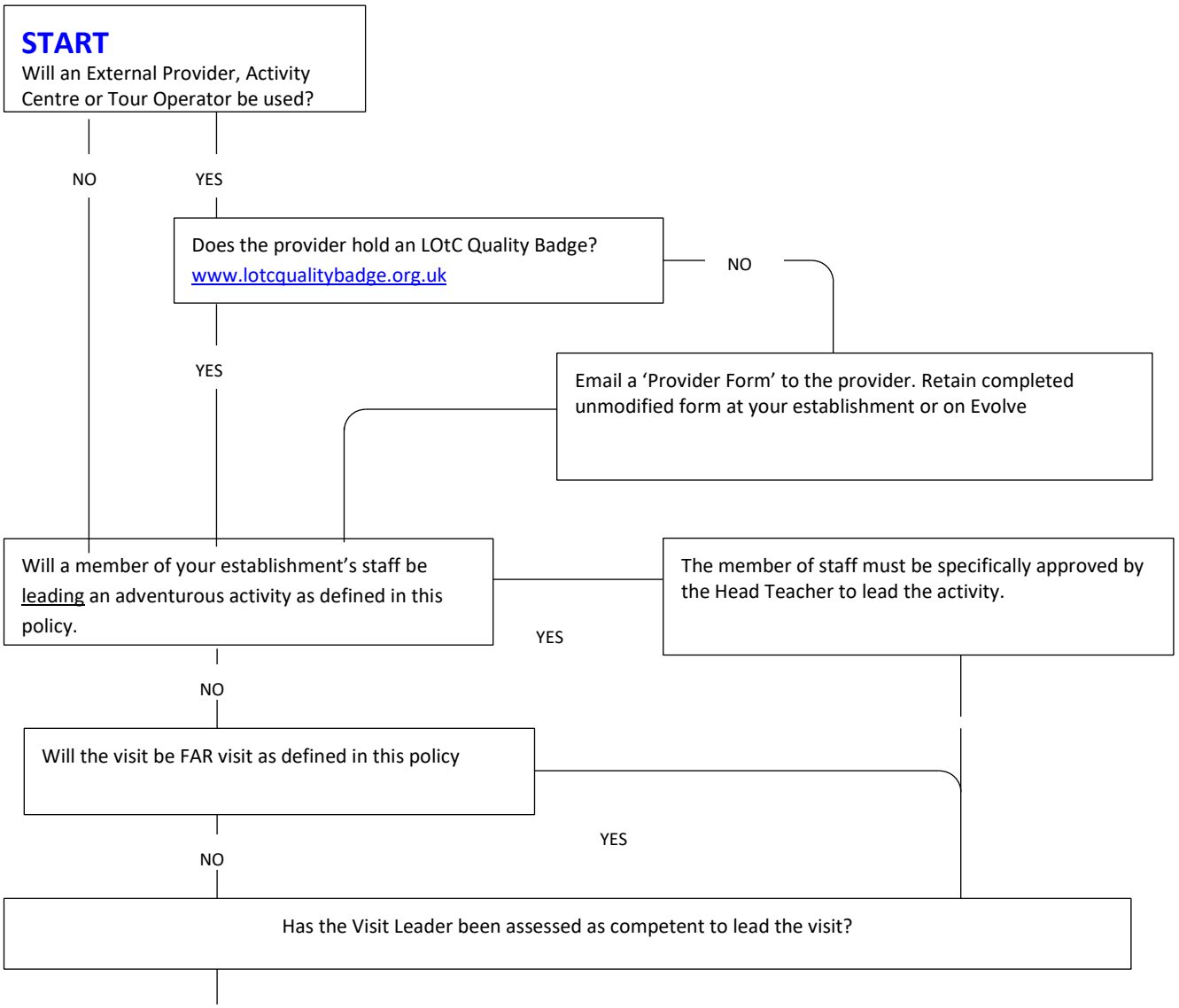
Diagram 1

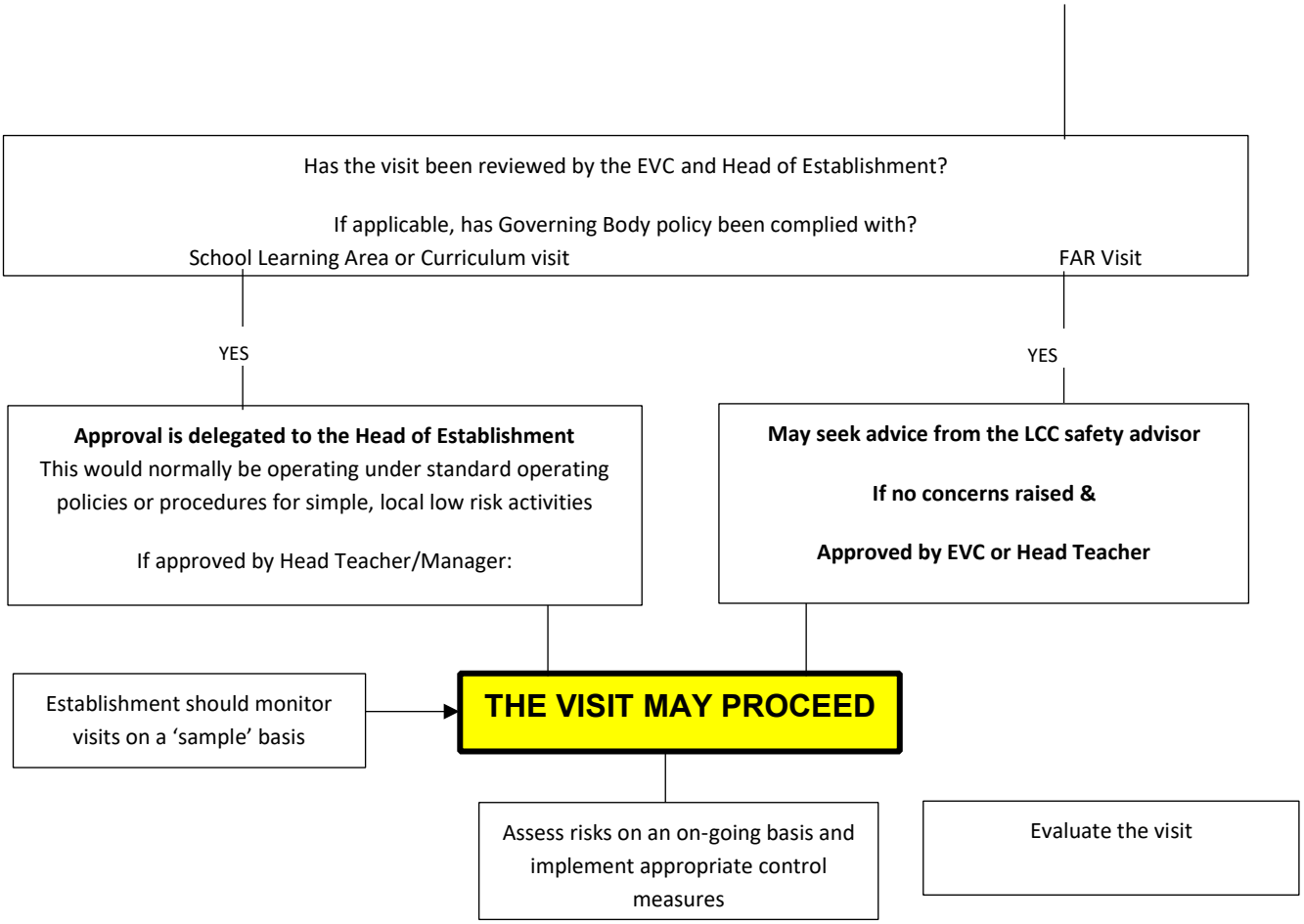
Activities that require detailed



Refer to LOtC National Guidance document: ***"Planning Basics"***

Refer to LOtC National Guidance Power Point: ***"Planning Visits Off-site Activity and LOtC"***





Pre-approval of Visits

The Head Teacher and EVCs have established timescales for submission of visits that allow time for proper scrutiny and for any necessary modifications to be made. Generally, the notification period is proportional to the complexity and nature of the visit: Foreign, Adventurous and Residential visits require a longer notification period.

Some flexibility may have to be allowed for contingencies but a culture of late submission of visits will not be permitted, as it tends to result in poor planning.

Where a contract is to be signed and a deposit paid, the Visit Pre-Approval Form should be submitted before any commitment is made. This is to avoid cancellation charges and disappointment, and to protect the reputation of the school. In some cases this may mean a Pre-Visit Approval Form is completed and an EVOLVE record begun 12 to 18 months prior to proposed departure. Further details can be added at a later stage.

There are many varied adventurous activities, outdoor learning and off-site visits organised by the school. All of these ventures must be authorised by the Governing Body or Head Teacher.

Submission notification

All trips and visits must have been submitted online within the following guidelines: -

- School Learning Area Visits (regular visits)- 1 week notice should be given on Evolve
- Curriculum Visits (a visit to enhance a subject)- 2 weeks notice should be given on Evolve
- Foreign, Adventurous, and Residential Visits (FAR)- minimum of 6 weeks submission given on Evolve

If a visit opportunity has suddenly become available, and there is not a weeks notice available, this should be discussed with the EVC or the Head in their absence.

Completing the EVOLVE Visit form

Once granted outline approval to proceed, the Visit Leader is responsible for completing all elements of the EVOLVE Visit form. Outline approval enables the office to check the logistical planning of the event against the school diary. You are unable to progress further unless this has been submitted and agreed.

The process is simple and requires Visit Leaders to input the information requested. Information can be inputted in any order, and the system saves updates continuously, so Vist Leaders do not need to set aside extended periods of time to start and finish the form in one sitting. For complex FAR activities, the EVOLVE Visit Form may talk 18 months to complete!

Visit Leaders and EVCs will both have access to the form as it is completed. The EVC will use the “Event Specific Notes” to advise and guide the Visit Leader. The Visit Leader can use the Event Specific Notes to highlight particular hazards or concerns that they want the EVC to advise on.

When completing the EVOLVE Visit Form, Visit Leaders should pay specific attention to the following in their planning:

- Preliminary Visits and Provider Assurances;
- First Aid;
- Parent/Carer Consent;
- Requirement to Ensure Effective Supervision;
- Using External Providers;
- Transport

Each of these are covered in more detail below.

Visit Leaders planning FAR visits should also refer to the more detailed guidance in section 6.

Preliminary Visits and Provider Assurances

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. It is a vital dimension of risk management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. It is not always possible or practicable to conduct a preliminary visit.

Preliminary visits to School Learning Area venues are not required as these venues are established venues used as part of the timetabled curriculum over a sustained period and covered by the generic School Learning Area risk assessment.

For Curriculum and FAR visits and activities visit Leaders should take full advantage of the nationally accredited, provider assurance schemes that are now available. Examples of such schemes include:

- The LOtC Quality Badge
- AALS licensing
- Adventure mark
- NGB centre approval schemes (applicable where the provision is a single, specialist activity).

Visit Leaders should also refer to information about previous successful visits and activities held internally and on the EVOLVE network. Visit Leaders should not plan a trip to a venue that has not previously successfully been visited by Maplewell; or has not been successfully visited by a school on the EVOLVE network, without making a preliminary visit.

Visit leaders should not be commissioning adventurous activities from providers who are not accredited.

Essentially, if the school has previously run a successful visit or activity at the same venue or with the same providers, or if a school on EVOLVE has previously run a successful visit or activity at the same venue or with the same providers, then a preliminary visit may not be needed.

Refer to: **OEAP National Guidance** document ***Preliminary Visits and provider Assurances*** **First Aid**

First aid provision should form part of the risk assessment for all visits. This will help to determine first aid staffing and equipment.

On each visit one of the staff must be prepared to take the lead in managing first aid and take the role of appointed person. It is recommended that a competent first aider accompany visits, with a readily available first aid kit and the arrangements for providing first aid must be clear to all staff involved.

Competence may be recognised by prior knowledge and experience, or, preferably, as a result of formal training. Leaders are encouraged to attend a course run by the Red Cross, St. John Ambulance, First Response or other HSE recognised training provider.

At least one of the staff on any residential visit must hold a current First Aid qualification.

The level of staff competence which may be required will depend on many factors including:

- The nature of the programme and whether it is residential **(see note above regarding qualification);**
- Whether the programme includes adventurous activities ;
- The numbers in the group;
- The extent to which "outside" first aid assistance is available (e.g. at a residential centre);
- The environment and particularly whether it is abroad or remote;
- The health and medical needs of group members.

If staff are delivering outdoor and adventurous activities the Visit Leader (and/or assistant) must hold a current first-aid certificate and carry a suitable first-aid kit. (Where employees hold Outdoor Activity coaching qualifications, they will normally be required by the governing body of the sport to hold a current first aid certificate for the award to be valid). It is desirable for them to hold one of the HSE approved first aid courses designed to train people to cope with first aid situations in the outdoor environment.

Advice and assistance in arranging these courses can be obtained from the Health Safety & Wellbeing Service 0116 305 5515. Where adventure activities are provided by an AALA licensed provider, instructors should hold recognised first aid qualifications, in which case it may not be essential for school/youth service staff to hold a qualification.

Refer to **OEAP Employer Guidance** document: *First Aid*

Parent / Carer Consent

Gaining consent

Section 35 of the Education Act 2004 states:

> *Where a visit is part of a planned curriculum in normal curriculum time, then parental consent is not necessary although it is recommended good practice to ensure that parents are informed.*

DfE Guidance issued in 2013 states:

> *Written consent from parents is not required for pupils to take part in the majority of off-site activities organised by a school...as most of these activities take place during school hours and are a normal part of a child's education at school. However, parents should be told where their child will be at all times and of any extra safety measures required. Written consent is usually only requested for activities that need a higher level of risk management or those that take place outside school hours.*
>
> *Parents must be told in advance of each activity and must be given the opportunity to withdraw their child from any particular school trip or activity covered by the form.*

While parents do not have the option to withdraw their child from the school curriculum, it remains good practice to inform parents that a visit or activity is to take place. Staff should be aware that asking for consent when it is not needed could lead to some parents assuming they can withhold consent and so withdraw their child from a curriculum visit when this is not the case.

Consent is needed by schools for visits taking place outside school hours and also for activity taking place both during and outside school hours where it is perceived to involve a higher level of risk, such as a visit

involving a long journey or adventure activity. Any journey to a venue whose postal address is not a Leicestershire address will be deemed to constitute a long journey.

The school's Generic Consent Form (Appendix 5 and EVOLVE Resources) is suitable for all School Learning Area and most Curriculum Visits and may be sent out to all parents at the start of the year to gain consent for the vast majority of visits. It is the responsibility of the Visit Leader to check that every parent or carer of every student on the visit's registration list has returned this form in the current academic year. If not, the visit leader should arrange with school office staff for a new form to be completed.

For some Curriculum Visits and all FAR activities, specific consent must be sought for each visit. A more detailed consent letter suitable for FAR visits and activities is available on the EVOLVE resources (Parent and Medical Consent Form: Appendix 6 and EVOLVE Resources). When seeking specific consent, parents should be given as much detailed information about the visit and activities as possible in the letter they send out to accompany this consent form so that parents can give informed consent. The EVC will decide if specific or generic consent is required on the pre-approval form.

It is not mandatory for Visit Leaders to use the generic or template consent forms (Appendices 5 and 6) and they may use a consent form of their own design as long as it has been approved through the usual processes for letters home, and it collects all the required information.

For additional guidance Refer to **OEAP National Guidance document**:

Parental Consent

Requirement to Ensure Effective Supervision

In general terms, the law does not prescribe activity-specific staffing ratios but it does require that the level of supervision and group management is "effective".

Effective supervision should be determined by proper consideration of the group's:

- age (including the developmental age);
- gender;
- ability (including special learning needs, behavioural, medical and vulnerability characteristics etc.);

Effective supervision should also be determined by proper consideration of:

- the nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions;
- staff competence.

Effective Staff Supervision is crucial to good group management and is likely to be the most common and useful form of control measure in the assessment and management of risk. Visit leaders should be clear in their risk assessments about what kind of staff supervision will be employed to manage identified risks.

A visit must not go ahead where either the Visit Leader, EVC, or Head Teacher is not satisfied that an appropriate level of supervision exists. See Appendix 2.

Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.

Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits. It is important to discuss and communicate final staffing requirements with all key staff involved.

Children of group leaders and other supervising staff

There are a number of issues of concern if staff propose to take their own children on a visit, for example:

- the child may not be insured;
- staff may be distracted by dealing with their own children, particularly if they are tired or unwell and this may compromise their ability to carry out their responsibilities for the rest of the group effectively;
- there may be additional costs incurred, which should be met by the staff member;
- the child is physically able and of a similar age to the group if taking part in activities.

Head Teachers/Managers and EVCs should review the risk assessment to consider whether the presence of a supervisor's child will require these assessments to be modified. **Staff taking their own children on a visit should not be included in the calculation of the overall staff ratio i.e. there must be sufficient appropriately qualified and experienced staff to safely manage the group without them if necessary.**

The Head Teacher/Manager must specifically check if insurance cover is in place for the child/children concerned.

Refer to **OEAP National Guidance** documents: *Group Management and Supervision* , *Ratios and Effective Supervision* , *Vetting and DBS Checks*

Supervision

There are 4 levels of staff supervision:

- **1 to 1 supervision.** Due to their medical and/or behavioural needs, some students have been identified as requiring 1 to 1 staffing on all visits and activities. This list is maintained and regularly updated by the EVCs. Visit Leaders should refer to it when planning their visit. Staff who are assigned to support 1 to 1 with named students cannot be included in the overall staffing ratio. Their responsibility should not include the wider group;

- **Direct Supervision.** This refers to staff supervision where staff and students are in direct communication and staff could give instructions using a normal voice over any background noise. It is likely that direct supervision would be used to manage smaller groups of students;

- **Close Supervision.** This refers to supervision where staff can see students at all times, but would have to use a loud voice or some other form of signal (such as a whistle) to communicate instructions. It is likely that close supervision would be used to manage larger groups of students, or to enable smaller groups of students to experience a greater degree of independence;

- **Remote Supervision.** This refers to any supervision where staff do not have direct contact with students and are out of visual range. Whilst remote supervision is a control, it also comes with its own risks and should be risk-assessed seperately. For off-site visits and activities, remote supervision requires specific parental consent and is only authorised for K5 students and year 11 students on transition activities.

Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits.

Calculating staff ratios

Ratios are very difficult to prescribe and in reality will be determined by the risk assessment and there are no legal minimums that apply to secondary aged students.

A range of guidance documents do set out ratios, but these should only ever be regarded as starting points for consideration rather than being definitive. The DfES publication HASPEV (1998) suggested the following starting points:

- Years 1 to 3 a ratio of 1:6 (1 adult to 6 children);
- Years 4 to 6 a ratio of 1:10 - 15 (1 adult to 10 - 15 children);
- Year 7 onwards a ratio of 1:15 - 20 (1 adult to 15 - 20 children).

Without special safeguards or control measures, these ratios will not be adequate to meet the additional medical and behavioural needs of some students, or to manage the risks of more complex or residential visits. This is vital to consider when planning a trip at Maplewell.

When considering staffing of an activity or visit, adequate consideration must be given for the maintenance and welfare of the whole party in the event of one or more adults having to leave the group for any length of time.

The EVCs maintain and regularly update a spreadsheet that places each student into a category based on their age, medical and special educational needs, behavioural profile, vulnerability and levels of independence. There are 6 categories:

- Category 1 – Post 16 students who are able to travel independently and have no additional medical or behavioural issues. These are the school's lowest risk students;
- Category 2 – Post 16 students with no additional medical or behavioural concerns who are not independent travellers;
- Category 3 – Post 16 students with additional medical and/or behavioural concerns;
- Category 4 – Key Stage 3 and 4 students with no medical or behavioural concerns;
- Category 5 – Key Stage 3 and 4 students, with additional medical and/or behavioural concerns, including all MAP students;
- Category 6 – Key Stage 3, 4 or Post 16 students requiring 1 to 1 support to manage medical or behavioural concerns. These are the school's most vulnerable students.

When identifying appropriate staffing levels, EVCs and Visit leaders should use this spreadsheet to make accurate calculations. Where suggested staffing levels contradict the spreadsheet calculations, specific authorisation from the Head must be sought. The EVC Student Staff Ratios spreadsheet can be found on EVOLVE resources. The activity type may also warrant additional staffing to support pupils where needed.

Residential visits

For all residential visits, at home or abroad, a good rule of thumb is 1 adult to 10 young persons. All residential visits must be accompanied by at least two adults. There must be a member of staff of each sex for mixed groups. In the case of a single sex group there must be at least 1 member of staff of the appropriate sex

On residential visits at least one of the adults must hold a valid first aid certificate.

To help staff calculate the number of staff required to manage a particular cohort of students, the EVCs manage a student list that places students into 1 of 6 categories with suggested staff student ratios for each. These ratios are still only suggested however, and staffing may need to be increased to manage the activity and environmental risks of a visit.

Using an External Provider

An 'External Provider' normally provides one or more elements on an activity or visit such as instruction, staffing, guiding, or accommodation. This may be, for example:

- an Activity Centre;
- a Ski Company;
- an Educational Tour Operator;
- an Overseas Expedition Provider;
- a Climbing Wall where instruction is provided by climbing wall staff;
- a Freelance Instructor of adventurous activities;
- a Youth Hostel (where instruction is provided);
- a Voluntary Organisation (e.g. Scout Association), where instruction is provided.

For the purposes of **school** approval, an External Provider is **NOT**:-

- a Campsite;
- Museums, galleries, etc.
- Tourist attractions;
- Theme Park;
- Farm;
- a Coach, Train, or Airline company;
- a Swimming Pool;
- a Climbing Wall where instruction is provided by a member of your establishment's staff.

Residential Providers

Visit leaders must make reasonable checks to ensure that the accommodation is suitable for the group. There should be appropriate security arrangements to prevent unauthorised persons entering the accommodation; separate male and female accommodation and washing facilities with staff accommodation close to participants' accommodation.

In the UK accommodation should be: covered by a current fire safety risk assessment and / or advice has been sought from a fire officer and implemented. If abroad, the accommodation complies with fire, health and safety regulations which apply in the country concerned.

Some residential providers may hold a LOTC Quality Badge. If not the Provider Form available via the EVOLVE resources should be used to gather this information (and retain evidence). Alternatively the visit leader could carry out a pre-visit and take a checklist.

The decision about the use of an external provider is the responsibility of the visit leader, EVC, and Head of establishment. Further steps may include:

- Asking for written references from other groups if the provider is not known locally, and contacting the referees directly;
- Inviting presentations and quotations from providers offering a similar service to ensure that you are getting good value for money;
- Visiting a course being run for another group to observe standards and talk "informally" to staff from that group.

To confirm that all aspects of the operation of the provider are satisfactory, the establishment must ensure that either:

a) The Provider holds an LOtC Quality Badge www.lotcqualitybadge.org.uk

Or

b) A 'Provider Form' has been satisfactorily completed by the provider.

Note: If a Provider holds an AALA licence (and/or any other accreditation) but not an LOtC Quality Badge, then a Provider Form is still required.

For Providers that hold an LOtC Quality Badge

Check that the provider's Quality Badge will be valid on the date of your visit (click here). The Visit Leader must ensure the provider has at least **£5 million** public liability. No further action is necessary, other than to check the suitability of the provider/venue in relation to the intended aims or learning outcomes for the particular group. A pre-visit and recommendation from previous users will help you decide on its suitability.

See www.lotcqualitybadge.org.uk

For Providers that do not hold an LOtC Quality Badge

- Download a Provider Form from the Evolve website – resources section.
- Complete the top section.
- Send Provider Form to the provider (email, fax, post).
- On its return check that it has been satisfactorily completed.
- Keep Provider Form on file together with all other relevant documentation or upload to Evolve.

Important: The Provider Form should be sent to the provider at the time of making a provisional booking and no deposits should be committed prior to its satisfactory completion and return.

If the Provider has made any alterations to the wording of the Provider Form or is unable to comply, then you must discuss this with the Provider, and if necessary seek advice from the Health, Safety and Wellbeing Team prior to making a commitment with the Provider.

The satisfactory completion of an Provider Form does not necessarily signify that the service on offer will be appropriate for the young people from your establishment. A pre-visit and recommendation from previous users will help you decide on its suitability.

The above procedure is **not** sufficient for Overseas Expeditions (i.e. those which typically take place in remote areas of the world and/or in developing countries), for which separate arrangements are applicable and **must** be complied with; see **Appendix 1 – Adventure Activities and Overseas Expeditions.**

Adventure Activities Licensing Regulations

Employers, Head Teachers/Managers, EVCs and Leaders should have a basic understanding of where and when the provision of adventurous activities is legally regulated.

The Activity Centre (Young Persons Safety) Act 1995 established the Adventure Activities Licensing Regulations and the Adventure Activities Licensing Authority (AALA), initially responsible to the DfE. The scheme is now the direct responsibility of HSE and operated through the Adventure Activities Licensing Service (AALS).

The intention of the regulations is to provide a regulatory framework to protect children, parents, teachers and schools when using providers of defined adventurous activities in closely defined environments. The regulations and supporting inspection regime provide a formal process of professional inspection to accredit that providers have effective safety management systems and processes, meeting a national standard.

The definitive source of advice on the Licensing Regulations is to be found in the Health and Safety Executive publication: ***"Guidance to the Licensing Authority on Adventure Activity Licensing Regulations 2004".***

Leaders should be aware that the AALS license is an assurance of safety. It does not accredit educational or activity quality.

Regulations surrounding academies are complex so staff should contact the Health, Safety and Wellbeing Team before organising potentially In-scope activities.

Refer to LOtC National Guidance document: AALA Licensing

Transport

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it and visit leaders **must** follow any specialist guidance provided in the **school's** transport policy and procedures.

When using a coach hire company, visit leaders must use a reputable firm.

All national and local regulatory requirements **must** be followed.

The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus.

When using school transport, drivers must be named on the school's list of drivers and a member of staff should always sit in the back of the vehicle to take charge of the management of the group.

Transporting young people in private cars requires careful consideration. Relevant personal car insurance must be in place with evidence held on record.

Refer to **OEAP National Guidance document**: ***"Transport: General Considerations"***

Refer to **OEAP National Guidance document**: "***Transport in Private Cars"***

Submitting the EVOLVE Visit Form

Once all sections of the EVOLVE Visit Form are complete, the Visit Leader will need to get confirmation from the EVC that the form is satisfactorily completed and ready to submit. The Visit Leader can get this

confirmation verbally, or by messaging the EVC to ask for permission to submit. The EVC will use the EVOLVE messaging service to formally grant approval to submit.
The visit will then be discussed at the next SLT meeting and if approved by the Head, the Visit Leader will receive formal confirmation of approval on their EVOLVE account. Once approved, the only section of the form that can be amended is the register of students, which will only be finalised on departure.

Signing Out, departure and key information whilst out on a trip/visit

It is imperative that whenever staff take students off-site that information about who is off-site, where they are, when they will return and how to contact them is left behind at reception. This is so that In the event of a fire, all staff and students can be quickly and accurately accounted for.

All visits must be authorised on Evolve by an EVC before you are able to leave the school site. This will have been completed if you have given the minimum of 1 weeks notice. The visit is at risk of cancellation if procedures are not followed. The procedures are in place to ensure all staff uphold the safety and well-being of the pupils.

Before taking students off-site, Visit Leaders **must** ensure they have completed the following procedure: -

- Completed the register on Evolve and printed this off with the correct list of pupils present
- Completed/updated and printed the proforma Itinerary form- either the visit or work experience version
- Completed the register for the time of your visit on Go4Schools
- Collected any medication for individual pupils
- Printed off the register and itinerary form and handed to reception when you leave

Signing out pack

Before final departure, the visit leader will collect from reception a signing out pack. The signing out pack will contain:

- Emergency contact wristband for students (Blue);
- Emergency procedures shared with all staff;
- Mini-bus keys (if needed).

Reception staff are not authorised to issue a signing out pack if any of the following apply:

- The visit is not on the diary;
- A completed Evolve form, register and itinerary form has not been handed in;
- There is a discrepancy between the names on the signing out/EVOLVE form and the school register (staff or students).

In the event of a problem on departure, an EVC or the head teacher will need to verbally authorise the visit before the group leave the site. This discussion will be between the lead teacher and SLT.

Cover and staff absence

For all visits, School Learning Area, Curriculum or FAR, all staff absence must be covered.

If cover is not possible, and staff ratios fall below the spreadsheet guidelines, the visit will be cancelled. Only the head teacher or EVCs can authorise a visit where staff ratios are below those guided by the spreadsheet. Even if authorised, the visit leader may still legitimately choose to cancel the trip and their decision to do this will be supported by the head teacher and EVCs.

Visit leaders must ensure in their planning that they have a clear contingency in place for the cancellation of a visit. For curriculum and FAR visits, this plan is likely to be to return to normal timetabled lessons. For School Learning Area visits, this is likely to require more robust lesson and room planning.

If the visit leader is absent, then the assistant leader should be used to cover the leader. However, where the assistant does not have the assessed competence to lead a visit at that level, the cover staff will need to have been assessed at that level.

For all visits, if the visit leader and assistant are both absent, the visit will be cancelled.

For School Learning Area visits that have been approved to run with a single member of staff, absence can be covered as long as the covering staff are authorised to lead such visits and are happy taking on the additional responsibilities. If not, the visit will be cancelled.

Outcomes and Benefits

Maplewell Hall School recognises that Outdoor Education, Learning Outside the Classroom, adventurous activity and a range of recognised sports and physical activities have, as a common thread, the intention to produce positive outcomes in terms personal and social education in addition to improved health and well-being outcomes. Learning opportunities outdoors can provide significant opportunities for participants to engage in a distinctive experience where the measurement of learning gain is complementary and additional to the inherent personal, social and health gains. Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas, and raise attainment.

It is unlikely that high quality will be achieved with consistency unless the activity takes place within a clear educational philosophy. Educational quality requires participants in activities to be engaged at a level that matches their abilities and development. Activities should, therefore, be adapted to present learning challenges at different levels appropriate to different group members or permit group members to take on different roles. It follows that young people's progress should be monitored to ensure that they can be continually motivated by new challenges.

Clarity regarding the intended outcomes of the visit will help to ensure that the potential benefits can be achieved.

Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas and raise attainment. Experiential learning can also provide opportunities for development in other areas, including:

- **R**elationships
- **E**motional & spiritual
- **C**ross curricular
- **I**ndividual
- **T**eamwork
- **E**nvironmental

Preparatory work should take place in advance of the visit where appropriate. This, in conjunction with activity that will take place during the visit, should feed into any follow up work.

Refer to **OEAP National Guidance document**:

Rigorous evaluation of LOtC meeting Ofsted expectations

High Quality Outdoor Education can be used as a tool by visit leaders to assist in both identifying outcomes and in the evaluation of the learning taking place.

Risk Management

As the employer, Maplewell Hall School has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level - but not to totally eliminate risks. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring the school to provide such support, training and resources to its employees as is necessary to implement this policy. The risk management of an activity should be informed by the benefits to be gained from participating. The school strongly recommends a "Risk-Benefit Assessment" approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes, see section on Outcomes and Benefits. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is "acceptable". HSE endorse this approach through their "*Principles of Sensible Risk Management"* and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

There is no legal requirement to produce a risk assessment in a particular format; but there is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified for any significant risks i.e. those that may cause serious harm to an individual, or harm several people. Staff should follow school guidelines for completing risk assessments.

On completing any risk assessments, the establishment should ensure that the documents are signed and dated appropriately and accompanying staff are made aware of the outcomes of the risk assessment.

Visits that include adventurous activity commonly involve delivery by an external provider (see Section 18) and the provider will have responsibility for risk assessing and managing the activity. As such, the provider's risk assessment is not the concern of the establishment leader, does not need to be requested from the provider.

Alternative arrangements (Plan B) should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option.

It is good practice to involve participants in the planning and organisation of visits, as in doing so they will make more informed decisions, and will become more 'risk aware' and hence at less risk. They will also have greater ownership of the event.

This is endorsed by HSE in *Principles of Sensible Risk Management*

Refer to **OEAP National Guidance** document: *Planning Basics* for outdoor learning

Refer to **OEAP National Guidance** document**:** *Risk Management Good Practice*

Refer to **OEAP National Guidance** document: Organising a Residential Visit – Mind Map

Refer to **LCC** Example Risk Assessments found on Evolve – Resources Section.

Emergency Planning and Critical Incident Support

A critical incident is an incident where any member of a group undertaking an off-site activity has:

- either suffered a life threatening injury or fatality;

- is at serious risk;
- or has gone missing for a significant and unacceptable period.

As an employer, **LCC** is committed to providing emergency planning procedures to support LA Maintained Schools in the event of a critical incident.

To activate support from the Major Incident Line, the following telephone numbers should be used:

Pager 07659 170195 Mobile 07786 198283

Refer to OEAP National Guidance document: "***Critical Incident Management"***

These numbers should be carried by leaders at all times during an off-site activity but should only be used in the case of a genuine emergency. **Under no circumstances should these numbers be given to young people or to their parents or guardians.**

Monitoring

As an employer, the **school** ensures that there is sample monitoring of the visits and Outdoor Learning activities undertaken by its establishments, either by attaching such monitoring duties to its officers, or by delegating these tasks to establishments. Such monitoring should be in keeping with the recommendations of OEAP National Guidance. There is a clear expectation that the monitoring function is a delegated task, principally carried out through systems put in place by the establishment EVC. Refer to OEAP National Guidance document: **Monitoring**

Leader Competence

To be deemed competent, a school Visit / Activity Leader, or Assistant Leader must be able to demonstrate *the ability to operate to the current standards of recognised good practice for that role*.

All staff and helpers must be competent to carry out their defined roles and responsibilities.

OEAP National Guidance sets a clear standard to which school leaders must work. The guidance states:

"*A competent Visit /Activity Leader (or an Assistant Leader where they may take sole responsibility for a sub-group) requires:*

- *Knowledge and understanding of their employer's guidance supported by establishment-led training. It is good practice for employers to provide formal and accredited training to support their guidance e.g. EVC Training, Visit Leader Training such training may be a requirement prescribed by some employers.*
- *Knowledge and understanding of establishment procedures supported by a structured induction process specified by the establishment.*
- *Knowledge and understanding of the group, the staff, the activity and the venue.*
- *Appropriate experience*
- *In some circumstances (e.g. first aid, adventurous activities) a formally accredited qualification."*

Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence issues is applied to both newly qualified and newly appointed staff. Establishments should view the original documents and certificates when verifying leader's qualifications, and not rely on photocopies.

Where a Volunteer Helper is a parent (or otherwise in a close relationship to a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit Leader should directly address this issue as part of the Risk-Benefit assessment.

Refer to OEAP National Guidance document: ***"Good Practice Basics"***

Assessment

OEAP National Guidance provides clear advice regarding the assessment of leader competence. It is an expectation of **this** Policy that all **school** leaders and their assistants have been formally assessed as competent to undertake such responsibilities as they have been assigned in line with the OEAP National guidance.

The EVC and/or Head will consider the following when assessing the competence of a member of staff to lead a visit:

a) What experience has the leader in leading or accompanying similar or other visits?
b) Is the leader competent in planning and managing visits (has s/he completed Visit Leader Training?).
c) What are the leader's reasons for undertaking the visit?
d) Is the leader an employee of the local authority / establishment?
e) Does the leader have the ability to manage the pastoral welfare of participants?
f) Does the leader exhibit sound decision making abilities?
g) What experience has the leader of the participants he/she intends to supervise?
h) What experience has the leader of the environment and geographical area chosen?
i) Does the leader possess appropriate qualifications?
j) If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
k) If leading adventurous activities, has the leader been 'approved' by the **school**
l) Is the leader aware of all relevant guidelines and able to act on these?

Refer to OEAP National Guidance document: *Assessment of Activity and Visit Leader Competence* and *Assessment of Competence*

LCC Visit Leader Training

Based on a nationally agreed syllabus, this course is strongly recommended for all those who lead visits and **leader training of some kind is strongly recommended for visit leaders**. This can be organised via CPD and authorisation of the Head.

Charges for Off-site Activities and Visits

Head Teachers/Managers, Curriculum Planners, EVCs and Visit/Activity Leaders must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996.

Refer to OEAP National Guidance document: ***Charges for Off-site Activity***

Vetting and DBS Checks

School employees who work *frequently* or *intensively* with, or have *regular access to* young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process.

For the purposes of this guidance:

- *frequently* is defined as "once a week or more";
- *intensively* is defined as 4 days or more in a month or overnight.

However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people. The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common sense risk-benefit assessment process has been considered.

Refer to OEAP National Guidance document: ***"Vetting and DBS Checks"***

Emergency Procedures

Staff involved in a visit must be aware of and adhere to the school's policy on emergency procedures. Visit Leaders should follow these Emergency Procedures in the event of a serious accident or incident. A serious accident or incident is defined as:

- an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury;
- circumstances in which a party member might be at serious risk or subject to serious illness;
- any situation in which the press or media might be involved.

For all Curriculum and FAR visits, the EVC must identify a duty officer at the pre-approval stage. This will usually be one of the EVCs, but may be a member of SLT. For residential and out of hours visits, the duty officer's home contact details will be needed and the duty officer will need to ensure that they are available to assist for the duration of the visit. In the case of longer, residential visits, a clear Visit Duty Officer rota should be drawn up to ensure full support is available.

Additionally, for all visits:

- A *Visit Leader Emergency Action Card* (Appendix 7 and EVOLVE Resources) must be with the Visit Leader and Assistant Leader at all times; ***and***
- A completed *Emergency Card – Home Contacts* (or equivalent) must be with the emergency home contact(s) at all times.
- A completed School Learning Area Signing Out Sheet or EVOLVE Planning form must be with the Visit Duty Officer at all times.

Refer to **OEAP Employer Guidance document**: *Critical Incident Management: The Employer's Role*, *Emergency Planning: The Establishment's Role*, *Emergency Procedures for Visit Leaders*

Immediate action following a serious accident or incident

Remember that serious accidents and incidents are extremely rare, but if one occurs it certainly makes great physical and emotional demands on visit leaders and group staff. These guidance notes are designed to help visit leaders deal with an emergency.

Remember that you are not alone: the Visit Duty Officer, the Head Teacher and the LA will support you as much as possible.

In the event of an emergency, the visit leader must follow the procedures outlined on the Visit Leader Emergency Action Card.

These procedures are:

An emergency is defined as:

- an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury;
- circumstances in which a party member might be at serious risk or subject to serious illness;
- any situation in which the press or media might be involved.

Emergency Procedure

In the event of an emergency the Visit Leader, or if unable to, the Assistant Leader, or if unable, an accompanying member of staff should use the following to guide their actions:

1. REMAIN CALM - Assess the situation;
2. Safeguard yourself and then any other uninjured members of the group. Make sure all other members of the party are:
   - ✓ accounted for;
   - ✓ safe;
   - ✓ adequately supervised;
   - ✓ briefed to ensure that they understand what to do to remain safe;
3. Call emergency services as appropriate;
4. Carry out first aid to the best of your abilities. Remember the aims of first aid are to a. Preserve life;
   b. Prevent the condition worsening;
   c. Promote recovery;
5. Delegate Assistant Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity;

Essential First Aid

1. The first priority is **breathing.** Casualties need to be able to breath. If they are unconscious this means being put into a position that protects their airway;
2. The second priority is **bleeding.** Try to find and stop and serious bleeding;
3. The next priority is to protect the casualty from the environment: Keep them warm and remove or reduce any hazards;
4. While you wait for emergency services to arrive, monitor their condition, talk to them, reassure them and provide emotional support.

Do not give a casualty any medication, food or drink

Once the immediate emergency has been contained:

The Visit Leader should inform the Visit Duty Officer or Head Teacher. During the school day, this should be done by calling the main school number – 01509 890237. Ask for any member of SLT if the Duty Officer is unavailable. Out of school hours, call the Visit Duty Officer. If unavailable, contact the Local Authority on the Crisis Line number: 0800 9531515.

The Visit Leader will need to give the following information:

- The name of the visit leader, which school they are from and what their role is within the group;
- What number they can be called back on;
- The nature of the emergency;
- The number of casualties and their status;
- The total number of people in the party;
- Their current location
- Whether the group are staying where they are or moving, and if are moving, where to; What time the accident/incident happened.

The Visit Leader should then:

- Liaise with, and take advice from, emergency services if they have attended the scene;
- Consider the physical needs of the group and casualties in terms of shelter, refreshments, transport/repatriation;
- Consider the emotional needs of the group such as removing them from the scene; providing emotional support (they can often do this for each other); giving them useful things to do;
- Control communications and prevent group members (staff and students) from using phones or going online unsupervised or until approval is given;
- Keep a written log of all actions taken, conversations held and a timescale of events; Refer all media, parental or other enquiries to contact the LA via the Crisis Line; Inform the Foreign Office Consular Assistance Team if abroad.

Role of the Visit Duty Officer

The duty officer is the person who will support the visit leader and group in the event of a serious incident, accident or emergency, or on any occasion where there might be media interest. He or she must be an experienced, senior member of staff who has sufficient authority to be able to offer support and guidance in difficult circumstances. The duty officer must be available for the visit leader until the group has returned safely. In the case of longer, residential visits, a clear Visit Duty Officer rota should be drawn up to ensure full support is available.

Before the visit takes place, the Visit Duty Officer must:

- have comprehensive details about the group and the journey. This will include contact and medical details for all involved (including staff and volunteers) and full details of the itinerary, addresses, travel/coach company, etc. This will be a paper copy of the EVOLVE planning form;
- have immediate access to these procedures, and the information and means to use them, at all times;
- be familiar with all the County guidelines for off-site activities.

Answering the emergency call

The Duty Officer will need to gain and record the following:

- The name of the visit leader, which school they are from and what their role is within the group;
- What number they can be called back on;
- The nature of the emergency;
- The number of casualties and their status;
- The total number of people in the party;
- Their current location
- Whether the group are staying where they are or moving, and if are moving, where to; What time the accident/incident happened.

If a fatality is involved or suspected:

- Has this been confirmed?
- By whom?
- Have any next of kin been informed? [NB: In the event of a fatality, it will normally be the Police who contact the next of kin.]

The Duty Officer should then advise the party leader to follow instructions from the local police/emergency services, and, unless they specifically request otherwise, the advice to the party leader should be to:

- Keep the party together;
- Co-ordinate any contact with parents or any outside bodies;
- Refer media attention to the police or County Council Press Officer – do not answer questions; Remain available: if it is necessary for the party to change location, they must advise you of the new telephone number.

Next Steps

The Visit Duty Officer should now phone the Head teacher. If the Head teacher is unavailable, they should call the Deputy Head teacher.

The Visit Duty Officer should then seek advice and support from the LA via the Crisis Line: 0800 9531515.

The procedure for this is the same as for the Visit Leader:

The Visit Duty Officer or Headteacher will need to give the following information: ○ The name of the visit leader, which school they are from and what their role is within the group;
- What number they can be called back on; ○ The nature of the emergency; ○ The number of casualties and their status; ○ The total number of people in the party; ○ Their current location ○ Whether the group are staying where they are or moving, and if are moving, where to; ○ What time the accident/incident happened.

Once the incident has been reported to Crisis Line, the Visit Duty Officer should call the Visit Leader to confirm Crisis Line have been called, to confirm who will be acting as Visit Duty Officer, and to relay any instructions or messages from the Crisis Line team. The Visit Duty Officer should then call the Head or Deputy Head who may then need to put into place the School Management Emergency Action Procedures.

School Management Emergency Action Procedures

On receiving a call In the event of being alerted to an emergency on an off-site visit the Head or Deputy Head teacher must use the following to guide their actions:

- STAY CALM – consider the actions you need to take and the people you need to contact to help you. Decide what immediate help you need and contact these people;
- TAKE CHARGE of the incident. It is essential that one person is clearly designated as controller of the emergency response, and that it is clear to all who this is;
- CONTACT the group in difficulty to reassure them, get up to date information and keep them informed of your actions;
- RECORD all information you receive and actions you take;
- DELEGATE TASKS as and when possible/appropriate to allow you to manage the situation and allow for ‘concurrent’ activity.

Depending on the circumstances and the support required you may need to consider some or all of the following:

- Inform your own senior manager or governors;
- Establish an Emergency Support Team, which may need to include the following roles (combine if insufficient staff are available):
    - Overall Controller;
    - Coordinator/contact with group (consider keeping the same person to always speak to the group leader) ○ Communications (could be a number of people dealing with different aspects) ○ Logistics – arranging transportation, accommodation etc for group and any travelling team;
    - Resources – e.g. office space, reception for any visitors (parents, media etc), refreshments / food – Site Service Officer(s), Admin support; ○ Record/log keeper
- Inform your Employer (e.g. the Local Authority), governors, and, if media interest is possible, your Employer's communications team. If necessary, your Employer should implement a Critical Incident Plan to give support to you, the party, and the parents;
- Keep a log of all actions, communications and decisions, including people involved and times;
- Arrange alternate and additional phone lines so that incoming calls do not swamp communications. Consider other means of communication such as internet, email and text;
- Liaise with your employer over provision of links with emergency services, media, tour operators, insurance companies etc. - as necessary;
- Carry out the actions required to support the Visit Leadership Team;
- Decide if a 'Travelling Team' is needed to provide support at the scene;
- Ensure the security of your site and ensure the access gates are staffed to control access (elements of the press may well seek to gain access wherever they can);
- Make arrangements for relatives etc. to be catered for on site or nearby, if possible, while they wait for news;
- Arrange for the return or onwards travel of the party, and/or arrange transport for parents to the scene/hospital;
- Control communications and the flow of information to the affected group, parents, other establishment staff (beware of other staff inadvertently starting rumours circulating);
- Control information to the media – use the expertise of the Local Authorities communications team and direct all media enquiries to them;
- Make arrangements for meeting the group back from the visit and returning children to parents;
- Consider the possible need for future emotional support and care for anyone involved (don't forget other staff, young people and the Emergency Support Team as well as those directly involved).

Refer to OEAP National Guidance document: **“Emergencies and Critical Incidents”**

Refer to OEAP National Guidance document: **“Visits and the threat from terrorism.”**

Monitoring and Evaluation

It is a statutory requirement for an employer to monitor the work of their employees and the implementation of the guidance that they issue.

Monitoring of Outdoor Learning and Off-site visits should ensure that:

- Visits and activities are carried out safely and effectively and in line with the employer's policy and procedures;
- Relevant policies and procedures are reviewed and updated to remain current and in line with good practice;
- Employees have easy access to the employer's policy and to this guidance;
- Employees have access to relevant training that supports the implementation of this guidance e.g. Educational Visit Coordinator (EVC) training, Visit Leader training;
- Establishments have access to advice and further information to clarify the guidance issued;
- Establishments appoint, train and revalidate EVCs in accordance with the employer's policy and this guidance;
- Establishment practices, including notification and approval procedures, comply with the employer's policy and follow this guidance; Establishments keep proper records.

As the employer, the local authority ensures that there is sample monitoring of the visits and Outdoor Learning activities undertaken by its establishments, either by attaching such monitoring duties to its officers, or by delegating these tasks to establishments. Such monitoring should be in keeping with the recommendations of OEAP National Guidance. There is a clear expectation that the monitoring function is a delegated task, principally carried out through systems put in place by the establishment EVC.

Monitoring of planning

Via the EVOLVE system, the local authority monitors all FAR visits. The EVCs will use the EVOLVE system to provide ongoing monitoring of the planning of all Curriculum and FAR visits and activities. Through the Visit Pre-Approval Forms, the EVCs will monitor the planning of all School Learning Area Visits.

Visit leaders will be expected to complete the evaluation sections on EVOLVE as part of their evaluation of off-site Curriculum and FAR visits and activities. Additionally, Visit leaders will be expected to input School Learning Area visits and activities onto GO4Schools as part of every students' Preparation for Adulthood assessment.

Monitoring of all off-site visits and activities, including School Learning Area visits will be conducted weekly as part of the Monday SLT meeting agenda.

Monitoring of Educational Aims, Objectives and Outcomes; and the effectiveness and safety of visits

The EVCs will conduct field observations to monitor all off-site visits and trips, including School Learning Area visits. Where field observations are to monitor Educational Aims, Objectives and Outcomes the observation will be conducted in accordance with the school's policy on the monitoring of teaching and learning. Where a field observation is to monitor effectiveness and safety, the observation may be unannounced.

Trips and visits can also be used as part of a member of staff's lesson observation process to ensure safety, intent and impact of the activity.

Governors' monitoring

The head will provide information on all off-site visits and activities as part of his report to governors to ensure that monitoring takes place at all levels.

Refer to OEAP National Guidance document: **Monitoring**

Evaluation of Visits

Visit Leaders are responsible for the evaluation of all visits. For School Learning Area Visits, Visit Leaders must ensure that the visit is recorded on GO4Schools as part of every childs assessment of Preparation for Adulthood under Trips and Visits in the appropriate markbook.

For Curriculum and FAR Visits the Visit Leader must complete the evaluation sections on EVOLVE after every visit.

Finance and Administration

Charges for Off-site Activities and Visits

Head Teachers, Managers, Curriculum Planners, EVCs and Visit/Activity Leaders must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996.

In short, the extent to which charges may be levied is dependent upon the answers to the following questions:

1. Is the activity or visit regarded as a statutory requirement?
2. Is the activity or visit to be held in school time?

If the answer to either question is “yes,” the only charges that may be levied relate to the cost of board and lodging. No charges may be levied for either the travel or the educational activities. If the answer to both questions is “no,” the activity or visit is an "optional extra" and the full cost may be levied. However, any charge made in respect of individual pupils must not exceed the actual cost of providing the activity or visit, divided equally by the number of pupils participating. It must not therefore include an element of subsidy for any other pupils wishing to participate whose parents are unwilling or unable to pay the full charge.

When completing a Visit Pre-Approval form, visit leaders are asked to provide a rough costing of the visit or activity. This costing will help EVCs, school leaders and governors make an informed decision on the viability of any proposed visit or activity. When providing a costing, visit leaders should:

- Apply a rate of 25 pence per mile per vehicle if using school transport;
- Include 1 quote from a reputable coach hire firm if planning to use a coach hire company; Include the cost of cover at the following daily rates: Teacher £250; Support Staff £150;
- Include the price of all activity and entry fees based on current, advertised pricing.

At the pre-approval stage, written quotes are not necessary.

Voluntary Contributions

The restrictions on charging do not prohibit us from seeking voluntary contributions in support of an activity or visit. Such contributions must be genuinely voluntary. Consequently, it must be made clear to parents that there is no obligation to contribute, and students must not be treated differently according to whether or not their parents have contributed. It is important to provide written information to Parents. This should explain the nature of the proposed activity or visit, the likely value in educational terms and the financial contribution per student which would be required if the activity were to take place. The information should emphasise that there is no obligation to contribute and that no student will be excluded because parents are unwilling or unable to contribute. However, it must be made equally clear whether the activity or visit is likely to be cancelled if there are insufficient contributions. There is no limit to the level of voluntary contribution, nor is there any restriction on the way in which such contributions may be used. Thus voluntary contributions may be used to subsidise students of lesser means and to pay the travel and accommodation costs of accompanying teachers.

Refer to OEAP National Guidance document: ***Charges for Off-site Activity***

Insurance for Off-site Activities and Visits

Employer's Liability Insurance is a statutory requirement and **the school should check that it** holds a policy that indemnifies it against all claims for compensation for bodily injury suffered by any person employed by it. This cover should extend to those persons who are acting in a voluntary capacity as assistant supervisors. **The school should check that it** also holds Public Liability insurance, indemnifying it against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, property. Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers acting under the direction of the employer's staff. The indemnity covers activities such as off-site activities and visits organised by all establishments and settings for which the employer is responsible.

The **school** should also check that some level of Personal Accident Insurance is provided for all **school** employees in the course of their employment, providing predetermined benefits in the event of an accident. However, Visit/ Activity Leaders should be advised that they should consider taking out additional limited personal accident cover either through the **school**, privately, or obtain cover through a professional association.

School Visit and Activity leaders should contact their Insurance Provider to seek clarification of the above, including any circumstances requiring early notification of specialist activities to the insurer. They should also ensure they have obtained current information regarding any special policies that may be available to offer more comprehensive cover.

Appropriate insurance must be in place for all visits.

For travel within the European Union (plus Iceland, Liechtenstein, Norway, and Switzerland), all participants must hold a valid EHIC (European Health Insurance Card). See www.dh.gov.uk as this may change as the negotiations for leaving the EU proceed.

Refer to OEAP National Guidance document: ***"Insurance"***

Vetting and DBS Checks

School employees who work *frequently* or *intensively* with, or have *regular access to* young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process.

For the purposes of this guidance:

- *frequently* is defined as "once a week or more";
- *intensively* is defined as 4 days or more in a month or overnight.

However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people.

The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common sense risk-benefit assessment process has been considered.

Refer to OEAP National Guidance document: ***"Vetting and DBS Checks"***

Accident and Incident Reporting

School managers must ensure they meet the requirements of the RIDDOR regulations and good practice. If an incident results in an injury, then the appropriate reports need to be made to the Health and Safety Executive via RIDDOR (http://www.hse.gov.uk/riddor/).

Specified injuries to staff, or physical injuries to staff resulting in 7 or more days absence from work should be reported online, as should injuries resulting in pupils going to hospital. Injuries caused

by fights between pupils do not have to be reported to the Health and Safety Executive. Accidents are reported via the AssessNET system.

The Value and Evaluation of Outdoor Learning

The Ofsted report **"*Learning Outside the Classroom – How Far Should You Go?"*** (October 2008) makes statements in the strongest terms to support the value of Outdoor Learning, including the fact that it raises achievement. Head Teachers, Managers, OVCs and Visit Leaders are strongly recommended to familiarise themselves with the main content of this report.

Refer to OEAP Employer Guidance document: ***"Ofsted and LOtC Summary"***

However, it also highlights the finding that *even where LOtC is highly valued and provided to a high standard, it is rarely evaluated with sufficient rigor* – i.e. in the way that classroom learning is evaluated – and a methodology to address this is provided within the OEAP Employer Guidance document: ***Rigorous Evaluation of LOtC: Meeting Ofsted Expectations***

Additional Information for FAR Visits

Farm Visits

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

Refer to **Farming & Countryside Education**: www.face-online.org.uk

Refer to **OEAP National Guidance** document: *Farm Visits*

Water Margin Activities

This section applies to:

Activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in gentle, shallow* water. It does not apply to swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft.

*In this context, paddling means walking in shallow sheltered water (below knee height on the shortest of participants).

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

At the outset the EVC and Visit Leader must decide whether the activity:

a) Falls **within** the definition in bold above - in which case the guidance below applies, and the activity would be categorised as a Curriculum Visit;

Or

b) **Exceeds** the definition in bold above - in which case this is a water-based adventurous activity and Section 23 applies, and the activity would be categorised as a FAR activity.

All staff involved in water-margin activities should be conversant with the guidance contained within *Group Safety at Water Margins*. This document must be made available to all supervising adults in advance of the visit.

As with all visits, where appropriate there should be an approved alternative 'Plan B' that could be used where conditions dictate, and for which parental consent has been obtained if necessary. The leader must have previous relevant experience, and must have been assessed as competent to lead the activity by the EVC and/or Head Teacher.

Water-Based Activities

For clarification of the differences between water-margin and water-based activities see Section 22

The **school** acknowledges the immense educational benefits that water-based activities can potentially bring to young people, and fully supports and encourages water-based activities that are correctly planned, managed, and conducted. In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

The following are not regarded as adventurous activities:

- Swimming in publicly lifeguarded pools - see Section 24;
- Water-margin activities as defined in Section 22;
- Use of commercial craft, tourist boat trips, and similar activities for which young people would not normally wear personal buoyancy.

With the exception of the above, all other forms of water-based activities are regarded as adventurous activities.

The responsibility for the safety of participants in an adventurous activity will rest with either:

a) **An external provider** - see Section 18

The provider must hold a LOtC Quality Badge or complete a Provider Form

Note: If a Provider holds an AALA licence (and/or any other accreditation) but not a LOtC Quality Badge, then a Provider Form is still required.

Note: Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff retain a 'pastoral' duty of care.

Or

b) **A member of your establishment's staff** – (see Section 31 and for further details on adventure activities refer to **the OEA for advice).** This person must be specifically approved by the **school** to lead the activity.

In order to participate in water-based activities, participants should normally be water confident. Participants who lack water confidence may still be able to take part subject to consideration of all factors, including the activity itself and supervision arrangements. The level of water confidence of all participants must be known by the activity leader prior to the commencement of water-based activities.

Visit Leaders should have knowledge of the water conditions/hazards (and potential changes) that might be encountered, and prepare accordingly. Local advice must be sought where appropriate, e.g. coastguard, harbour master, other site users, etc.

Personal buoyancy conforming to the appropriate National Governing Body must be worn at all times by all participants in water based activities, except, at the discretion of the activity leader, where the activity:

a) takes place in a swimming pool, ***or***

b) is 'swimming', ***or***

c) is an activity for which personal buoyancy would not normally be worn by young people.

Swimming

The **school** acknowledges the immense educational benefits that swimming activities can potentially bring to young people, and fully supports and encourages swimming activities that are correctly planned, managed, and conducted.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken. For paddling refer to Section 22 Water Margin Activities.

All swimming activities and venues must be included within the visit plan, and lifeguarding arrangements checked in advance. This is particularly important in respect of visits abroad, where for example, a hotel pool may be available.

Particular consideration should be given to the following factors:

- Unknown locations and hazards, especially overseas;
- Changing environmental conditions; Supervisor complacency & lack of transferable knowledge; Adherence to local advice;
- Preparation and knowledge of young people, i.e. is it a planned activity?

Young people must be supervised by a competent adult at all times whilst undertaking swimming activities. The following criteria apply:

For Swimming pools (lifeguarded):

- UK Swimming Pool safety is guided by various Health and Safety at Work Acts and Regulations. Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely;
- For publicly lifeguarded pools abroad, the establishment's staff must seek assurances that appropriate lifeguard cover is in place prior to participants entering the water; Unless suitably qualified, the establishment's staff should not have responsibility for lifeguarding. However, they do retain a pastoral role for participants at all times either through direct or remote supervision;
- For swimming lessons, the **visit leader** should ensure the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to current guidelines;
- Students with specific medical needs may need 1 to 1 support in the water. Staff should refer to medical profiles or consult with the Head of Care.

Refer to National Guidance: Swimming Pools and Open Water Swimming

For open water swimming and pools without lifeguards refer to Appendix 1 Adventure Activities & Overseas Expeditions

Residential Visits

The **school** acknowledges the immense educational benefits that residential visits can potentially bring to children and young people, and fully supports and encourages residential visits that are correctly planned, managed, and conducted.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

Supervision on Residential Visits

Mixed parties engaged in journeys involving an overnight stay should normally be accompanied by at least one adult of each gender.

School staff retain a duty of care for young people throughout the visit – even if a provider is delivering activities or assisting with overnight supervision. They are always responsible for pastoral care and must be able to deal with an emergency effectively, at all times.

Staff must not smoke in front of young people and should smoke away from buildings and clearly it would be unprofessional for staff to be intoxicated on any visit. There are clear disciplinary procedures in the terms and conditions of employment of staff in relation to Drugs and Alcohol. Policies should be discussed with volunteers as part of their briefing / induction.

The Head Teacher, EVCs and Visit Leaders should check:

- That suitable and sufficient Insurance is in place for all participants (including staff and volunteers)
- All staff have been had appropriate DBS checks
- The accommodation is suitable for the group (for example the provider may hold a LOTC Quality Badge, or should complete the relevant sections of the Provider Form. Also refer to Section 18

Refer to **OEAP Employer Guidance** document: *Residential Visits Mindmap*

Non-prescription medicines and residential visits

School policy is that non-prescription medicines should not normally be given to pupils. This policy is designed to protect the best interests of the child, as well as those of staff. It takes into account several factors:

- the child may well be able to return home if s/he is unwell;
- generally the child will return home at the end of school and a parent/guardian can administer medication if appropriate;
- it should be relatively straightforward to visit a doctor, if required.

However this approach may be inappropriate **on a residential visit**. If a child develops toothache during the night, or a young woman is suffering from period pains, it may be both impractical (and inappropriate) to call a doctor or visit casualty. In some circumstances (during a long coach journey to France for example) it may be difficult to visit a doctor to deal with a problem such as a migraine.

Taking into account the circumstances, it may be appropriate, in accordance with the expectation of the 'duty of care', which the visit leader holds, for him/her to use judgement and common sense (as a parent would) and provide a mild painkiller, however:

> *Staff should **never** give a non-prescribed medicine to a child unless there is specific prior written permission from the parents. Where the Head Teacher agrees to administer a non-prescribed medicine it **must** be in accordance with the employer's policy. The employer's policy should set out the circumstances under which staff may administer non-prescribed medicines. Criteria, in the national standards for under 8s day care providers, make it clear that non-prescription medicines should not normally be administered. Where a non-prescribed medicine is administered to a child it should be recorded ...and the parents informed... **A child under 16 should never be given aspirin or medicines containing ibuprofen unless prescribed by a doctor.***
>
> **(DFE - Managing Medicines in Schools and Early Years Settings)**

It must be emphasised that the visit leader would take this role on a voluntary basis. Establishments should clarify their approach to non-prescribed medicines in their Visit Policy. They may wish to use a modified version of the Model Letter, to obtain parental consent for providing non-prescription medicines.

Alternatively this could be incorporated into the main consent form for the visit.

Visit leaders must ensure that they have obtained parental consent for providing non-prescription medicines before any FAR visit or activity.

Overseas Visits

The **school** acknowledges the immense educational benefits that overseas visits can potentially bring to young people, and fully supports and encourages overseas visits that are correctly planned, managed, and conducted. In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

For all visits it is essential that consideration is given to the following:

a) Culture: food and drink, local customs, religion, expected behaviour/dress, gender and sexual orientation issues, sanitary arrangements, corruption, political stability, local financial information, alcohol & drugs;

b) Accommodation: checked for suitability, security, safety precautions and emergency evacuation;

c) Transport systems have been assessed as safe for use;

d) Advice should be sought regarding the need for inoculations (or other treatment) to be taken as a precautionary measure prior to the visit.

The visit leader should consider the relevant country information from the Foreign and Commonwealth Office website: www.fco.gov.uk ('Home' page, 'Travel & Living Abroad', 'Travel Advice by Country'). All relevant FCO information should be circulated amongst the staff team.

For travel within the European Union (plus Iceland, Liechtenstein, Norway, and Switzerland), all participants must hold a valid GHIC (Global Health Insurance Card). See www.dh.gov.uk

Organising your own visit

Visit leaders who decide to arrange travel independently may seek the advice and help of the Foreign and Commonwealth Office's (FCO) Travel Advice Unit or the government funded Central Bureau for Educational Visits (CBEVE).

Under The Package Travel, Package Holidays and Package Tours Regulations 1992, schools/academies may themselves become organisers, where they contract directly with hotels and apartments for accommodation and with an airline, coach or ferry company for transport and/or with others for excursions.

As an organiser, however, the school would have to provide sufficient guarantee for the refund of money paid over and for the repatriation of the group in the event of insolvency.

Visit leaders organising their own visits should be aware of the EC Directive on Package Travel, Package Holidays and the Package Tours Regulations 1992, as mentioned above.

These regulations impose obligations and liabilities on the "re-organiser" or "other party to the contract" in the case of package travel. Schools/academies organising their own educational visits abroad should be able to justify why their visit is not within scope of these Regulations. A "package" is a combination of any two of: accommodation, transport and other tourist services. To be exempt from the Regulations, a package should not be a regular event.

- The regulations should not apply for visits that have a clear educational aim and are part of the curriculum of the pupils. Schools should therefore clearly state the main educational aim(s) of the visit on their visit approval forms.

- The package travel regulations are quite complex and schools unsure of their situation should contact the Department of Trade and Industry or CBEVE. The DTI advise that school ski trips (which are voluntary activities undertaken by some pupils) fall within the regulations unless they are organised only occasionally. Schools are therefore advised generally to organise ski visits through bonded tour operators.

Refer to **National Guidance**: Overseas Visits

Overseas Expeditions

The **school** acknowledges the immense educational benefits that overseas expeditions can potentially bring to young people, and fully supports and encourages overseas expeditions that are correctly planned, managed, and conducted. In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

Overseas Expeditions (for the purposes of this document) are defined as those, which typically involve journeying in remote areas of the world and/or in developing countries.

There are stringent requirements on Overseas Expedition providers, and establishments may therefore need to allow **up to 18 months for internal scrutiny to be completed**.

Overseas Expeditions should only be approved by the Head Teacher if the provider either:

a) Holds an LOtC Quality Badge www.lotcqualitybadge.org.uk ***or***

b) Provides a statement of compliance with Guidance for Overseas Expeditions, Edition 3

The contract for the expedition **must** be with the school not direct with parents (refer to Section K: Contracts and Legal Issues, of the above guidance).

For providers that do not hold a LOtC Quality Badge, 'Guidance for Overseas Expeditions, Edition 3' should be referred to when the proposal is initiated. This document contains information for both establishments and providers, and includes a checklist of vital aspects that **must** be considered prior to the establishment making a commitment with an external provider. Overseas expedition providers are required to comply with the minimum standards specified in this document.

When planning an expedition and selecting a provider, establishments should particularly consider the educational aims of the venture, that appropriate progression takes place, and that the requirements relating to 'Best Value' are met.

Visit leaders may find it beneficial to (the school strongly recommends that leaders do) attend the one day course entitled 'Overseas Expeditions Fieldwork Course organised by the Royal Geographical Society www.rgs.org/eac

Refer to National Guidance: Overseas Expeditions and Mind map overseas Expeditions and also on EVOLVE, resources section.

Exchange Visits

The school has adopted the **OEAP National Guidance** document: **Young People's Exchange Visits** on the OEAP NG website section 7f. **School staff** are required to adhere to all relevant aspects of this guidance when organising exchange visits and homestays.

Please note that DBS checks may be required for host families in the UK – but host families abroad should fill in the **Host Family Stay Information Form** (see the above guidance document – translations are available). Control measures and contingency plans outlined in this guidance should be put in place.

- Refer to the British Council (Learning) www.britishcouncil.org
- Refer to **OEAP National Guidance document**: *Exchanges & home-stays* and Mind map Student Exchange
- Refer to **OEAP National Guidance**: *Overseas visits*
- **Overseas Expeditions:** refer to **Appendix 1 Adventure Activities & Overseas Expeditions**
- See also EVOLVE, National Library, 'other documents' section for templates

Adventurous Activities

The school acknowledges the immense educational benefits that adventurous activities can potentially bring to young people, and fully supports and encourages adventurous activities that are correctly planned, managed, and conducted. In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

The responsibility for the safety of participants in an adventurous activity will rest with either: a)

An external provider

The provider must hold a LOtC Quality Badge or complete a Provider Form

Note: If a Provider holds an AALA licence (and/or any other accreditation) but not an LOtC Quality Badge, then a Provider Form is still required.

Note: Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a 'pastoral' duty of care.

Or

b) **A member of your establishment's staff**

This person must be specifically approved by **the school's Head teacher and Governing Body** to lead the activity.

For further details on adventure activities refer to **Appendix 1 – Adventure Activities and Overseas Expeditions**

Leader Qualification for Adventurous Activities

In Appendix 1 of this document the appropriate qualification for an instructor is given for each activity. Teachers who provide these activities to young people on roll of their own school are not required to be licensed by AALA but the same standards will be applied and they will need to hold relevant National Governing Body qualifications outlined in Appendix 1 of this document. Non possession of such an NGB award may be for a variety of reasons, therefore it does not necessarily mean such a person is not able to take such an activity. If the school is leading an adventure activity such as canoeing, the Head Teacher and Governing body must ensure that the group leader and other supervisors are suitably competent to lead or instruct pupils in the activity.

Criteria for Approval

Approval will normally be given where the leader of the activity has recent relevant experience, is appropriately qualified through the relevant National Governing Body and holds an appropriate first aid qualification.

In cases where no National Governing Body exists, the **school** will make a decision based on factors which may include: technical advice, the leader's stated competence, observed competence, past experience, and attendance at training courses.

Internal approval within the school will always be subject to a requirement that the leader must act at all times within the remit of his/her qualifications, and in accordance with National Governing Body Guidelines where these exist. Reference to the other aspects of the visit such as general management and supervision skills, the risk assessment should also be taken into consideration.

Definition of an 'Adventurous Activity'

The following activities are regarded as 'adventurous':

- All activities in 'open country' (see below)
- Swimming (all forms, excluding publicly lifeguarded pools)
- Camping
- Canoeing / kayaking
- Sailing / windsurfing / kite surfing
- Rafting or improvised rafting
- Use of powered safety/rescue craft
- All other forms of boating (excluding commercial transport)
- River/gorge walking or scrambling
- Coasteering/coastal scrambling/sea level traversing
- Underground exploration
- Shooting and archery
- Snowsports (skiing, snowboarding, and related activities), including dry slope
- Air activities (excluding commercial flights)
- Horse riding
- Motor sport – all forms

'Open country' is normally defined as land above 300m, <u>or</u> more than 1.5 km (30 mins) from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate.

For further details on adventure activities refer to section 31, below.

The following activities are **<u>not</u>** regarded as 'adventurous'. However, these activities must be supervised by a member of staff who has previous relevant experience and who in the opinion of the EVC and Head of Establishment is competent to supervise the activity:

- Water skiing
- Snorkel and aqualung activities
- Hill walking and Mountaineering
- Rock climbing (including climbing walls)
- Abseiling
- Walking in parks or on non-remote country paths
- Field studies - unless in the environments stated in 'open country'
- Swimming in publicly lifeguarded pools
- Theme parks
- Tourist attractions (including commercial 'show caves')
- Pedal go-karts
- High level ropes courses
- Off road cycling/ mountain biking
- 'Extreme' sports
- Other activities (e.g. initiative exercises) involving skills inherent in any of the above
- Ice skating (rink)
- Farm visits
- Local traffic survey
- Museum, library, etc.
- Physical Education and sports fixtures (other than the above)
- Water-margin activities as defined in this policy

Weather and Clothing

Where appropriate, the visit leader must obtain and act upon recent weather forecasts and local advice.

Participants should be adequately clothed according to:

- The time of year, prevailing weather conditions, altitude and exposure to elements;
- Likely changes in weather;
- The experience and strength of the party;
- The nature of the visit and environment.

When venturing away from immediate help, leaders should consider the need for:

- Comfort, insulation and shelter for a casualty;
- Comfort, insulation and shelter for the whole group;
- Provision of emergency food and drink;
- Torch;
- Possible need of signalling equipment and/or mobile phone (NB. Mobile phones may not work in remote areas);

It is primarily the responsibility of the visit leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (e.g. Plan B) to suit changed or changing circumstances - for example: over-busy lunch area, rain, rising water levels, etc.

Appendix 1- EVC Visit Check List

Visit/Activity Specific

- ☐ Preliminary visits have taken place or the staff are familiar with the venue;
- ☐ Any third party providers have been appropriately selected;
- ☐ Parental consent, where required, is in place;
- ☐ Parents have been provided with appropriate information;
- ☐ There are clear learning aims, objectives and outcomes, which contribute to the wider aims/ethos of the establishment. An evaluation process is in place;
- ☐ The **Visit Leader** and **Assistant Leader** team are sufficiently confident and competent for this activity with this group;
- ☐ The Visit Leader is responsible for, and has ownership of, the risk assessment;
- ☐ All staff and participants are aware of the contents of the risk assessment and have been involved in the planning process;
- ☐ There are sufficient competent adults to ensure effective supervision and to deal with incidents and emergencies;

- ☐ All staff are aware of their roles and responsibilities;
- ☐ Medical, first aid, inclusion and safeguarding issues have all been addressed;
- ☐ Any travel, transport, and residential arrangements are appropriate;
- ☐ There is a 'Plan B'/alternative options if needed, including what will happen if the visit is cancelled;
- ☐ Where necessary, there is a designated 24/7 **Visit Duty Officer** with access to all information and documentation relating to the activity;
- ☐ The Visit Leader has sufficient funds and an effective means of communication in case of an emergency;
- ☐ Suitable insurance is in place.

Finally

- ☐ All relevant requirements of the Local Authority and Maplewell Hall School policy and procedure have been met;
- ☐ The Visit Leader, Assistant, Staff Team and Activities are appropriate for this group of students at this venue;
- ☐ This Visit is well prepared and ready for approval.

Appendix 2 - Assessed Visit Leaders

Far Leaders: Assessed as competent to act as Visit Leader or Assistant Visit Leader on all categories of Visit and have attended Local Authority EVC or Group Leader training.

Liz Bullock;
Rob Cooper;
Chris Hoult;
Georgina Smith;

Curriculum Visit Leaders: Assessed as competent to act as Visit Leader on Curriculum and School Learning Area visits, and to act as Assistant Visit Leader on FAR visits.

School Learning Area Leaders: Assessed as competent to act as Visit Leader on School Learning Area Visits, and to act as Assistant Visit Leader on Curriculum Visits.

All other employees of Maplewell Hall School are assessed as competent to act as Assistant Visit Leader on School Learning Area Visits.

Appendix 3- In-house Itinerary. To be handed to reception upon leaving with a printed register

Evolve Itinerary Form

This form should be printed and attached to your Evolve register and handed to reception upon departure. All registers should be completed accurately on evolve before departure.

Date:		Departure time from school:	
Overview of destination(s)		Departure time from destination:	
		Estimated arrival time back in school:	
Staff names and contact numbers			
Itinerary breakdown			
Time	Location	Means of travel	Any other detail

Work experience Evolve form

This form should be completed and handed to reception for the day if a pupil is attending work experience during the school day. This should include a printed Evolve register, alongside the correct attendance mark on Go4Schools

Pupil name:												
Date of work experience:			Timings for work experience:									
Staff details:			Staff contact no:									
Pupil contact no:												
Staffing support details: (check box)	Dropping off and collecting		Drop off only		Collecting only		Full support		Supporting for the following times			
Is the pupil travelling home via: (check box)	School transport		Independently via public transport		Independently via walking		Independently via own transport		Collected by parent/carer			
Key contact person at placement:												
Telephone number of placement:												
Address details of the placement:												

Will the pupil be travelling during the placement: (check box, add further information)	Yes, please give further location details		No:	

Appendix 4 – DfE Generic Consent Letter

Consent form for school trips and other off-site activities

Please sign and date the form below if you are happy for your child, <*name of the child*>:

a) To take part in school trips and other activities that take place off school premises; and

b) To be given first aid or urgent medical treatment during any school trip or activity.

Please note the following important information before signing this form:

- The trips and activities covered by this consent include; ○ all visits (including residential trips) which take place during the holidays or a weekend ○ adventure activities at any time
  ○ off-site sporting fixtures outside the school day, ○
  all off-site activities for nursery schools.
- The school will send you information about each trip or activity before it takes place.
- You can, if you wish, tell the school that you do not want your child to take part in any particular school trip or activity.

Written parental consent will not be requested from you for the majority of off-site activities offered by the school – for example, year-group visits to local amenities – as such activities are part of the school's curriculum and usually take place during the normal school day.

Please complete the medical information section below (if applicable) and sign and date this form if you agree to the above.

Medical information
Details of any medical condition that my child <*name of child*> suffers from and any medication my child should take during off-site visits:

……
……

Signed……..

Date……

Appendix 5 – Parental and Medical Consent Letter

Adventurous Activity, Outdoor Learning or Offsite Visit Consent Form

The group leader must take this form (or a copy) on the activity

School/Organisation	**Maplewell Hall School**

1. Details of Visit:

Visit to (Full address):			
Outline of activities making reference to specific risks.			
From (date & time):		To (date & time):	

I agree to my son / daughter / ward:

Full Name	

Taking part in the above-mentioned visit and, having read the information sheet, agree to his/her participation in the activities described. Having read the information sheet I declare my child to be in good health and physically able to participate in all of the activities mentioned. I acknowledge the need for good conduct and responsible behaviour on his/her part.

2. Medical Information about your Child:

(a) Does your son / daughter suffer from any conditions requiring medical treatment, including medication?

YES / NO

If yes, please give brief details:	

(b) Please outline the type of pain/flu relief medication your child may be given if necessary:

(c) To the best of your knowledge, has your son/daughter been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that may be contagious or infectious?

YES / NO

If yes, please give brief details:

(d) Is your son/daughter allergic to any medication?

YES / NO

If yes, please give brief details:

(e) When did your son/daughter last receive a tetanus injection?

(f) Please outline any special dietary requirements of your child:

I will inform the group leader/headteacher as soon as possible of any changes in the medical or other circumstances between now and the commencement of the journey.

3. Insurance Cover

I understand that the visit is insured in respect of legal liabilities (third party liability) but that my child has no personal accident cover unless I have been specifically advised of this in writing by the organiser of the visit.

I also understand that any extension of insurance cover is my responsibility unless advised differently by the organiser of the visit.

4. Emergency Contacts

I may be contacted by telephoning the following numbers (please include **all** persons with legal responsibility for the young person):

Name:					
Tel. Home:		Work:		Mobile:	

Name:

Tel. Home:		Work:		Mobile:	

Name:					
Tel. Home:		Work:		Mobile:	

Name:					
Tel. Home:		Work:		Mobile:	

Appendix 1 ***Cont.***

My home address is:	

If not available at above, please contact:

Name:	
Tel. No.:	
Address:	

Name, address and telephone number of family doctor:	

5. Declaration

- I have read the attached information provided about the proposed visit and the insurance arrangements.
- I have noted where and when the youngsters are to be returned and I understand that I am responsible for getting my child home safely from that place.
- I am aware of the levels of insurance cover.
- I will ensure that any change in circumstances that will affect my child's participation in the visit will be notified to the organiser/headteacher prior to the visit.
- I agree to my son/daughter receiving medication as instructed and any emergency dental, medical or surgical treatment, including anaesthetic and blood transfusions as considered necessary by the medical authorities present. I understand the extent and limitations of the insurance cover provided.

Signed:	(Parent/Guardian with legal responsibility for the young person)
Name:	(Please print)
Date:	

Appendix 6 - Visit Leader Emergency Action Card

This card should be carried by all staff accompanying students on a visit. It should be issued on departure by reception staff as part of the departure pack.

An emergency is defined as:

- an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury;
- circumstances in which a party member might be at serious risk or subject to serious illness;
- any situation in which the press or media might be involved.

Emergency Procedure

In the event of an emergency the Visit Leader, or if unable to, the Assistant Leader, or if unable, an accompanying member of staff should use the following to guide their actions:

6. REMAIN CALM - Assess the situation;
7. Safeguard yourself and then any other uninjured members of the group. Make sure all other members of the party are:
   - ✓ accounted for;

- ✓ safe;
- ✓ adequately supervised;
- ✓ briefed to ensure that they understand what to do to remain safe;

8. Call emergency services as appropriate;
9. Carry out first aid to the best of your abilities. Remember the aims of first aid are to d. Preserve life;
    e. Prevent the condition worsening;
    f. Promote recovery;
10. Delegate Assistant Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity;

Essential First Aid

5. The first priority is **breathing.** Casualties need to be able to breath. If they are unconscious this means being put into a position that protects their airway;
6. The second priority is **bleeding.** Try to find and stop and serious bleeding;
7. The next priority is to protect the casualty from the environment: Keep them warm and remove or reduce any hazards;
8. While you wait for emergency services to arrive, monitor their condition, talk to them, reassure them and provide emotional support.

Do not give a casualty any medication, food or drink

Once the immediate emergency has been contained:

The Visit Leader should inform the Visit Duty Officer or Head Teacher. During the school day, this should be done by calling the main school number – 01509 890237. Ask for any member of SLT if the Duty Officer is unavailable. Out of school hours, call the Visit Duty Officer. If unavailable, contact the Local Authority on the Crisis Line number: 0800 9531515.

The Visit Leader will need to give the following information:

- The name of the visit leader, which school they are from and what their role is within the group;
- What number they can be called back on;
- The nature of the emergency;
- The number of casualties and their status;
- The total number of people in the party;
- Their current location
- Whether the group are staying where they are or moving, and if are moving, where to; What time the accident/incident happened.

The Visit Leader should then:

- Liaise with, and take advice from, emergency services if they have attended the scene;
- Consider the physical needs of the group and casualties in terms of shelter, refreshments, transport/repatriation;

- Consider the emotional needs of the group such as removing them from the scene; providing emotional support (they can often do this for each other); giving them useful things to do;
- Control communications and prevent group members (staff and students) from using phones or going online unsupervised or until approval is given;
- Keep a written log of all actions taken, conversations held and a timescale of events; Refer all media, parental or other enquiries to contact the LA via the Crisis Line; Inform the Foreign Office Consular Assistance Team if abroad.

Emergency Numbers

Name	Telephone	Mobile
School/Establishment	**01509890237**	
Visit Duty Officer: Kasia Glinka		**07784975098**
Visit Duty Officer: Chris Hoult		**07886573915**
Visit Duty Officer: Andrew Patterson		**07879486834**
Head Teacher: Jason Brooks		**07729027497**
Local Authority Crisis Line	**0800 9531515**	
Emergency Services	**999 or 112 in UK**	**112 in Europe**
Foreign Office Consular Assistance	**+44 20 7008 1500**	

Appendix 7 – Adventure Activities

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Introduction

This appendix includes specific information relating to the adventure activities. If you are planning an adventure activity for which procedures are not outlined in this section, you should follow the National Governing Body guidance for that activity including any requirements for staff competence, qualifications, safety equipment, ratios, etc. (where this is available).

The following notes are provided to make clear the range of national and local qualifications available, **and to outline the minimum standards of competence required by the school**. Suggested Staff/student ratios are included - but ratios should always be reviewed as part of the risk assessment. Refer to **Guidelines for Offsite Visits and Adventure Activities**:

- Section 31 **Adventure Activities**

Where national or local coaching awards exist, they provide a useful benchmark for levels of technical competence, but managers/Head Teachers **and EVCs should balance this with knowledge of the experience and competence of the member of staff to be leading the activity**. Even the most exhaustive of national qualifications is assessed in a matter of days, or at the most weeks. It is usually outside the remit of these qualifications to measure group control, or the ability to deal with difficult or disruptive young people. In many instances, these qualities coupled with a clear understanding of the leader's own working limitations, are as important to the safe running of activities as good equipment and technical competence.

Where qualifications are specified or relevant, the Manager/Head Teacher/EVC must ensure that any employees or volunteers running activities produce evidence of their qualification (original certificates and logbooks must be produced)**,**

Awards held by instructors / leaders must be currently valid with the National Governing Body, including:

- Paid up membership where required
- Valid First Aid qualification where required
- Evidence of recent / current activity and or revalidation where required

Adventure Activity Licensing

Under some circumstances providing adventure activities to under 18s without a licence can be a criminal offence. Managers/Head Teachers and EVCs must ensure that proposed activities do not breach licensing regulations. Advice is available from the Health, Safety and Wellbeing Team.

Refer to **OEAP National Guidance** document: *Adventurous Activities*

Open Water Swimming

No Open Water Swimming can take place without prior school approval.

Hotel (and other) Swimming Pools without lifeguards

Establishments should check the lifeguarding position in advance. No swimming can take place unless local appropriately qualified staff are available.

Canoeing and Kayaking

National Governing Body: The British Canoe Union

Relevant Qualifications

Administers a wide variety of coaching qualifications, which are relevant to different circumstances:

Coach Level 1-5

These qualifications are available in 3 basic types of craft (Kayaks, Open Canoes and Placid Water Open Cockpit Kayak). They are also split between inland and sea for kayaks. Advice is available from the BCU.

Canoeing activities must be run by staff/instructors with appropriate B.C.U. qualifications. They must be operating within the remit of their award: advice is available from the BCU.

Sailing

National Governing Body: The Royal Yachting Association

Relevant Qualifications

Instructor

Senior Instructor

There are separate qualifications for tidal areas.

Staff running sailing activities must hold current RYA qualification(s). They must be operating within the remit of their award: advice is available from the RYA.

Walking in Open Country/Remote Terrain

The **school** acknowledges the immense educational benefits that open-country activities can potentially bring to young people, and fully supports and encourages open-country activities that are correctly planned, managed, and conducted.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

For the purposes of **school** approval, 'open-country' 'remote terrain' is normally defined as terrain, which is moorland or more than 300m above sea-level, and from which it would take more than 30 minutes travelling time to reach any accessible road or refuge. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate.

Open-country activities are regarded as 'adventurous' and therefore these visits require full Head Teacher approval.

The responsibility for the safety of participants in an adventurous activity will rest with either:

a) **An external provider** - see *Section 18*.

The provider must hold an *LOtC Quality Badge* or complete a Provider Form

Note: If a Provider holds an *AALA licence* (and/or any other accreditation) but not an LOtC Quality Badge, then a Provider Form is still required.

Note: Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a 'pastoral' duty of care.

or

b) **A member of your establishment's staff** - see requirements below.

This person must be specifically approved by the **school** to lead the activity.

The following minimum levels of technical competence apply where a member of the establishment's own staff intends to lead an open-country activity.

Walking (including Hill Walking, Fell Walking, Rambling, etc.)

National Governing Body: The Mountain Training England www.mountain-training.org/homehttp://www.mountain-training.org/home-nations/englandnations/england and Sports Leaders UK (SLUK) www.sportsleaders.org/awardsqualifications

Relevant Qualifications:

SLUK Basic Expedition Leader (BEL, previously BELA: formerly BETA!)
A basic qualification for Leaders wishing to take groups walking or camping in rural areas, in summer conditions (NB. does not include hill walking). The BEL award is a suitable training programme for staff wishing to lead groups in the low level areas, using well marked footpaths without technical difficulties.

Walking Group Leaders Award (WGL)
Nationally recognised fell walking award for leaders of walking groups in summer conditions, in nonmountainous hilly terrain (Known variously as upland, moor, bog, hill, fell or down), with well-defined obvious boundaries, such as roads and coastlines, where any hazards within it are identifiable and avoidable and where wild camping or movement on steep ground is not involved.

Mountain Leader Award (ML)
This award is intended for those who take groups walking and camping in hills and mountains during the summer months, where the use of ropes is not envisaged. Includes movement on steep ground, and leadership on this terrain.

Winter Mountain Leader Assessment
This is a separate course, which assesses leaders in the more arduous conditions which can be found in winter, including movement on snow and ice.

Mountain Instructor Assessment (MIA), Mountain Instructor Certificate (MIC)
These awards both have the summer ML as a prerequisite, but they require additional rock climbing and mountaineering skills. The latter award also requires the winter "ML" and includes winter climbing on snow and ice.

For hill walking (excluding low level walks on well-marked public footpaths without technical difficulties) the member of staff/instructor must hold the appropriate MTE qualification. They must be operating within the remit of their award: advice is available from MTE.

Rock Climbing (including climbing walls and abseiling)

National Governing Body: The British Mountaineering Council, and Mountain Training England

Relevant Qualifications

Climbing Wall Award (CWA)
Remit is artificial climbing walls, with separate endorsements for teaching abseiling and lead climbing.

Single Pitch Award (SPA: formerly SPSA)
Nationally recognised qualification for instructing rock climbing on climbing walls and suitable single pitch crags.

Mountain Instructor Award (MIA)
This requires the summer ML Award as a prerequisite. It includes lead climbing and multi-pitch climbing as well as top roping.

Mountain Instructor Certificate (MIC)
This requires the Summer and Winter ML Awards and involves lead climbing, top roping, and winter snow and ice climbing.

Staff running rock climbing or abseiling sessions requiring the use of ropes must hold the appropriate MTE qualification. They must be operating within the remit of their award: advice is available from the MTE.

Abseiling

Staff supervising abseiling should be qualified to the standards outlined above (Abseil module required for CWA).

Snowsports

The **school** acknowledges the immense educational benefits that snow sport activities can potentially bring to young people, and fully supports and encourages snow sport activities that are correctly planned, managed, and conducted.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

Snowsports (e.g. skiing and snowboarding) are regarded as adventurous activities.

There are advantages to snow sports taking place during term-time as opposed to during the establishment holiday period. These include: greater choice generally, less queuing for lifts, less crowded slopes therefore less chance of collisions occurring, less crowded resort, higher possibility of 'sole use' of accommodation, lessons more likely to be conducted by permanent snow sport establishment instructors (as opposed to 'casual' instructors), greater likelihood of English speaking instructors, considerable cost savings through avoiding high season (possibly allowing more young people to participate), etc.

It is strongly recommended that a member of staff intending to organise a snow sport visit (**but not instruct**, lead or supervise on snow) should hold the Snow sport Course Organiser Award (SCO), administered by Snow Sport England www.snowsportengland.org.uk and must have previously accompanied at least one educational snow sports visit. It is good practice for staffing to include one or more Alpine Ski leader.

Young people may only participate in snow sports when under the direction of an appropriately qualified and competent person. This would normally be an instructor employed by the local snow sports school. Establishments should therefore consider the merits of fully instructed lessons of 4/5 hours duration per day.

A member of staff intending to lead skiing or snowboarding (i.e. not using a ski school instructor) must be qualified as below and have been approved- see Section 32

Skiing: The minimum qualification to lead skiing on snow is:

- The Alpine Ski Course Leader Award (ASCL) www.snowsportengland.org.uk ***or***
- The Alpine Ski Leader Award (ASL) www.snowsportscotland.org **or**
- BASI Level 2 Alpine Instructor or higher www.basi.org.uk

Snowboarding: The minimum qualification to lead snowboarding on snow is:

- The Snowboard Leader Award (SBL) administered www.snowsportscotland.org **or**
- BASI Level 2 Snowboard Instructor or higher www.basi.org.uk

NOTE: A skiing qualification is not appropriate for instructing or supervising snowboarding and vice versa.

Young people must not participate in off-piste activities except when under the instruction of a ski school.

Helmets

The wearing of helmets is now highly recommended by all participants including staff. In practice this means:

- All participants and staff **should consider** wearing approved snow sport helmets.
- Helmets should normally be worn during snow sport activities, and **must** be worn when local laws or regulations dictate this.
- In specific circumstances, based on risk assessment instructors / staff may determine that they are not required. A risk assessment might indicate that the wearing of a helmet was unnecessary and would or might interfere with the activity. For example, a helmet would not be required for cross-country skiing (langlauf, ski de fond). Helmets might not be required by staff without skis assisting people on or off uplift or “collecting” a group at the bottom of a nursery area. This may also be true for complete beginners learning in a segregated, gentle area through which faster skiers and snowboarders could not pass. If in doubt, helmets should be worn.

Helmets must be correctly fitted and appropriate for purpose. Staff should learn how to fit helmets so that they become competent and are able to spot if they are being worn incorrectly. Where helmets are rented, they should be fitted by the person renting the equipment to you (as are skis etc). If a parent supplies the helmet, they are responsible for it being in a serviceable condition (at the start of the snow sports tour at least) and fitting correctly. Staff should still check this.

It is possible that hire shops/tour operators will not have sufficient stocks of helmets in place so it is essential to discuss this with them in plenty of time so that adequate stocks can be made available. If you are arranging equipment rental in the UK it is useful to book helmets as part of this package to ensure all participants have suitable helmets. If not, contact your tour operator to ensure all participants will be provided with suitable helmets as part of the equipment package. Provision of helmets should be 'costed' as part of the overall package, not as an optional extra.

Important: Some resorts in USA or Canada may have unacceptable **liability waiver requirements**. The establishment must check the liability position prior to making a commitment. All ski companies should be requested to fill in and sign the Provider Form – and ask if waiver statements are required.

Dry slope skiing and indoor slopes with artificial snow

Training on artificial slopes is often used as a preparation for ski trips, and may be used as an activity in its own right. Students should receive instruction from qualified staff (minimum qualification Club instructor). Instructors can normally be booked in advance at most slopes. The maximum group size should be 10.

It is recommended that a member of staff should accompany lesson groups (or if not, observe the lesson to ensure appropriate behaviour).

Clothing

Helmets worn according to risk assessment and ski slope operator's guidance– check on availability before booking.

Tumbles on dry slopes can be painful and students should wear thick trousers and have their arms covered.

Gloves or mittens should be worn. Thick socks should be taken.

Supervision by staff

Students who have/are receiving qualified instruction may be supervised during additional practice sessions after lessons, by staff who are experienced skiers provided the participants all meet the standards of competence required by the venue. The maximum number of students in such a group should be 5.

Students should not be allowed to ski alone.

Camping and Campcraft

Camping may be an end in its own right, or it may provide cheap residential accommodation and the means to engage in other activities. There is no specific National Governing Body but the following qualifications provide useful training and experience of camping:

- **The Basic Expedition Leaders award (BEL)**
- **The Walking Group Leaders Award (WGL)**
- **The Summer Mountain Training England Scheme (ML)**
- **Level 2 Basic Food Hygiene Award – If staff are preparing food for pupils**

It is particularly important that a qualified first-aider is available during camping trips.

Group Size

One instructor should not supervise more than ten camping. Both male and female staff should normally supervise mixed groups. **Before any trip**

Training should be given in erecting the tents and **especially in the safe use of stoves**.

Permission should be sought to camp.

Communal equipment should be fully checked as well as personal equipment.

Emergency Equipment

A first-aid kit must be available and should contain burn dressings.

There is a high fire risk from cooking in tent doorways and this should usually not be permitted

NOTE

- Staff responsible for purchasing tents should consider buying tents with entrances at each end, because of the additional safety they provide in case of fire.

- Staff should be aware of the dangers involved in refilling Trangia stoves with methylated spirits, and from changing Camping Gaz cylinders. Stoves requiring the gas cylinder to be punctured should not be used (i.e. gas cylinder/bottles should be re-sealable).

- Where appropriate, fuel for stoves should be held by the leader/instructor, who should supervise the refuelling of stoves.

- If Duke of Edinburgh's Award groups are camping unaccompanied they should be visited at least once in the evening or morning.

Orienteering

National Governing Body

British Orienteering Federation (BOF)

Relevant Qualifications

BOF Teacher/Leader Level 1/2

BOF Instructor

1. Orienteering is an activity, which can be run at a variety of levels from a school playing field to mountains in wild country areas. Clearly the experience and expertise required of staff will increase with the demands of the terrain, and of course the progress of the group. (At a low level in a familiar area, suitably experienced staff may need no additional qualifications).

2. Staff should be wary of sending individuals off on their own particularly in parks and other open areas in the town. Depending on the circumstances it may be more appropriate to organise the groups into pairs or larger groups. Whistles should be issued for emergency use, particularly in wild country areas.

3. On rugged terrain or in wooded areas participants must wear full leg and arm cover. Footwear should be appropriate to the circumstances.

Mountain Biking (and Off Road Cycling)

National Governing Body and Relevant Qualifications

There is no one body nationally recognised as the "Governing Body" for mountain biking. However organisations such as CTC and MIAS offer training and assessment, which have wide recognition.

The British Cycling Federation offers advice on touring, etc.

1. Cycling on busy roads is hazardous, particularly with large groups. Routes should be selected to avoid main roads, and all roads if possible. If roads must be used then participants should cycle in single file, if possible with a member of staff at the front and back of the group.

2. Helmets are required at all times.

3. Bikes should be maintained in good condition and checked before use.

4. Staff should be aware that there is not an automatic right of way for cycling on public footpaths or canal towpaths. (Public roads and bridleways can be used - permits are available for some canal tow paths.) Access should be checked where necessary. Group leaders should be conscious of the erosion which can be caused by mountain bikes, and avoid sensitive areas.

Staff Ratio

At least 1:8. It is recommended to have two staff with the group especially on roads and in wild country.

Combined Water/Rock Activities (and other Hybrid Activities)

This category encompasses a wide range of activities and environments each with their own level of objective danger. A number of highly publicised accidents have occurred involving hybrid water / rock activities, and they require careful planning combined with judgement and experience. There is no single NGB qualification relevant to these activities, but certain Awards will be more or less relevant, depending on the specific environment. For activities involving movement on steep rock, and/or use of ropes, rock climbing or mountaineering qualifications may be appropriate, but for some gorges, knowledge of caving techniques may be more relevant. Expertise in white water canoeing may enable more effective ongoing risk assessment of water hazards.

The HSE has produced an information sheet 'Combined water and rock activities: Guidance for providers' available from:

HSE - Publications: Free Leaflets - Entertainment and Leisure www.hse.gov.uk

As there is no single NGB qualification appropriate to all hybrid activities, leaders must hold relevant related qualification(s), supplemented by 'in house' site specific approval following appropriate training, with assessment and certification from an 'in house' expert.

Where combined water/rock activities are planned, ample advanced notice should be given to the EVC/Head Teacher to ensure that these requirements have been met.

Diving

Diving activities must be delivered by a reputable contractor with HSE approved diving qualifications e.g., PADI, BSAC, NAUI. Diving instructors must have an annual diving medical and be passed fit to dive. The contractor must complete the Diving Contractor's Declaration form below.

All activities and procedures must conform to the HSE Approved Code of Practice (ACOP) for Recreational Diving Projects (L105). The Dive Plan and Risk Assessment must be available for inspection.

Ratio

For open water, the ACOP requires the minimum size of the dive team (excluding students) to be three: (one on the surface and two in the water). The person on surface watch has a key role in the event of an emergency, and this person must be:

- Competent
- Well briefed
- Familiar with the dive plan
- Able to raise the alarm and summon further assistance

The instructor/ student ratio should be determined by the dive risk assessment and project plan, but should not exceed the recommended levels of the appropriate diving organisation. It must take account of the age and experience of the students.

Leaders of school/youth groups should note that the maximum group sizes and ratios permitted by some diving organisations can be relatively high and this is an aspect of 'quality', which may be partially affected by commercial pressures rather than just risk assessments based on prevailing conditions. Low instructor to student ratios (less than 1 to 4) and a competent well-briefed surface watch are major factors in the quality and safety of initial dives with young people. The maximum group size and ratio should be clarified and agreed prior to booking.

Whilst the HSE ACOP is not enforceable abroad, it forms a useful basis for checking the suitability of overseas providers, and is a model of best practice.

If teachers or other **school** staff are to take part in diving activities, then technically they are 'diving at work' and it is good practice for them to have a diving medical.

Equipment must be maintained by a competent person in accordance with the Approved Code of Practice and servicing should be recorded.

Sub Aqua Provider Questionnaire

Provider_____ School/Group_____

1. Will all sub aqua activities undertaken comply with the Approved Code of Practice (Recreational Diving Projects, HSE 2014)? .....

2. Is diving equipment serviced in accordance with the manufacturer's service schedule (and any relevant national or international standards) and have cylinders been tested for fitness for use in accordance with regulations?
   .....

3. Is all maintenance carried out by a competent person? Are written records of inspection and maintenance kept, and available for inspection?
   .....

4. Do all members of the dive team hold HSE approved diving qualifications at an appropriate level for the planned activities?
   .....

5. Which governing body will the dive team operate under?
   .....

6. What will the size of the dive team be (excluding students)?
   .....

7. Will the dive team include any members of the school / group staff? (If so, state their role)

   .....

8. Have all members of the dive team had a Diving Medical within the last 12 months, and been passed fit to dive?
   .....

9. What will the ratio of diving instructors to students be?
   .....

10. Will a competent well-briefed person be on surface watch (for open water dives)?
    .....

11. Will the surface watch be a member of your staff team?
    .....

12. Has any formal enforcement action been taken against you?
    .....

13. How long has your company been in operation?
    .....

14. How long have the instructors, who will be working with the young people, been in your employment in their present capacity?
    .....
    .....

15. About how many young people have undertaken diving courses with your company previously?

.....

16. What award will the young people be working towards?

.....

Please return this form together with the Dive Plan and Risk Assessment for the training programme.

The Duke of Edinburgh's Award Scheme

For guidance on operating DofE please contact the Regional Office;

(T): 01213089470

(F): 01213085561

(E) centralengland@DofE.org .

Contacts

Health and Safety Adviser ..... Health and Safety Team
Office: 0116 305 5515
E-Mail: healthandsafety@leics.gov.uk

Health, Safety and Wellbeing Manager ..... Colin Jones
Office: 0116 3057552
E-mail: colin.jones@leics.gov.uk

Legal Services ..... David Morgan
Office: 0116 3056007
E-mail: david.morgan@leics.gov.uk

Insurance questions ..... David Marshall-Rowan
Office: 0116 3057658
E-mail: david.marshall-rowan@leics.gov.uk

LA Emergency Contact for visits (24 hour) ..... Pager 07659 170195
Mobile 07786 198283
E-mail: emergencymanagement@leics.gov.uk

OEAP Employer Guidance	**http://oeapng.info/**
National Library	www.national-library.info
LOtC	www.lotc.org.uk
LOtC Quality Badge	www.lotcqualitybadge.org.uk
Outdoor Education Advisers Panel	www.oeap.info

Figure 1

Categories Of Activity And Levels Of Approval

CATEGORY	LEVEL OF APPROVAL	ACTIVITY	ENVIRONMENT / LOCATION
A	HEAD OF SCHOOL	• Sports fixtures, within the county • School Swimming – formal teaching in life-guarded pools • Regular visits to libraries, places of worship, study support centres, local parks and open spaces, local shops etc. • Fieldwork in environments with no technical hazards (e.g. Bradgate Park, Swithland Woods, Leicester City Centre etc.) • Visits to local/city museums and Space Centre	Local parks, residential areas and shopping areas.
B	HEAD OF SCHOOL	• Full Day Visits to museums, attractions and parks some distance from the City. (Conkers, Alton Towers, Farm Visits etc.) • Theme Parks and other tourist attractions • Seaside resorts • Zoos • Ice skating • Swimming in public, lifeguarded, pools • Walking in 'normal' country • London	• Walks in '**non-remote**' country **Non-remote Country** – enclosed farmland, fields, low land forest – not moorland, mountain (above 300m) and/or where it is possible to be more than 30 mins from a road or refuge. • 'Water Margin' activity

C	HEAD OF SCHOOL	• Any visit/activity involving a Residential (overnight stay) element including Camping and 'school sleep overs'. • Any visit abroad • Any visit involving 'adventurous activities', led either by a Centre, an outside provider or staff member (See Figure 2)	• Visits to hazardous environments • Overseas Expeditions • Any water-base activity • Any activity in Winter mountain conditions • Open Country/Remote terrain more than 30mins from a road (above 300m) • Near cliffs or steep terrain • Areas subject to extremes of weather or environmental change • Swimming in non-lifeguarded pools or open water

Figure 2

Adventurous Activity

Categories

Rock Climbing	Kayaking	Kite surfing	Off Road Cycling
Abseiling	Dragon Boating	Use of powered craft boats	Off-piste Skiing
Ice Climbing	Wave Skiing	Windsurfing	Pot-holing
Gorge Walking	White-water Rafting	Hillwalking – in ‘open country’	Mine Exploration
Ghyll Scrambling	Improvised Rafting	Mountaineering	Caving
Sea Level Traversing	Sailing	Fell Running	
Canoeing	Sailboarding	Pony Trekking	

Quad biking	Go-Karts	Horse Riding	Archery
Rifle Shooting			
Fencing			
<u>Remote areas:</u>			
Orienteering in ‘remote terrain’			
Expeditions in ‘remote terrain’			
Fieldwork in ‘remote terrain’ and in water			
Climbing Walls			
High Ropes			
Courses			
Dry Slope Skiing			

Grass Skiing

Water Skiing

Snorkelling

Scuba Diving

These are not exhaustive lists. If you are in doubt about the level of activity you are undertaking contact the Health and Safety Adviser for further advice.

There are a number of activities, which are not currently covered by **school** insurance and cannot, therefore be undertaken:

- **Paint Balling**
- **Air Sports – paragliding, parascending, gliding, parachuting**

Appendix 8 – Example School Learning Area Risk Assessment

Where we aspire, nurture, personalise,
engage and promote success

School Learning Area Risk Assessment

Group Leader and Deputy			**Agreed Date of Visit:**	Click or tap to enter a date.		
Additional Staff Names:			**Volunteers:**			
Students covered by this assessment:	Category 1: 1 to 12	Category 2: 1 to 10	Category 3: 1 to 6	Category 4: 1 to 8	Category 5: 1 to 4	Category 6: 1 to 1

Venue Address including Phone Number and Post Code:	This risk assessment covers all non-adventurous, non-residential visits that take place as part of the named students regular, timetabled curriculum to any of the following venues: Beacon Hill; Broombriggs; Bradgate Park; Windmill Hill; Woodhouse Eaves (Excluding Forest Rock); Leicester City Centre; Beaumont Leys shopping centre; Quorn Village; All schools and colleges in Leicestershire. The risk assessment also covers students travelling to, from or between these locations on public transport, including when remotely supervised, so long as parental permission is in place. This risk assessment also covers students using public transport to return to their home address where parental permission is in place.
Summary of the Visit including Educational Aims, Objectives and Outcomes:	The visit leader must ensure that the visit addresses at least one of the following Educational Aims: 1. For all students to become healthy adults; 2. For all students to have part-time employment whist at Maplewell, and full-time employment when they leave; 3. For all students to be able to access their communities independently; 4. For all students to be able to use public transport independently; 5. For all students to achieve Level 2 Maths and English qualifications; 6. For all students to uphold British Values as adults. Teachers' lesson plans will need to identify specific educational objectives and outcomes, but do not need specifying here as long as at least one of the broad aims are being met.

	Potential Hazard Checklist	What could go wrong? Who is at risk?	How are we going to reduce the risk? **(Template contents are an aide memoire and not a definitive checklist. Actual controls should be narrative.)**	Residual Risk Rating (SxL)
Staff	Inexperience: ☒ Absence: ☒	Poor communication skills and behaviour management strategies; Cover staff and volunteers unfamiliar with venue and/or students and/or activities; Staff unable to manage emergency; Cover unavailable.	Training and Briefing for all staff; Appropriate cover chosen; Head's approval for all volunteers; planning documents provided for all staff; briefings to take place with all staff; Full plan B lesson plans in	

	Volunteers: ☒		place if visit is cancelled due to staff absence; student briefings to ensure all understand expectations and plans.	
Students	Illness or Injury: ☒	Accident resulting in an injury to staff or students; Students or staff become lost or separated; Students become agitated, angry or anxious leading to more risky behaviours; Students are unable to take regular medication due to being off-site; Students could argue with each other and fight or push; Students on medication become ill; 1 to 1 students need to go to the toilet; 1 to 1 students may pose a risk to themselves or others if not supervised; Map students may experience heightened anxiety in a more unpredictable environment leading to risky behaviours; Vulnerable students may put themselves at risk in public either with strangers or in the environment; Vulnerable students may encounter family members with whom they should not have contact;	First Aid cover at venue; First aider in staff team; first aid kit carried in school transport; First aid kit carried by staff at Beacon/Broombriggs/Bradgate/Windmill Hill; Staff and students given clear 'lost' plans including meeting points; Close or Direct supervision; Students to be 'buddied'; Under remote supervision, students to have charged mobile phones and staff numbers in contacts; 1 to 1 supervision where necessary; Regular Head counts; Registers carried and checked at transition points; All students to wear school contact wristbands; Staff ratios at least in line with minimum recommendations; IBIPs and RRPs in place for students on the behavioural needs list and strategies shared with all staff; EDR training and techniques for all employees; Careful choice of staffing and supervision to avoid obvious clashes; All staff to work to existing policies and procedures.	
	Lost or Missing: ☒			
	Behaviour Students: ☒			
	Medical Students: ☒			
	1 to 1 Students: ☒			
	Map Students: ☒			
	Safeguarding: ☒			
Transport	Walking: ☒	Weather conditions, particularly snow, could make driving conditions treacherous; Students or staff could be struck by a vehicle; the vehicle in which students are travelling could break down; the vehicle could be involved in an accident; Public transport could be cancelled or delayed; Staff or students may need to stop to use service station toilets and the venue is unfamiliar and/or busy; The planned car park is full; The venue is	First Aider and kit available on transport; 1 to 1 supervision; Direct Supervision; Close Supervision; and Remote Supervision used judiciously to manage all students effectively; Staff ratios in line with minimum recommendations at least; Student briefing to include plan B plans to cover all contingencies; ; All staff to follow existing policies and procedures; Emergency plans in place; all staff to carry emergency procedures card; Students explicitly taught road	
	School Mini-Bus: ☒			
	Staff Car: ☒			
	Contract Bus Hire: ☒			

	Public Transport: ☒	inaccessible due to road closures or other unforeseen circumstance;	awareness; Drivers to have plan B car parks; Plan B activity to do in the School Learning Area if the venue is inaccessible – inform school if the venue changes; Return to school if the venue is inaccessible and no alternative activity is possible;	
	Service Stops: ☒			
	Parking and car parks: ☒			
	Breakdown: ☒			
	Road Traffic Accident: ☒			
Venue	Beacon Hill: ☒	Weather makes conditions treacherous under foot; Aggressive dogs could injure staff or students; Students with a fear of animals could be frightened or become anxious and display more risky behaviours as a result; Students get into a confrontation with members of the public; Venue fire alarms go off leading to anxiety and a greater likelihood of risky behaviours; Students encounter members of the public or students at schools or colleges with whom they have a negative relationship leading to anxiety driven risky behaviours; Students don't have a lunch or enough money for a lunch;	Check weather forecasts and consider a change of venue or cancellation if necessary; Pre-visit; Prior knowledge; been before First Aider with kit in parks and outdoor environment; Brief students on venue fire points and procedures; 1 to 1 supervision; Direct Supervision; Close Supervision; Early intervention from staff; consider moving to another venue or cutting the visit short if necessary; Staff to carry petty cash to ensure all students can eat; Student briefings to cover these scenarios before departure; All staff to follow existing policies and procedures; Staff to use EDR communication strategies.	
	Broombriggs: ☒			
	Bradgate Park: ☒			
	Windmill Hill: ☒			
	Woodhouse Eaves: ☒			
	Loughborough Town Centre: ☒			

	Beaumont Leys shopping centre: ☒			
	Quorn Village: ☒			
	Leicestershire School or College: ☒			
Activities	Health: ☒	Students could get tired walking; inclement weather makes outdoor activities risky; staff from other centres, or employers are unfamiliar with our students and use inappropriate materials, language or learning materials; Students are being managed using remote supervision; encounters with other faiths, ethnicities, sexuality etc increases anxiety in some students; Students become agitated in the presence of some agency/authority staff like police or social workers.	Check weather forecasts and consider a change of venue or cancellation if necessary; Pre-visit; Prior knowledge; been before First Aider with kit in parks and outdoor environment; Brief students on venue fire points and procedures; 1 to 1 supervision; Direct Supervision; Close Supervision; Early intervention from staff; consider moving to another venue or cutting the visit short if necessary; Staff to carry petty cash to ensure all students can eat; Student briefings to cover these	
	Employment: ☒			
	Independence: ☒			
	Community Inclusion: ☒			
	British Values: ☒		scenarios before departure; All staff to follow existing policies and procedures; Staff to use EDR communication strategies.	
Crisis	Personal/Family Emergency: ☒	Staff or students may get a call to return to home/school immediately; staff or students may suffer an injury or illness which needs emergency care; there may be a fire at the venue or similar emergency; Staff and students may be caught up in a terrorist attack or other similar serious crime; Sudden severe weather may cause injury or may make travel impossible.	Communication Frist aid Staff and student briefings Check local, regional and national news outlets All staff to carry emergency procedures card and follow if necessary.	
	Serious Staff Illness or Injury: ☒			
	Serious Student Illness or Injury: ☒			

	Fire: ☒			
	Terrorism or Serious Crime: ☒			
	Weather: ☒			

To add more rows to the risk assessment, tap the → button until the cursor sits at the end of the row, then press return key.

Risk Assessor(s) Name(s):	Rob Cooper	**Risk Assessor(s) Signature(s):**	
EVC:		**EVC Signature:**	
Authorised By:	Jason Brooks (Head Teacher)	**Authoriser Signature:**	
Date Conducted:	06/01/2018	**Date Authorised:**	

Potential Severity of Harm				
	High **Death, paralysis, long term serious ill health.**	**Medium**	**High**	**High**
	Medium **An injury requiring further medical assistance or is a RIDDOR incident.**	**Low**	**Medium**	**High**
	Low **Minor injuries not resulting in any first aid or absence from work.**	**Low**	**Low**	**Medium**
		Low **The event is unlikely to happen.**	**Medium** **It is fairly likely it will happen.**	**High** **It is likely to happen.**
		Likelihood of Harm Occurring		

Risk Rating Definitions	
Low	This is an acceptable level of risk. No further controls are required as the risk rating cannot be reduced any further. However, it is advised that continual monitoring occurs in order to ensure that no changes / deviation of control measures occur.
Medium	It is advised that further controls are implemented to reduce the risk rating to as low a level as possible. If the risk cannot be reduced to lower than a medium, then on site monitoring should occur to ensure that all stipulated controls are being adhered to.
High	This is an unacceptable risk rating. Urgent interim controls should be implemented to reduce the risk so far as is reasonably practicable. If the risk rating cannot be reduced to lower than a High, then a documented safe system of work should be implemented to control the activity. It may be necessary to seek further professional advice. Serious consideration should be given to the validity of carrying out the activity at all. Monitoring of the activity should occur.

Appendix 9 – Risk Assessment Template

Activities Covered by this Assessment			
Site Address / Location		**Department / Service / Team**	CFS and Traded Services
Note: A person specific assessment must be carried out for young persons, disabled staff and new and expectant mothers conducting this activity			

Hazard (Something with a potential to cause harm)	**Who might be Harmed & How?**	**Existing Controls** (Consider Hierarchy of Control)	**Initial Risk Rating (S x L)**			**Further Controls Required** (Consider Hierarchy of Control)	**Final Risk Rating (S x L)**			**Action Required**		
			Severity	**Likelihood**	**Risk Rating**		**Severity**	**Likelihood**	**Risk Rating**	Who (Initial)	Date By: (--/--/--)	Done ?
	.	Example	**H**	**M**	**L**							

To add more rows to the risk assessment, place the cursor within the last row right click and select insert row below.

During this activity, what could go wrong resulting in an emergency situation?	
How could this emergency situation be prevented / controlled?	
Who should respond to a potential emergency situation and how? Have staff been trained to respond to this emergency situation?	
Could any non – routine changes affect the safety arrangements in place for this activity? (E.g. weather, people, equipment etc.) What can be done?	

Risk Assessor (s) Name(s):		Risk Assessor(s) Signature (S):		
Authorised By:		Authoriser Signature:		**Initial**
Date Conducted:		Date of Next Review:		
		Date of Review:		

Date of Review:		
Date of Review:		
Date of Review:		

of Harm	**High** Death, paralysis, long term serious ill health.	**Medium**	**High**	**High**

Potential Severity				
	Medium An injury requiring further medical assistance or is a RIDDOR incident.	**Low**	**Medium**	**High**
	Low Minor injuries not resulting in any first aid or absence from work.	**Low**	**Low**	**Medium**
		Low The event is unlikely to happen.	**Medium** It is fairly likely to happen.	**High** It is likely to happen.
		Likelihood of Harm Occurring		

Risk Rating Definitions	
Low	This is an acceptable level of risk. No further controls are required as the risk rating cannot be reduced any further. However, it is advised that continual monitoring occurs in order to ensure that no changes / deviation of control measures occur.
Medium	It is advised that further controls are implemented to reduce the risk rating to as low a level as possible. If the risk cannot be reduced to lower than a medium, then on site monitoring should occur to ensure that all stipulated controls are being adhered to.

High	This is an unacceptable risk rating. Urgent interim controls should be implemented to reduce the risk so far as is reasonably practicable. If the risk rating cannot be reduced to lower than a **High**, then a documented safe system of work should be implemented to control the activity. It may be necessary to seek further professional advice. Serious considerations should be given to the validity of carrying out the activity at all. Regular monitoring of the activity should occur.

Appendix 10 – Ratios

Ratios are very difficult to prescribe and in reality will be determined by the risk assessment.

When considering staffing of an activity or visit, it is essential to recognise that the following guidance represents the *minimum* level of staffing only. Adequate consideration must be given for the maintenance and welfare of the whole party in the event of one or more adults having to leave the group for any length of time.

DAY VISITS

The following ratios should be considered the minimum for off-site day visits: For example visits to local historical sites and museums or for local walks in normal circumstances.

- Years 1 to 3 a ratio of 1:6 (1 adult to 6 children)
- Years 4 to 6 a ratio of 1:10 - 15 (1 adult to 10 - 15 children)
- Year 7 onwards a ratio of 1:15 - 20 (1 adult to 15 - 20 children)

RESIDENTIAL VISITS

- For all residential visits, at home or abroad, a good rule of thumb is 1 adult to 10 young persons.
- All residential visits must be accompanied by at least two adults.
- There must be a member of staff of each sex for mixed groups. In the case of a single sex group there must be at least 1 member of staff of the appropriate sex

Where children are of infant school age (less than 7 years old) it is desirable to have mixed gender supervision. However, if this is not possible then reasonable care should be exercised at all times, e.g. boys being taken into the female toilet by female staff. If this is the case and the school cannot arrange mixed gender supervision for mixed gender parties of under sevens, parents should be informed of this and their views taken into consideration. Parents should agree to single sex supervision of a party on the permission form. Head Teachers/governing bodies must take single sex supervision into consideration as part of risk assessment and must take the safety of all pupils at all times as an overriding factor when deciding whether or not the visit should take place. The safety of the supervising staff and the recent trend towards litigation should also be considered, especially in the case of single sex supervision of a mixed gender party.

- On residential visits at least one of the adults must hold a valid first aid certificate.

Contacts

Health and Safety Adviser ..... Health and Safety Team
Office: 0116 305 5515 E-Mail:
healthandsafety@leics.gov.uk

Health, Safety and Wellbeing Manager ..... Colin Jones
Office: 0116 3057552
E-mail: colin.jones@leics.gov.uk

Legal Services ..... David Morgan
Office: 0116 3056007 E-mail:
david.morgan@leics.gov.uk

Insurance questions ..... David Marshall-Rowan
Office: 0116 3057658 E-mail:
david.marshallrowan@leics.
gov.uk

LA Emergency Contact for visits (24 hour) ..... Pager 07659 170195 Mobile
07786 198283 E-mail:
emergencymanagement@leics.
gov.uk

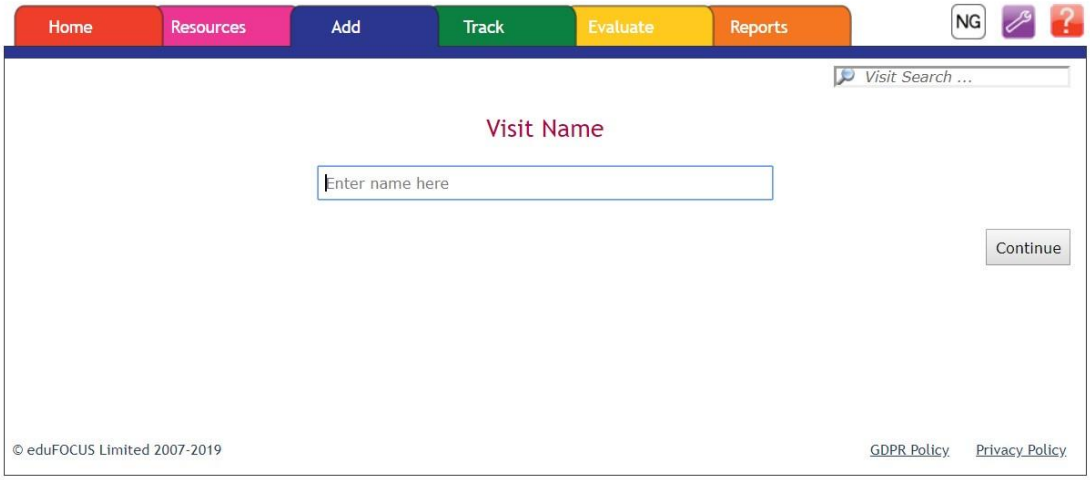
OEAP Employer Guidance	**http://oeapng.info/**
National Library	www.national-library.info
LOtC	www.lotc.org.uk
LOtC Quality Badge	www.lotcqualitybadge.org.uk
Outdoor Education Advisers Panel	www.oeap.info

Appendix 11- Evolve and Trip procedure

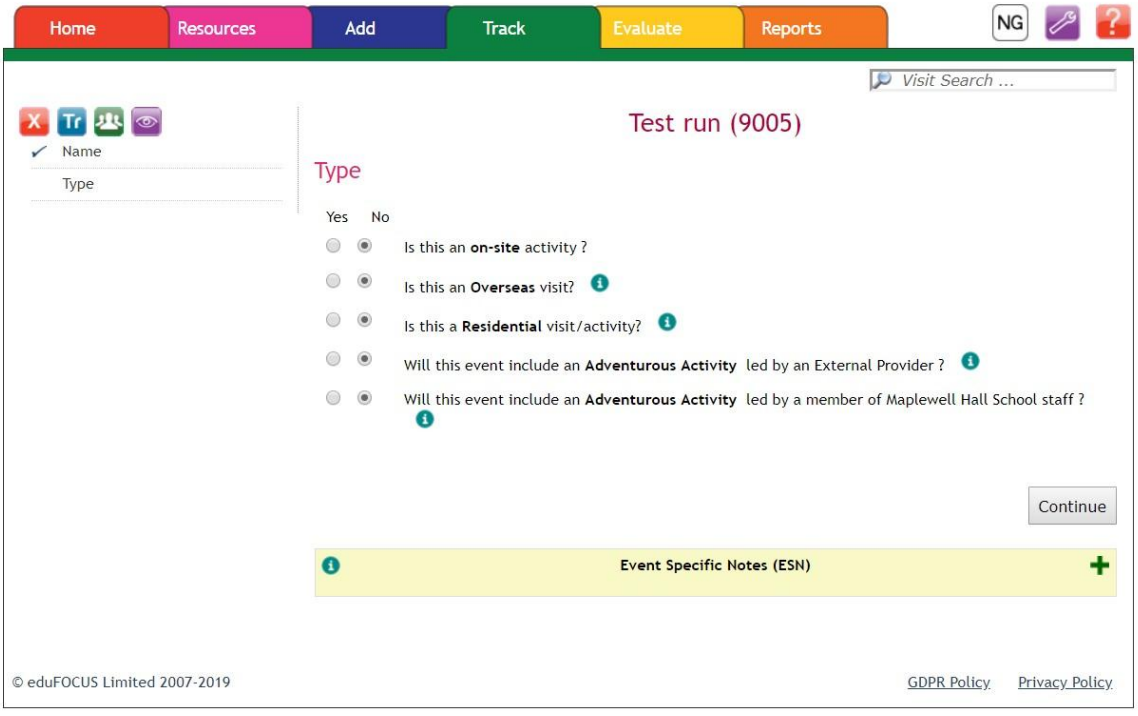
Evolve step-by step instructions 2022

All staff will need a logon and password for Evolve. If you haven't got this please email Mel or Rob so that we can set you up.

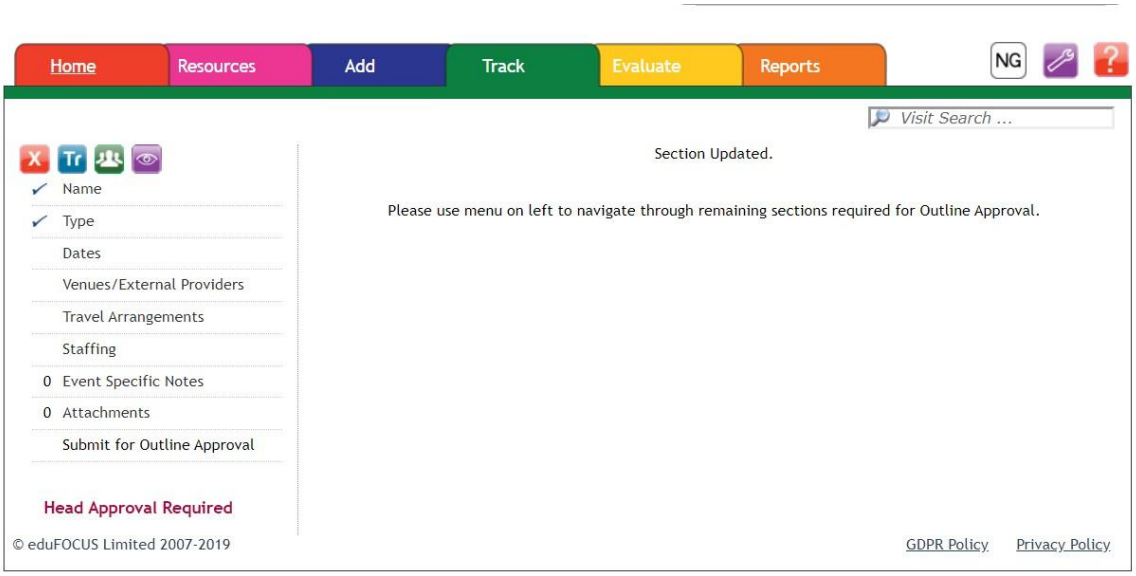
1. Write in your visit name- this should include the general location to the event too. E.g. Sports event-Ellesmere, K5 Travel training- Loughborough



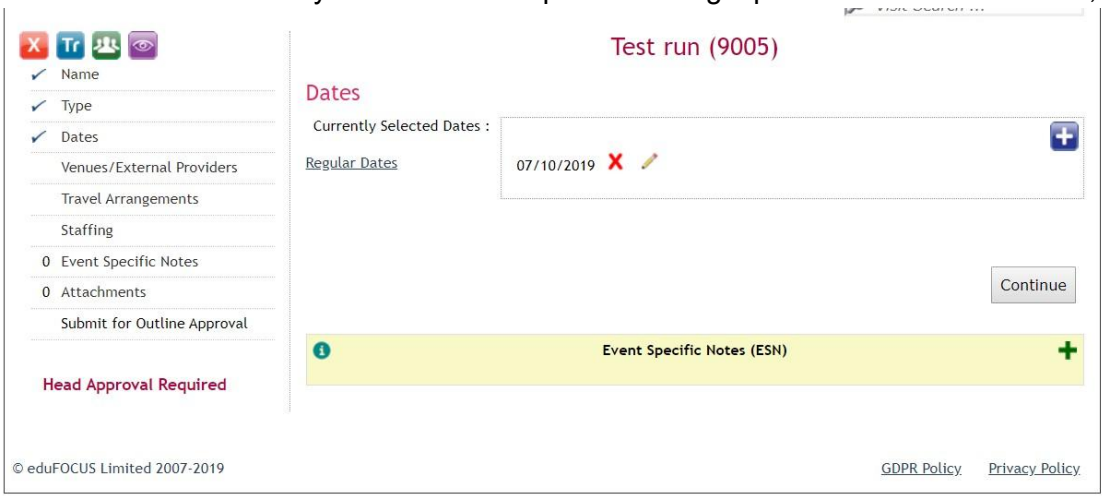
2. Answer each question accordingly. Typically these will all be no, but remember for: -
    - Overseas and Residential visits. All risk assessments, full itinerary and proposals should be attached on Evolve and discussed with the Head at least 3 weeks before final submission of the Evolve form to county hall which is at least 6 weeks prior to the visit.
    - Adventurous activities will typically always be by an adventurous provider and they will be certified by the authority for a school to use. If not, supporting documentation needs to be obtained and attached as part of the Evolve process and will need more time to be processed over at county hall. Always aim for the certified providers
    - For general/regular trips and visits we need a 1 week notice internally. Preapproval by the office needs to happen at the beginning of this notice (unless a discussion with SLT authorising this for any last minute experiences)
    - For visits that are further away from school or are a one off aim to give 2 weeks notice- but again discuss with SLT any last minute experiences being offered.



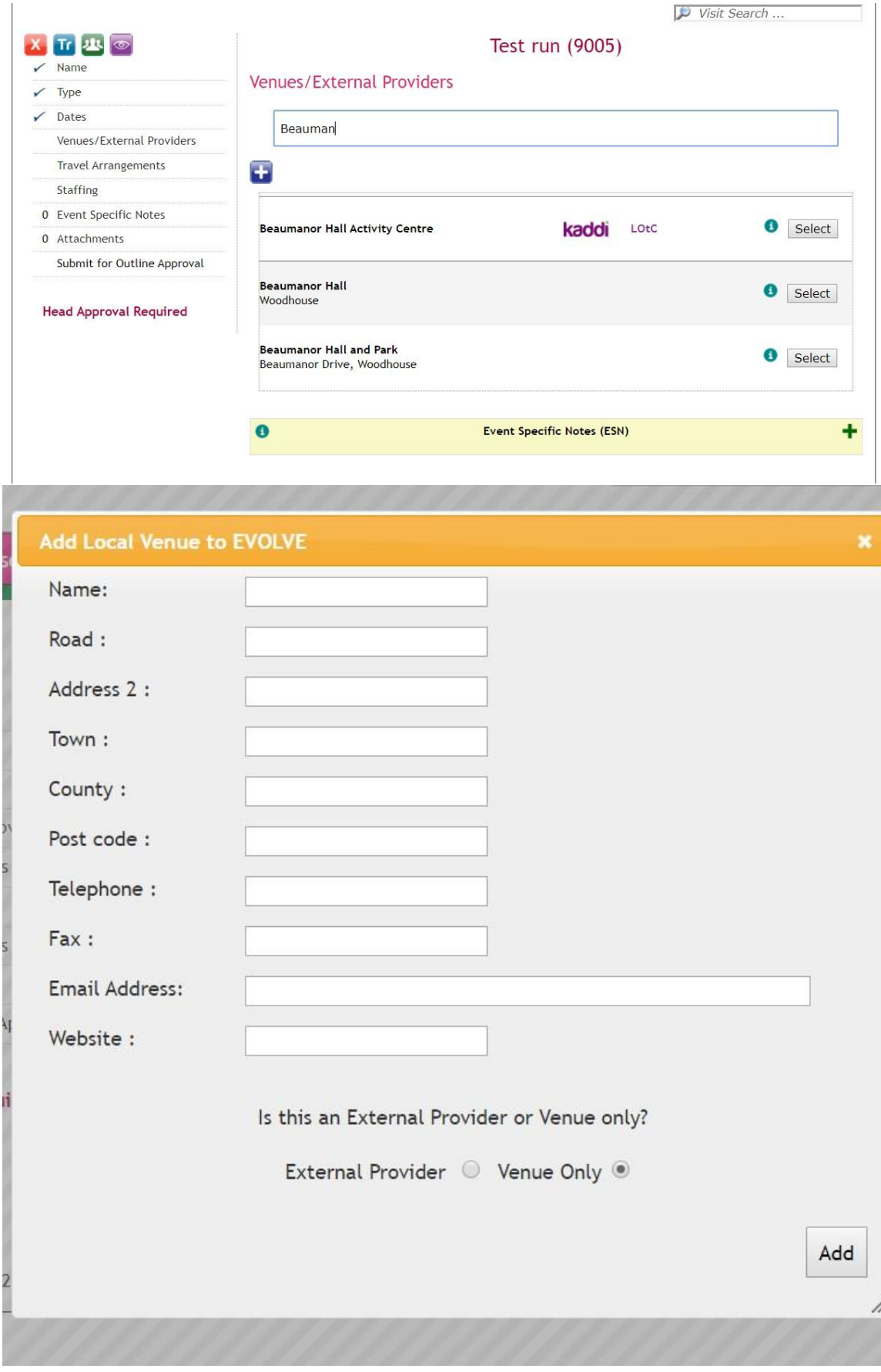
3. Ensure that you complete all of the areas on the left for pre-approval by the office- this is shown by a tick. This form will not come to the EVC unless this approval has occurred, and the EVC cannot access the pre-approval stage.



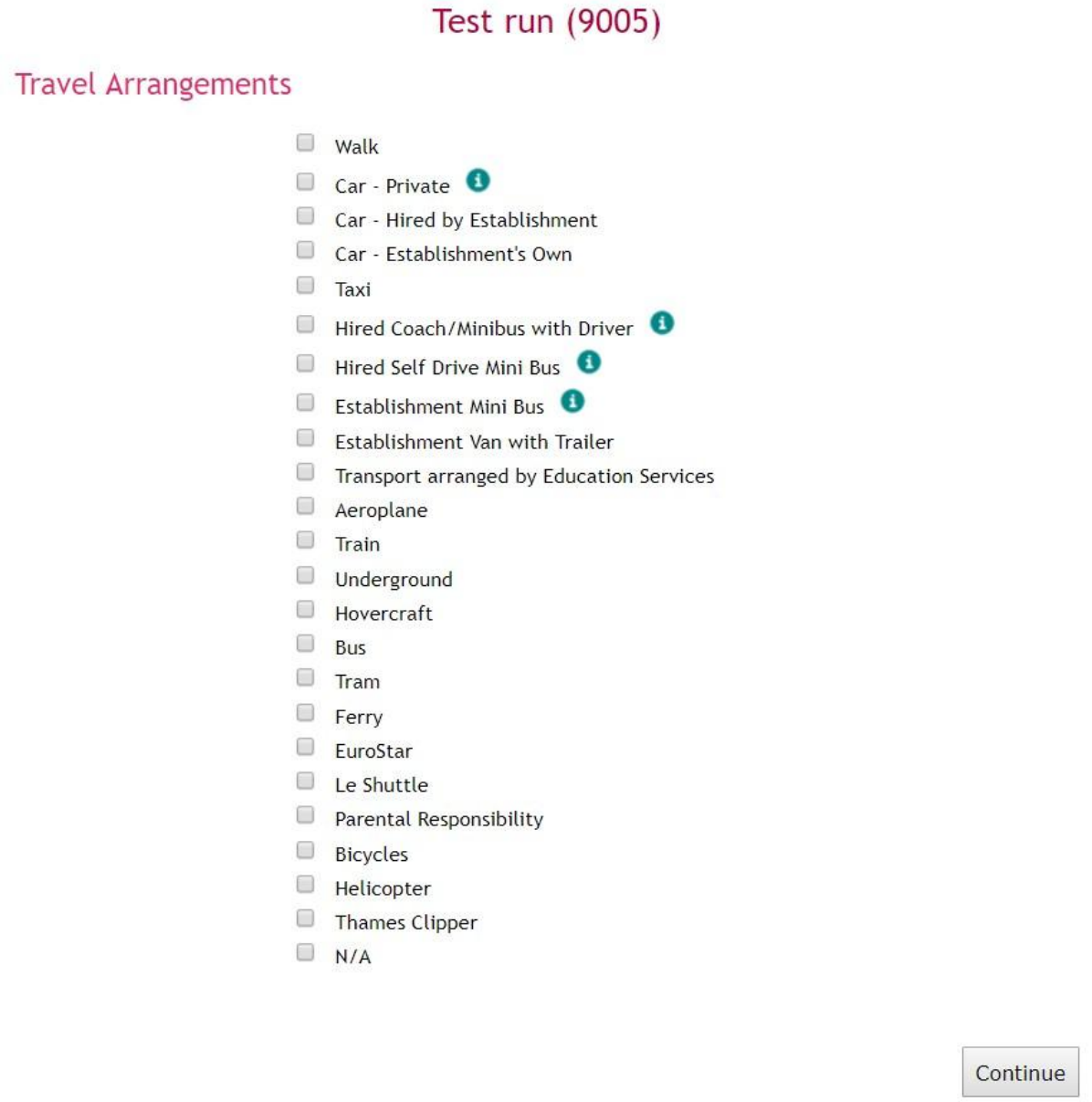
4. Add in your date(s). If you are completing an activity weekly that is covered by the same risk assessment then you can add multiple dates. E.g. sports at the same location, DofE



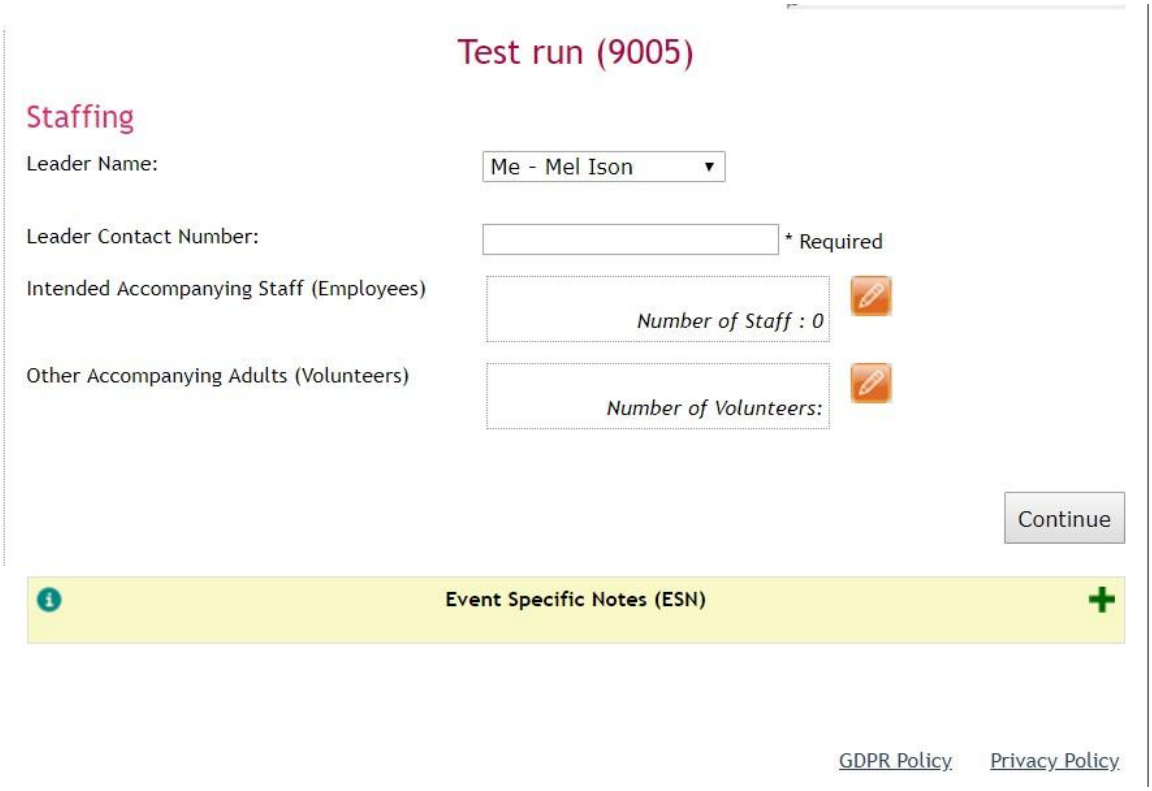
5. Type in your venue. This will usually always be in the drop down list. If not add the location and all of the details. For any externally organised visits they will use be an authorised provider (For adventurous, residentials etc) if not please come and see the EVC to discuss further.Check if the place being visited is a provider (e.g. Leisure centre) or a venue only (e.g. restaurant/town centre)



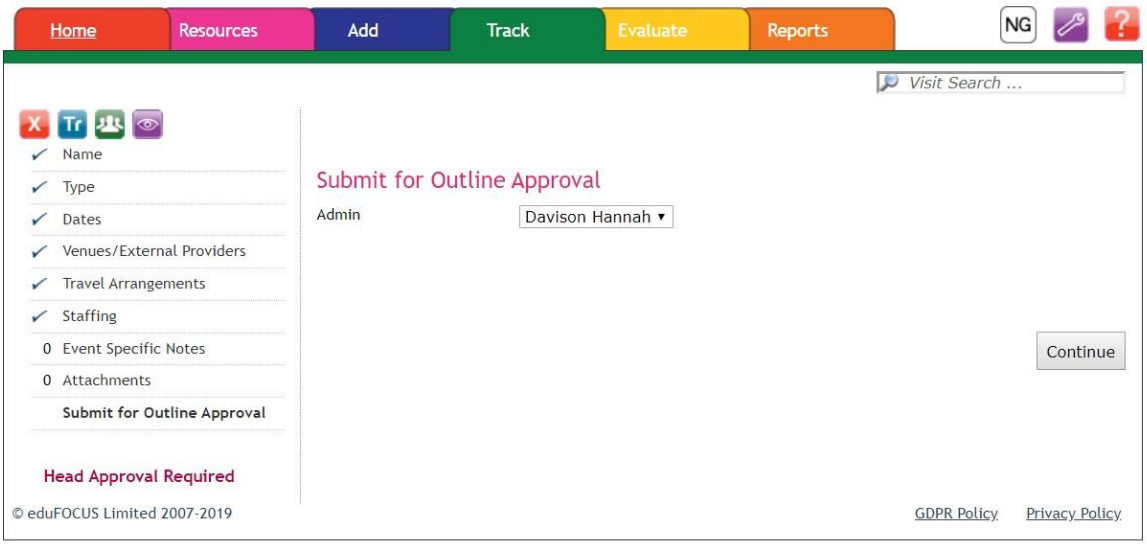
6. Check off your travel arrangements. You must check the school transport diary on reception to ensure availability and pencil in if you need to book this



7. Staffing. Add all staff that will be joining you on the trip, alongside your contact number for the day of the trip. Volunteers are adults from outside of school and you must add their details. All staff should be in the drop down box- if not let an EVC know so that they can be added. The leader name can be in somebody elses name if they are physically taking charge of the trip. All leaders need to be experienced in taking the lead of a trip. There is further training that can be completed at county level- please speak to Mel about this.



8. Submit the form for pre-approval



ALL OF THESE STAGES MUST BE COMPLETED TO BE ABLE TO SUBMIT TO THE ADMIN OFFICE FOR OUTLINE APPROVAL.

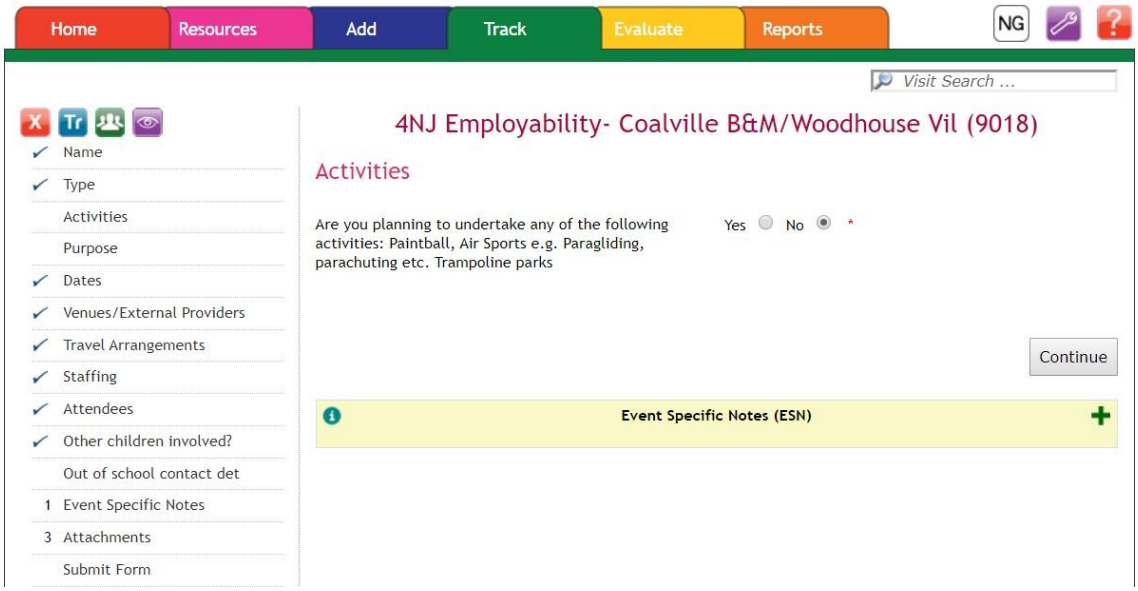
Attachments- letters, risk assessments, itinerary need to be added ASAP. Letters should be included at this stage as the office can then organise these once pre-approval has occurred. For regular visits an overview letter is acceptable to cover what pupils will be doing. If you miss any stage it will not allow you to submit for outline approval.

The EVC is unable to process anything unless the outline approval has been submitted and is only able to finally authorise

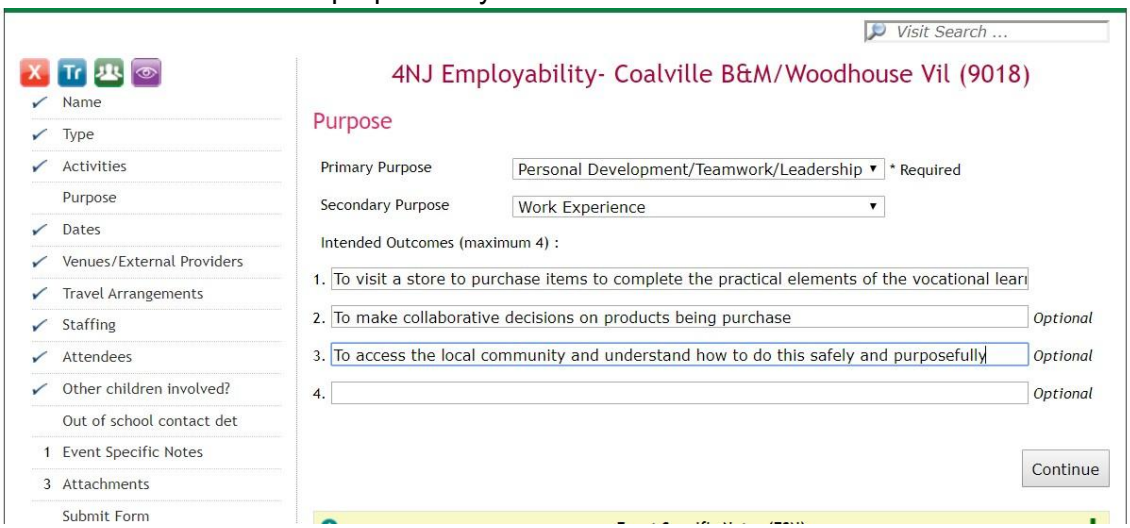
once all of the final sections are completed and risk assessments, itinerary etc have been added.

All trips should include a risk assessment and itinerary. The itinerary will give specific details of your visit that must be handed to reception as you leave off-site.

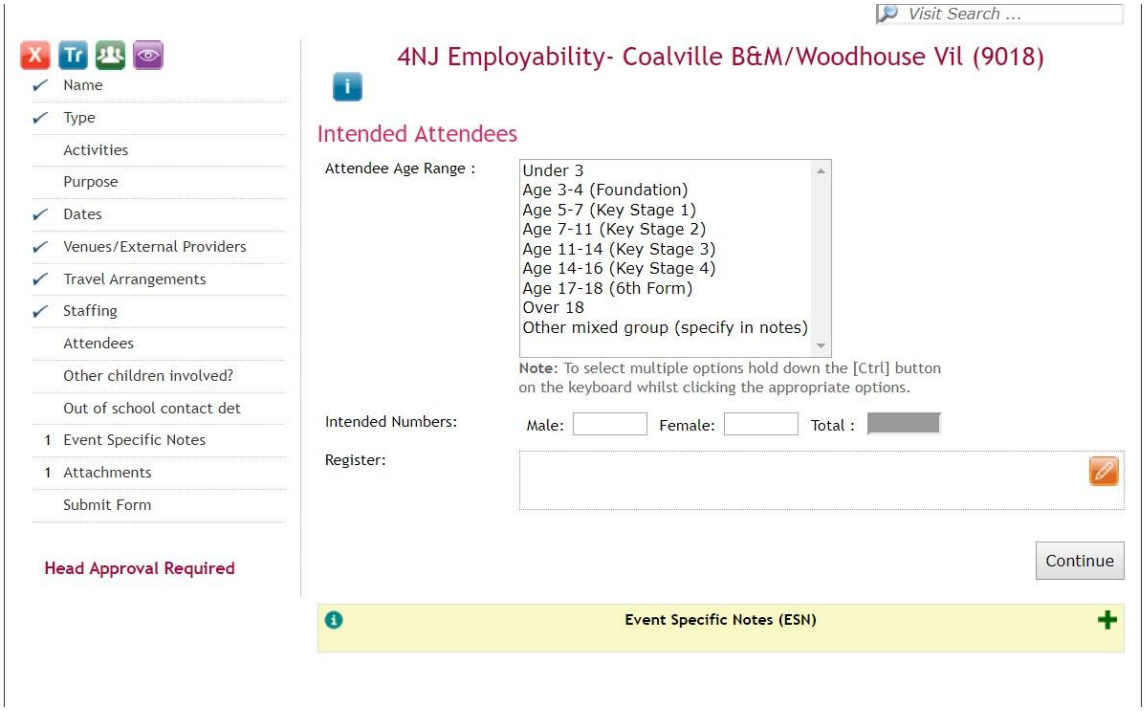
9. Once your form is approved, you need to go back to the activities section of the form, now it does not automatically do this. So click on the left handside of the menu to start the form from the correct place



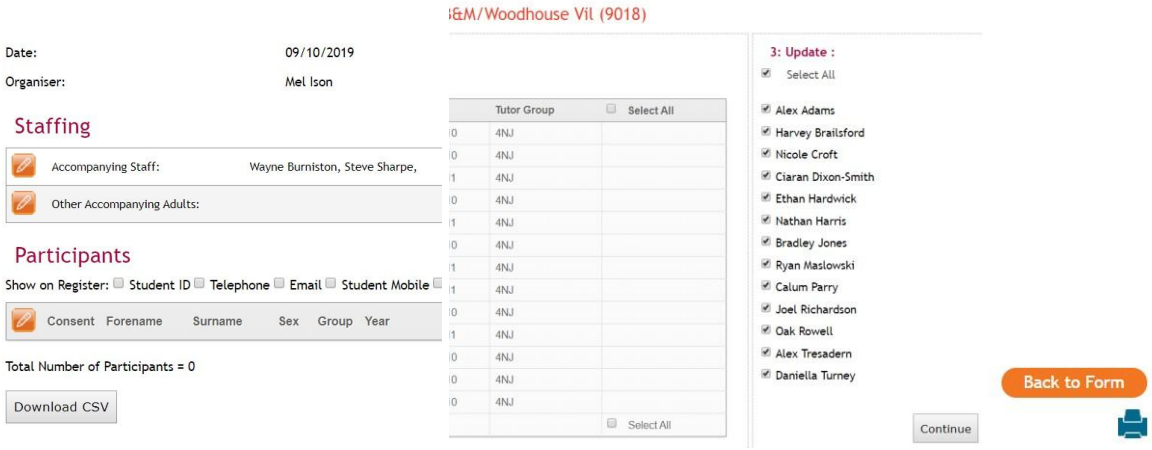
10. For the purpose section click the purpose from the drop down list. You should have at least one outcome for the purpose of your visit



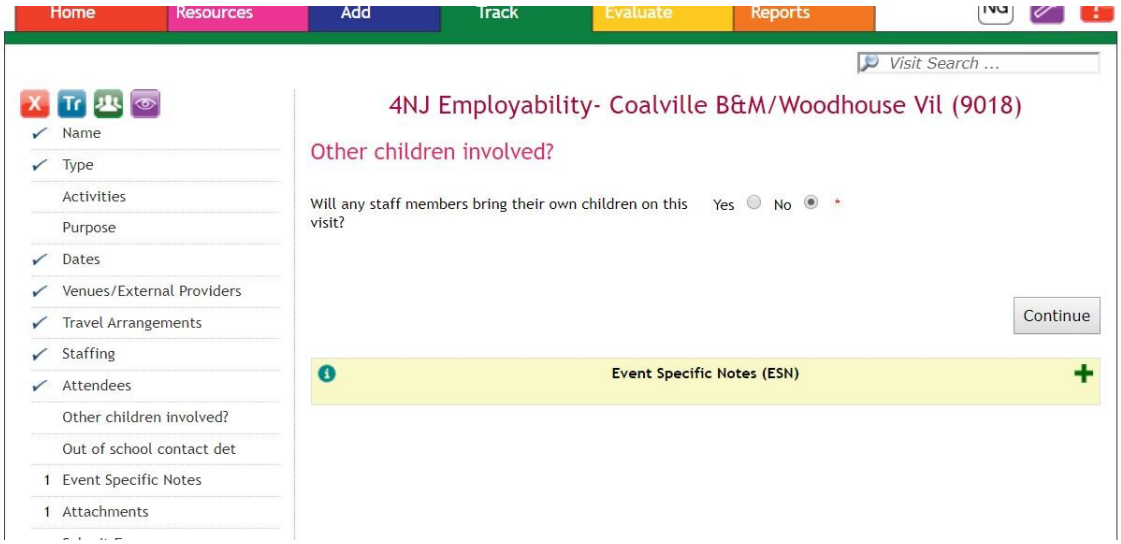
11. Add the attendees (pupils) to the form. You need to input the intended numbers and then go to register and select the pupils you are planning to take with you. (For reward trips the intended numbers can be completed and the register added nearer the event)



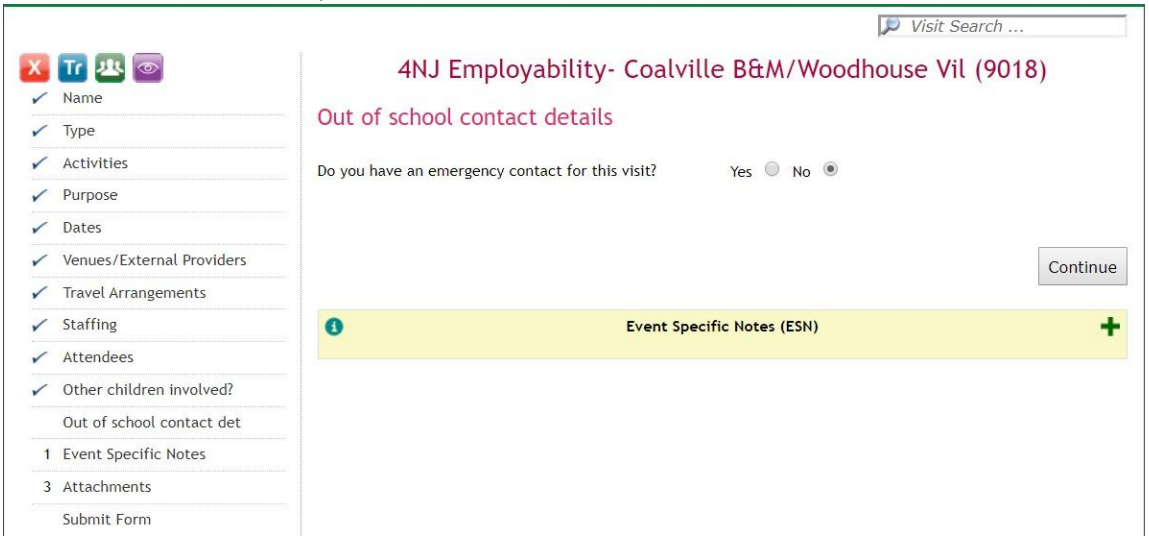
Click on the pencil icon to add the pupils to the trip. You can choose by group or search by name. Check the box to add them to the trip and then press continue. Return back to your form once you have all pupils on your list



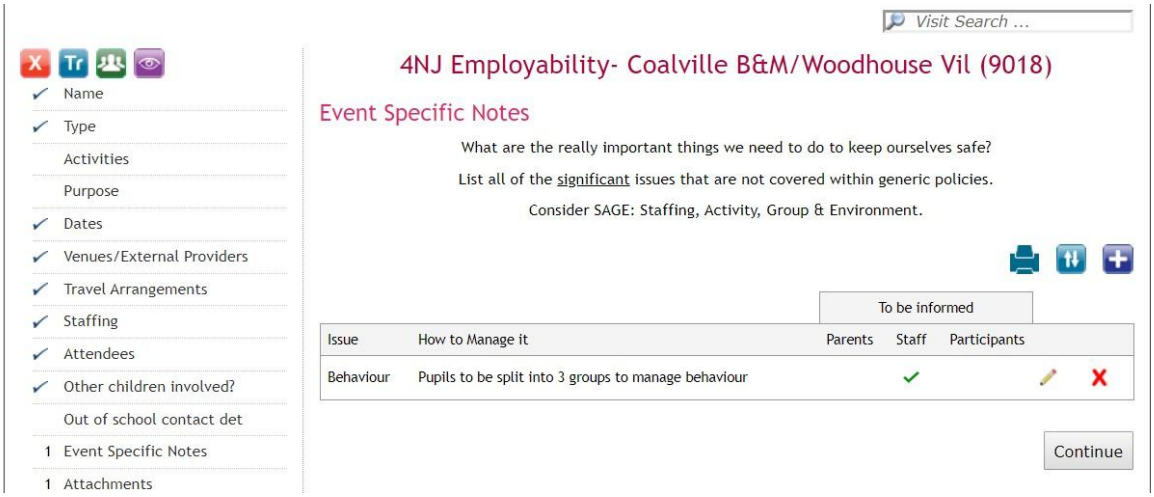
12. Typically your answer will be no to bringing your own children, so check accordingly



13. Ensure you have an out of school contact (school number for during the day/member of SLT for residential visits)

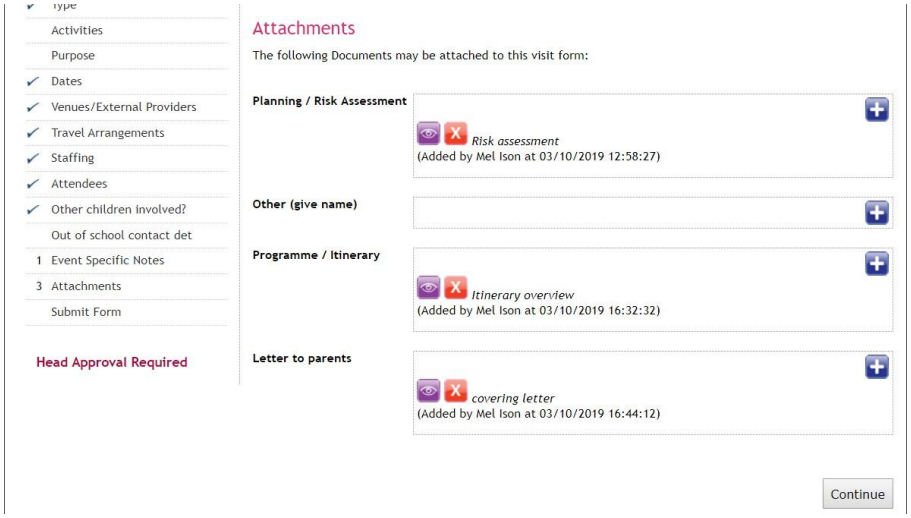


14. Event specific notes. These can be added at any point during the form. It is an ideal way of adding to a regular visits risk assessment, or to keep notes for more detailed visits

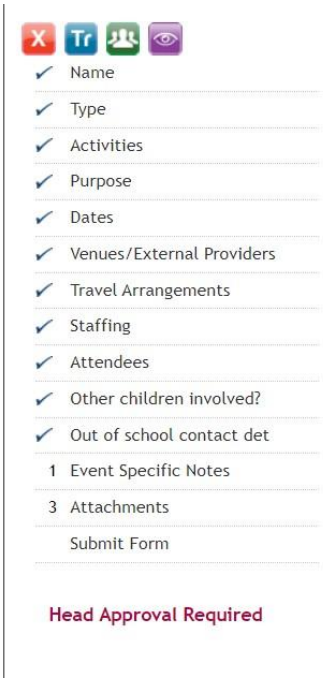


15. Add a risk assessment, itinerary and a covering letter to each visit you enter on Evolve as a **minimum**. Further documentation to cover residential and any

adventurous visits should also be added. For residential visits also ensure that you cover ‘free time’



16. Before submitting make sure that the menu on the left has a tick for all of these elements. checklist before submitting: -



- Every visit should have a minimum of 3 attachments- risk assessment, Itinary, letter home (this can be a letter for a block of visits), Instead of a letter you can include a basic note that the office can send home as a reminder
- Every item on this list has to have a tick to be able to submit it. If it hasn’t you can click on each section at anytime
- Remember the deadlines that you must submit your form by: -

✓ 1 week for regular visits (e.g. shopping centres, colleges, work experience, walking, sports)

✓ Aim for 2 weeks for visits that might be more of a one-off and are not classed as a regular visit (e.g. NEC, career fairs) ✓ Residential and overseas must be discussed with the EVC and then all information submitted on Evolve before the 6 week deadline for county- preferable all submitted at least 8 weeks before the visit)

Attachments needed for evolve: -

Itinerary sheet:

This can be found in the Evolve documents area. This must be completed for every trip off-site and handed to reception with your register as you leave. It is important that you show the breakdown of your trip, as this will be used in an emergency situation if we cannot get through on phone. Plus if we have a visiting external verifier they are likely to want to see the lesson in action. Please ensure that all details are correct before leaving (staffing changes, contacts numbers, timings)

Evolve Itinerary Form

This form should be printed and attached to your Evolve register and handed to reception upon departure. All registers should be completed accurately on evolve before departure.

Date:	Wednesday 9th October	Departure time from school:	11am
Overview of destination(s)	Coalville B&M and Woodhouse Eaves Village Hall	Departure time from destination:	2.30pm
		Estimated arrival time back in school:	2.45pm
Staff names and contact numbers	Mel Ison 07561 162800 Wayne Burniston Steve Sharpe		
Itinerary breakdown			
Time	Location	Means of travel	Any other detail
11am-11.20am	Travelling by bus to Coalville	Minibus	Any changes to the directional route to give to reception before leaving
11.20am-12.45pm	B&M Coalville Potentially Poundstretchers on the same retail estate	Walking between shops and along the pathways	
12.45pm-1pm	Travelling by bus to Woodhouse Eaves, Village hall	Minibus	
1pm-1.30pm	Eating lunch in the village hall	NA	
1.30pm-2.30pm	Pupils assisting K5 with the café enterprise Pupils are able to visit the village Spar or Newsagent with staff supervision	Walking	
2.30pm-2.45pm	Travelling from the village back to school	Minibus	

Risk assessment:

This document is on the Evolve documents area, plus there is a stock risk assessment to support with the regular visits. Ensure that you identify pupils with medication needs and that you have arranged this before leaving. There are many risk assessments on Evolve, plus if you are going to a specific activity centre they usually have versions that you can add too (Beaumanor, Walesby etc)

Letter Home:

Ensure that you also send a copy of this to the office via email too.

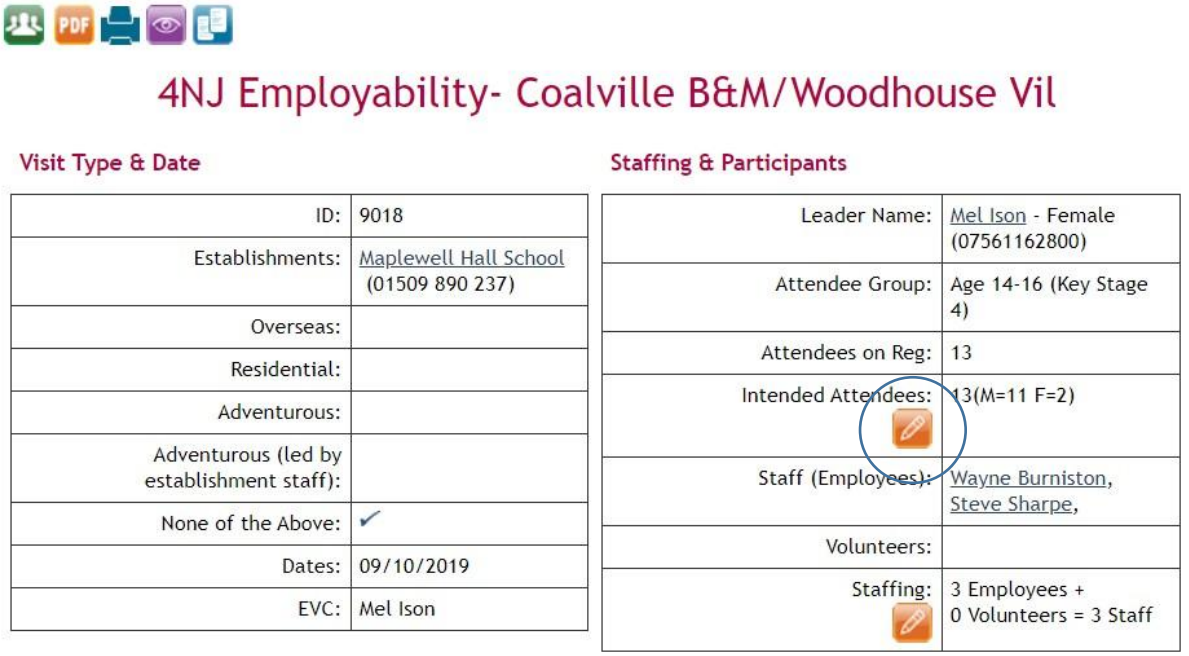
Other key points to remember

- ✓ Ensure you have arranged for medication to be taken out
- ✓ Ensure you have booked pack-ups if needed
- ✓ Ensure pupils in your group have the 50-mile permission letter
- ✓ Photos can be taken at events- make sure you know who has permission

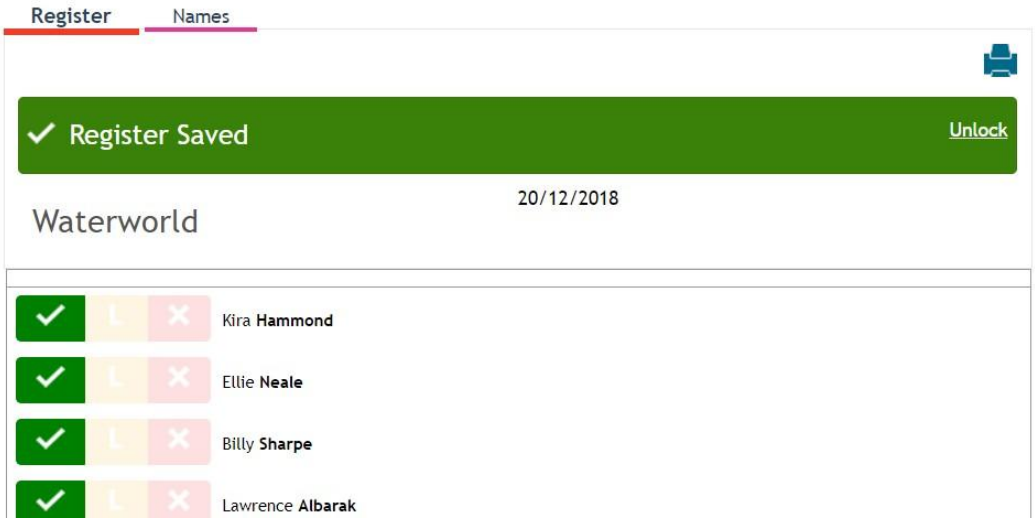
Registers on Evolve

On the day of your visit you must complete your Evolve register. Click on the purple icon

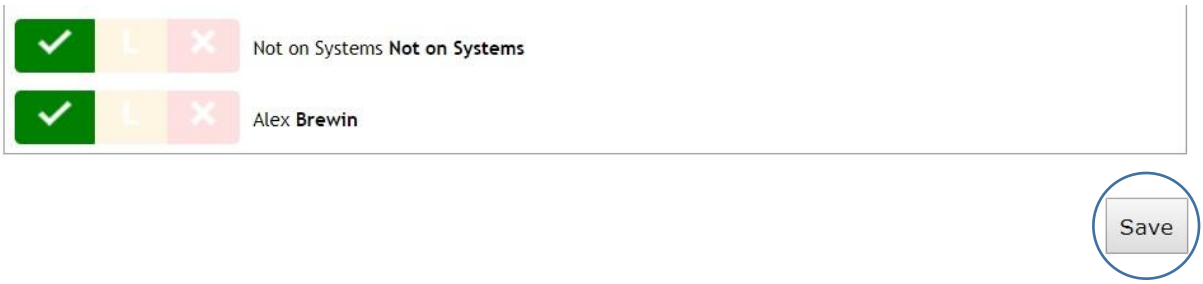
Then click on the intended pupil attendees (you can still add pupils to your list at this time)



Check pupils in attendance

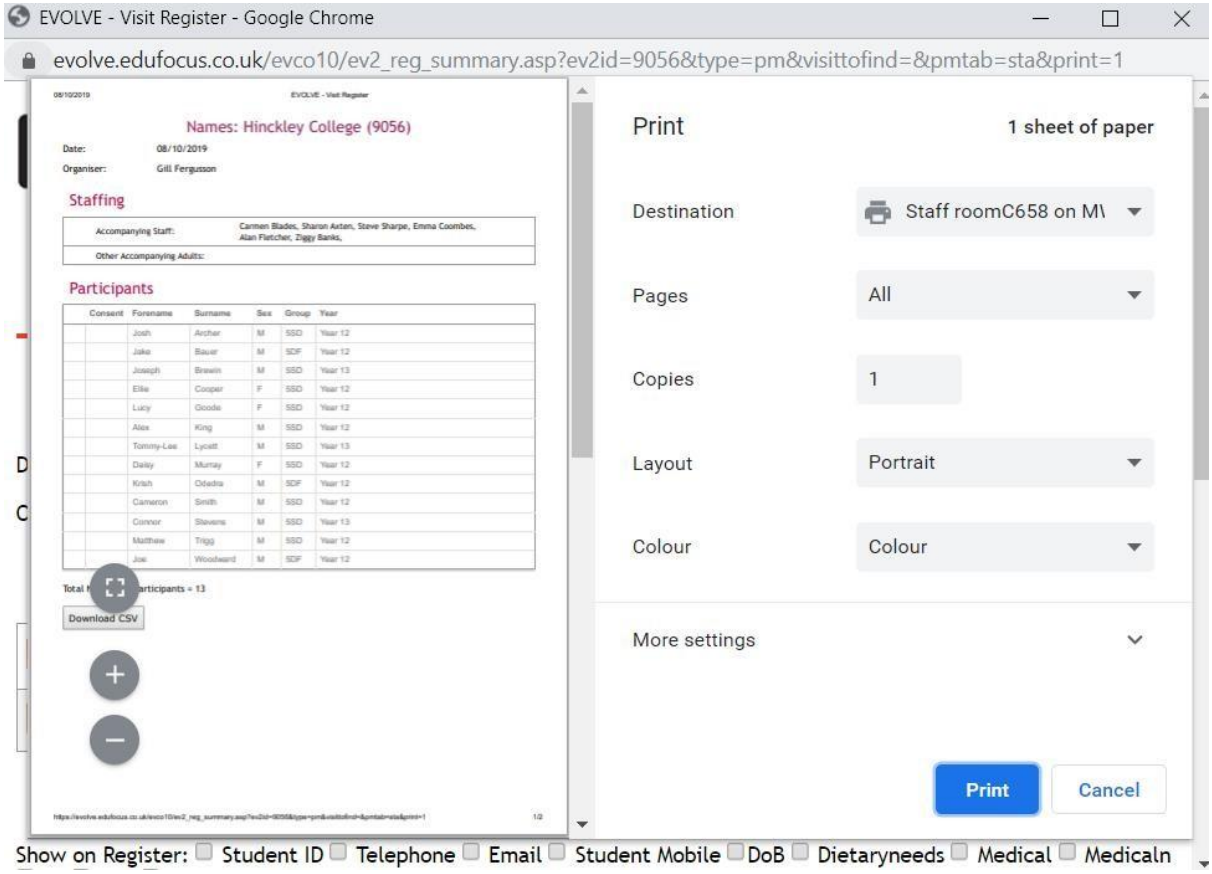


Click on save at the bottom of the register:

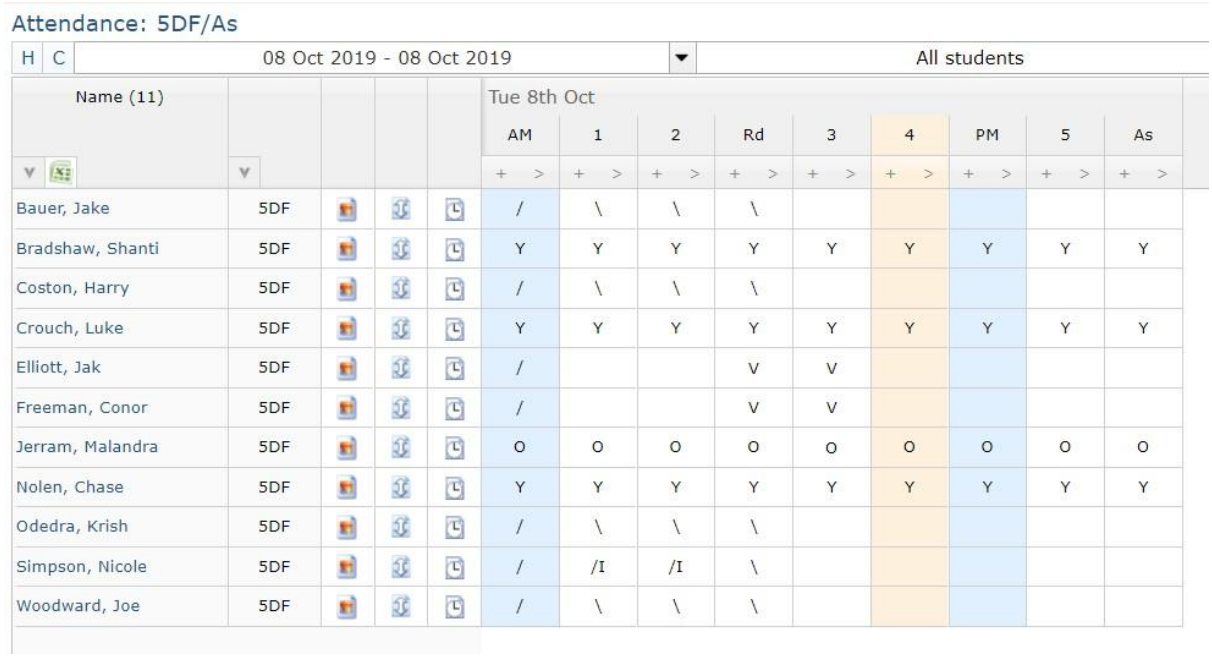


Once saved, you can now print the register from the printer link at the top of the page

You must print and attach to your itinerary and hand it to reception when you leave.



You also need to logon to Go4Schools and complete the register for the time that you are out: -



Attendance: 5DF/As

H | C | 08 Oct 2019 - 08 Oct 2019 | All students

Name (11)					Tue 8th Oct								
					AM	1	2	Rd	3	4	PM	5	As
					+ >	+ >	+ >	+ >	+ >	+ >	+ >	+ >	+ >
Bauer, Jake	5DF				/	\	\	\					
Bradshaw, Shanti	5DF				Y	Y	Y	Y	Y	Y	Y	Y	Y
Coston, Harry	5DF				/	\	\	\					
Crouch, Luke	5DF				Y	Y	Y	Y	Y	Y	Y	Y	Y
Elliott, Jak	5DF				/			V	V				
Freeman, Conor	5DF				/			V	V				
Jerram, Malandra	5DF				O	O	O	O	O	O	O	O	O
Nolen, Chase	5DF				Y	Y	Y	Y	Y	Y	Y	Y	Y
Odedra, Krish	5DF				/	\	\	\					
Simpson, Nicole	5DF				/	/I	/I	\					
Woodward, Joe	5DF				/	\	\	\					

This will be: -

- ✓ V for an off-site visit
- ✓ J for an interview
- ✓ W for work experience

Checklist to hand in to reception: -

- ✓ **Itinerary ✓ Evolve register ✓ Online Go4Schools register**

For work experience visits you must hand in

- ✓ **Evolve work experience overview ✓ Evolve register ✓ Online go4schools register**

The evolve form looks like: -

Work experience Evolve form

This form should be completed and handed to reception for the day if a pupil is attending work experience during the school day. This should include a printed Evolve register, alongside the correct attendance mark on Go4Schools

Pupil name:															
Date of work experience:			Timings for work experience:												
Staff details:			Staff contact no:												
Pupil contact no:															
Staffing support details: (check box)	Dropping off and collecting		Drop off only		Collecting only		Full support		Supporting for the following times						
Is the pupil travelling home via: (check box)	School transport		Independently via public transport		Independently via walking		Independently via own transport		Collected by parent/carer						
Key contact person at placement:															
Telephone number of placement:															
Address details of the placement:															
Will the pupil be travelling during the placement: (check box, add further information)	Yes, please give further location details											No:			

This is all essential to complete as it forms the basis of registers in the event of emergency

Appendix 12- EVOLVE Itinerary form

Evolve Itinerary Form

This form should be printed and attached to your Evolve register and handed to reception upon departure. All registers should be completed accurately on evolve before departure.

Date:		Departure time from school:	

Overview of destination(s)		Departure time form destination:	
		Estimated arrival time back in school:	
Staff names and contact numbers			
Itinerary breakdown			
Time	Location	Means of travel	Any other detail

Appendix 13- Work experience Itinerary form

Work experience itinerary Evolve form

This form should be completed and handed to reception for the day if a pupil is attending work experience during the school day. This should include a printed Evolve register, alongside the correct attendance mark on Go4Schools

Pupil name:															
Date of work experience:			Timings for work experience:												
Staff details:			Staff contact no:												
Pupil contact no:															
Staffing support details: (check box)	Dropping off and collecting		Drop off only		Collecting only		Full support		Supporting for the following times						
Is the pupil travelling home via: (check box)	School transport		Independently via public transport		Independently via walking		Independently via own transport		Collected by parent/carer						
Key contact person at placement:															
Telephone number of placement:															
Address details of the placement:															
Will the pupil be travelling during the placement:	Yes, please give further location details												No:		
(check box, add further information)															

Appendix 14- Abbreviation meanings

Key words:-

- RoSPA- The Rpyal Society for the Prevention of Accidents
- OEAP- Outdoor Education Advisers' Panel
- LoTC- Learning Outside of the Classroom
- HSE- Health and Safety Executive
- EVC- Educational Visits Coordinator
- EVOLVE- Online visits area
- FAR visit- Foreign, Adventurous and Residential visit SAGED – staff, activity, group, environment, distance.
- STAGED- Staffing, Timings, Activity, Group, Environment, Distance
- AALS- Adventure Activities Licensing Service
- NGB- National Governing Body
- RECITE- Relationships, Emotional, Cross curricular, Individual, Teamwork, Environmental
- LCC- Leicestershire County Council
- FCO Foreign and Commonwealth Offices
- CBEVE Central Bureau for Educational Visits
- DTI- Department of Trade and Industry
- AALA- Adventure Activities Licensing Authority

Appendix 15

Additional Mandatory Complex Medical Needs Checklist

- Before approval is granted, ensure:
- Individual Healthcare Plan reviewed
- Parent/carer consultation completed
- Required medication available and in date
- Emergency medication immediately accessible
- At least one trained member of staff identified
- Staff aware of signs of medical deterioration
- Personal care arrangements confirmed
- Food/allergy risks assessed
- Transport provider informed where necessary
- Communication arrangements tested
- Contingency plan for staff absence established
- Decision regarding participation recorded and approved