



Co-op Academy  
Manchester

# ACADEMY EDUCATIONAL VISITS POLICY

# CONTENTS

Introduction .....	3
Responsibility.....	3
Health & Safety: Responsibilities and Powers .....	4
Legal Responsibility .....	5
Educational Visits Co-ordinator ("EVC").....	6
Curriculum Links .....	7
Approval.....	7
Required Planning Procedures for Educational Visits and Trips.....	7
Category of Visits .....	9
Type A Visits .....	9
Type B & C Visits .....	10
Stage 1 – Initial Approval.....	10
Stage 2 – Planning, Risk Assessment and Finance.....	10
Stage 3 – Academy Approval – Completion of form EV2.....	11
Stage 4 – Type C visits only .....	<b>Error! Bookmark not defined.</b>
Calculating Costs – Include Insurance.....	11
Role of the Trip Leader (referred to as ‘Group’ Leader in DfE documentation) .....	12
Parental Information.....	12
Staff and Student Preparation Meetings.....	13
Parent / Guardian Consent Forms.....	13
Individual Visit .....	13
Frequent Off-site Visits .....	13
Jehovah’s Witness Letter of Consent .....	14
Roll Lists.....	14
Code of Conduct.....	14
Supervision .....	14
Duty of Care .....	14
Responsibility .....	14
Close Supervision .....	15
Remote Supervision .....	15
Night Time.....	16
Staffing Ratios.....	16
Young People with Special Needs.....	17
Children Accompanying Staff .....	20
Travel.....	20
Hire of Buses and Coaches.....	20
Use of Minibuses.....	21
Use of Private Cars .....	22
Staff/Parent Cars.....	22
Students’ Cars.....	22
Bus, coach or minibus use.....	22
Air, boat/ferry or train.....	23
Staff Absence .....	23
Safety Management Systems (Risk Assessment) .....	23
Risk Assessment and Contractors (Providers).....	26

Risk Assessment and Tour Operators .....	26
Emergency Procedures.....	26
Exploratory Visits .....	28
Visits Abroad.....	29
Individual Passports .....	29
Collective Passports .....	29
Visa Exemption .....	30
European Health Insurance Cards (EHIC).....	30
Customs Allowances and Prohibited Items.....	31
Terrorism.....	31
Travel Advice.....	31
Exchange Visits.....	31
Using Activity and Adventure Centres .....	32
Swimming .....	33
Insurance .....	34
Travel Insurance.....	34
Finances .....	34
First Aid Provision .....	35
Administration of Medicines .....	36
Reporting of Accidents / Incidents .....	36
Records of Information.....	36
Mobile Phones .....	38
Serious Misbehaviour and Other Incidents.....	38
Emergency Telephone Numbers.....	38
Student Photographs .....	38
Complaints.....	38
Reporting Return from an Off-site Visit.....	39
Evaluation .....	39
Visit Planning Check Lists .....	39
Useful References .....	40
Monitoring, Evaluation and Review .....	41
Appendix 1 - Forms and Checklist.....	42
Appendix 2 - Checklists.....	68
Appendix 3: - Responsibilities .....	87
Appendix 4: - A Handbook for Group Leaders (known in this Policy as Trip Leaders) .....	95

## Introduction

This policy document is primarily written to support staff in the continued use of educational visits. Increasingly, the amount of 'guidance' and number of regulations have risen and this document attempts to chart a clear course for staff through these regulations to ensure that not only is the visit safe and enjoyable, all the relevant preparations and necessary paperwork have been completed.

In the design of this policy a number of key documents have been referred to and sections from these documents have been extensively used in the writing of this policy.

- The Health and Safety Executive, in conjunction with the DfE, *Health and Safety : Responsibilities and Powers* statutory document (2001)
- The DfE reviewed 1998 document *Health and Safety of Pupils on Educational Visits* supplementary guidance from August 2002:
- Part 1 – Standards for LAs in Overseeing Educational Visits
- Part 2 – Standards for Adventure
- Part 3 – A Handbook for Group Leaders (Part 3 attached at Appendix K)
- Health & Safety advice on legal duties and powers 2014

DfE 'Learning Outside the Classroom' Manifesto 2006 (LOtC)

**Those staff who are leading or intend to take part in educational visits are strongly advised to read and be familiar with the documents listed above.**

### Important Note:

This Policy supersedes all previous versions. It must be read in conjunction with the current version of the Department for Education (DfE) Guidance "Health and Safety of Students on Educational Visits (HASPEV).

## Responsibility

The Academy governors delegates responsibility to the Principal for ensuring that all off-site education and visits are thoroughly planned and safely executed, using current advice and guidance from the DfE. The Principal at their discretion may seek the advice and assistance of others from within the Academy and outside to ensure students' safety and well-being.

## **Health & Safety: Advice on legal duties and powers**

These regulations set out the legal framework under education law and Health & Safety at Work which applies to all educational visits. The CAM is legally responsible for the health and safety of staff and students on educational visits. Employees also have significant responsibilities as follows:

- Take reasonable care of their own and others health and safety.
- Co-operate with their employers.
- Carry out activities in accordance with training and instructions.
- Inform the employer of any serious risks.

A teacher has a common law duty of care. This means that:

- A teacher has a duty of care for young people under their supervision.
- A higher duty is expected of teachers as a result of their specialised knowledge.
- The age of the young person, the nature and location of the activity help to determine the degree of supervision required.

The intention of the advice contained in this document is to contribute to the continued provision of high quality, safe educational experiences for all students at this Academy. Aspects of good practice are provided and attention is drawn to the important processes of planning and preparation. Management and organisation is examined and the importance of review and evaluation identified. Particular attention needs to be given to the notification/authorisation procedures for certain visits and activities, which need to be provided in writing in advance of the visits and activities taking place. Following the procedures and advice in this document will aid those responsible for providing activities and visits to ensure that provision is as safe as it can be, as well as reassuring parents and others, that the welfare of their children is paramount to those planning such activities.

**This Guidance represents DfE and The Co-operative Academy of Manchester policy.**

**All staff and any other responsible persons are required to comply with this guidance. Failure to do so could constitute a disciplinary offence and may also breach Insurance requirements.**

## Legal Responsibility

- (1) The Academy is ultimately responsible for the health and safety of all staff and students in the Academy. These guidelines are one way of discharging its responsibilities in relation to Academy visits. The CAM's day to day responsibility is delegated to the Principal.
- (2) The Principal is responsible for both staff and students and also for any accompanying adults on an Academy visit. It is important for everyone involved that the Principal is satisfied with the arrangements and that there is a record that they have been approved. Risk assessment for Academy visits is the key to successful safety planning. It is important to appreciate that risk assessment is an ongoing process, which continues throughout the visit, is not just a paper exercise; neither teachers nor the governing body is likely to be found at fault if they have made all necessary preparations and ensured that activities are carried out in accordance with proper procedures. To assist in this process, the role of Educational Visits Co-ordinator (see 4 below) should be formally recognised.
- (3) The Trip Leader is responsible for the planning and organisation (or the co-ordination of this in appropriate cases) of the trip and for taking day to day decisions once the trip is in progress. There must always be a designated Trip Leader, who is a member of the teaching staff.
- (4) The accompanying teachers are in loco parentis (i.e. responsible for taking immediate and appropriate decisions) of the students in their charge at any given time. Recent case-law has established that a teacher is unlikely to be held negligent if his or her decision is one within the reasonable range of options available to a reasonable teacher in the particular circumstances.
- (5) Even if other adults accompany the trip, the staff remain ultimately responsible in law for the students. It is, therefore, essential that adults are properly briefed on their role.
- (6) Notice is drawn to recent legislation: Education (Independent Schools Standards) (England)(Amendment) Regulations 2007 regarding the appointment of all staff, particularly with regard to the checks which must take place to ensure the member of staff, supply teacher or volunteer is suitable

## Educational Visits Co-ordinator ("EVC")

- (1) The DfE supplemental guidance issued in August 2002 states that it is good practice for all Academies to have an EVC. This should normally be the Principal or Vice Principal. It is not envisaged that Academies should need to create or fund a new post, but rather that the EVC function will be recognised formally, thereby helping Academies fulfil their Health and Safety responsibilities in relation to Academy trips. In particular, the formal recognition of an EVC (where this is not the Principal) should help the Principal to be sure that this delegated aspect of her Health and Safety responsibilities is being properly fulfilled.
- (2) EVCs (whoever is designated) should report to the Academy Health and Safety Committee on any issues arising from trips being planned or recently taken, and their report should be added to the list of regular items on the Health and Safety Agenda.
- (3) Functions and Competencies of EVCs
  - (a) The DfE guidance suggests that the EVC's functions are as follows:
    - to liaise with the employer to ensure that educational visits meet the employer's requirements including those of risk assessment; in approving trips and other decisions;
    - to assign competent people to lead or otherwise supervise a visit;
    - to assess the competence of leaders and other adults proposed for a visit. This will commonly be done with reference to accreditations from an awarding body. It may include practical observation or verification of experience;
    - to identify training needs and ensure that training is in place for leaders and other adults going on a visit. This will commonly involve training such as first aid, hazard awareness, etc.;
    - to organise thorough induction of leaders and other adults taking students on a specific visit;
    - to make sure that Disclosure and Barring disclosures are in place as necessary;
    - to work with the group leader to obtain the consent or refusal of parents and to provide full details of the visit beforehand to that parents can consent or refuse consent on a fully informed basis;
    - to organise a Academy framework/cascade system for emergency arrangements and ensure there is an emergency contact on each visit;
    - keep records of individual visits including reports of accidents and 'near-accidents' (sometimes known as 'near misses');
    - review systems and, on occasion, monitor practice.
  - (b) The EVC would therefore have responsibility for ensuring that all staff organising Academy trips plan these properly and carry out appropriate risk assessments and checks on providers, for example. The monitoring and reviewing process will provide the Academy with a formal mechanism for demonstrating that it takes on board any lessons from visits where things may

not have gone quite according to plan, to introduce new checks and identify training needs as appropriate.

- (c) The EVC should be competent to carry out all of the above functions, and be fully familiar with HASPEV and its supplements. The appropriate level of competency will of course depend on the size of the group and the types of visits undertaken (see Category of Visits on page 8) and evidence of competence may be through qualification and/or experience of practical leadership over a substantial period of time.
- (d) It may also be appropriate to consider if any additional training will be necessary to ensure that the EVC is fully competent to carry out the role.

## Curriculum Links

Every educational visit should also have a clear educational purpose and where possible, be linked to the curriculum, identifiable in the various National Curriculum documents, where applicable. These too should be documented and, if applicable, a copy should accompany Form EV1 (See below). An easy way to show these is to construct a “spider diagram” showing each relevant curriculum subject and the areas of study included in the visit.

## Approval

The Principal and governing body (**must** formally approve any off-site visit in category B or C (See below for details) on behalf of the CAM **before** it is advertised to students. Should there be any doubt, the proposal will be discussed by governors, as is appropriate. A form (EV1) is available for this purpose and is available from the Educational Visits Co-ordinator. A copy of this form is shown in APPENDIX 1. The completed form should be returned in the first instance to the Educational Visits Co-ordinator. In due course, a copy of the form, showing the governing body’s decision, will be returned to you. **Failure to carry out such notification would constitute a disciplinary offence.**

It would be advantageous to all parties if as much notice as possible could be given. Full Governing Body meetings are held once a term, as indicated on the annual Academy calendar with extra meetings as and when necessary.

## Required Planning Procedures for Educational Visits and Trips

The Principal **must** be notified of all out-of-the-ordinary visits, residential visits, visits abroad including day visits, and adventurous activities via the Educational Visits Co-ordinator, using Form EV1 ‘Proposal and Initial Approval Form’ (See APPENDIX 1). The completed form, accompanied by the visit aims and objectives, curriculum links, risk assessment, and an outline programme of the intended activities should be sent to the Educational Visits Co-ordinator, **at least two months** before the intended visit. Should the visit be an Academy-led adventure activity additional information is required. In these circumstances please see the Educational Visits Co-ordinator. You are strongly advised to keep a photocopy of the completed form before submitting it. The Educational Visits Co-ordinator will arrange for a copy to be filed. Copies of this form are available from the Educational Visits Co-ordinator.



N.B. Should the visit include voluntary helpers that have not been DBS checked by the Academy, this should be indicated on Form EV1 by writing "***DBS Form submitted***".

**Failure to carry out such notification and obtain authorisation may constitute a criminal offence.**

## Category of Visits

The following table summarises the notification and authorisation procedures and policy to bring it in line with DfE procedures. In essence, all residential visits, foreign trips, along with hazardous activities have now been placed in Type C:

Please tick (✓)		Definition	Guidance
<b><u>Type A</u></b>		Routine local visits. e.g. – Use of local library, sports fixtures with local schools, other visits to local schools.	Head of Department and EVC. Approval required from the Principal if there are cover implications.
<b>Type B</b> <b>(Academy Approval Process)</b>		B - non-routine visits involving adventurous activities and/or overnight stays, and/or foreign travel, for example outward bound centres, theme parks, MFL trips overseas, DofE expeditions, water sports, residential stays - approved by the Principal, the Chair of the local governing body and the Director of the Trust through the regional Education Director	The EV1 must be approved by the Principal no later than 5 working weeks (25 working days) before the proposed visit/trip and EV2 must be authorised by the Principal and nominated Governor no later than 10 working days before.

## Type A Visits

Type A visits are routine visits that run two or more times a year. They generally involve only short journeys and involve no greater risk to students than they would encounter in a normal day-to-day activity. Each visit follows a similar format, often using the same venue. In order for Type A Visits to leave the Academy, group leaders must ensure:

- That they are satisfied that the risk posed to staff and students is no greater than the risks they encounter in day-to-day life.
- Procedures for the visit have been agreed and recorded (a copy should be given to the Educational Visits Co-ordinator in advance): This includes the completion of two forms EV1 and relevant sections of Visits Planning Checklist.
- Appropriate written parental consent has been established for any non-routine curricular visit.
- If during Academy hours, the Main Academy Reception and Attendance Office have: a list of the students and staff involved, contact details, details of the activity; and an estimated time of return.
- If not during Academy hours, a designated member of staff who would act as the contact in the event of an emergency should be identified. This person should be well informed about the visit and have sufficient information to be able to act appropriately in the event of an incident.

Off-site sports fixtures represent a special category within Type A visits. For every fixture, details of the venue, student and staff names and the likely return time must be left in

reception and with the Vice Principals. It is good practice to include wherever possible, details of sports fixtures within the weekly staff bulletin, so that all colleagues are aware of fixtures.

Off-site sports fixtures can occur many times throughout the academic year. It is acceptable for one full set of EV1 and EV2 paperwork to be completed to cover the year for each type of sports fixture as long as :

Each trip covered by the EV1 & EV2 is the same sport, the same level of risk, adequately covered by the same risk assessments, the same level of staff supervision and the same method of transport.

Each time a new date and venue is known, the details of which students, which staff & contact details, address of venue, confirmation that parents have been informed and details of departure and return times have been logged with the EVC and left with reception.

## **Type B Visits**

Type B visits are non-routine, and carry an increased level of risk. These types of visits require full approval of the EVC, the Principal and the Governing Body. The Stages below must be followed for these types of visits to be formally approved. It is advisable to plan well in advance of any intended visit or trip.

### **Stage 1 – Initial Approval**

The prospective trip leader submits form EV1 and Visits Planning Checklist to the Educational Visits Co-ordinator **before any formal bookings or contact with parents**. This should be done not later than **2 months** before the planned visit for type C and **1 month** for type B

### **Stage 2 – Planning, Risk Assessment and Finance**

Once initial approval has been given, detailed planning can start.

At this stage, the trip leader makes the necessary provisional bookings, gains parental consent, and plans the details of the visit in accordance with DfE guidance contained in *Health and Safety of Pupils on Educational Visits (1998)*, any additional DfE guidance updates, and the guidance provided by the CAM.

It is important that the trip leader at this stage consults with the Finance Manager regarding planned bookings of transport, activities, and charging of students. The Finance Manager will be able to give guidance on appropriate costs (including any supply cover / costs required), and methods of payment collection.

The Finance Manager will require the following information from the trip leader:

- Number of students going on the visit
- Number of Teachers who are going on the visit

- Number of Supply Teachers needed to cover staff on the visit (consult with Day-to-Day SMT)
- Destination details
- Date/s of intended visit
- Cost of accommodation, entrance fee etc
- Number of coaches / mini-buses required (Finance will negotiate costs with suppliers)

### **Stage 3 – Academy Approval – Completion of form EV2**

Once the visit has been planned in detail and an EV2 Form has been completed and submitted with all other documentation, the EV Co-ordinator will then arrange for approval by the necessary individuals and/or bodies. Other documentation should include:

- The risk assessments for the journey
- The risk assessments of the activities in which the students will participate
- Safety documentation from the transport providers/tour operators
- A detailed itinerary for the visit that includes each activity

All appropriate documentation for Type B Visits must be with the EV Co-ordinator preferably 3 weeks before the intended visit or at the very minimum 7 days.

**Any visit that has not been approved through this process must not go-ahead  
UNDER ANY CIRCUMSTANCES**

### **Calculating Costs – Include Insurance**

In addition to the obvious factors, e.g. travel, accommodation, admission costs etc., unless the visit is part of a travel package including insurance, the cost of insurance must be included. If the visit or any part of it occurs within Academy hours, the cost of supply teacher cover also needs to be included. Administration costs, including reprographics, must be included too. It is also acceptable to include an element of cost as a contingency fund in order to cover incidental expenditure. The amount to be levied will be reviewed annually in July. For details of these costs, please see The Academy Finance Manager.

The accounts for any one trip will be closed immediately after the trip has taken place. It is, therefore, imperative that The Academy Finance Manager is informed of any outstanding debts at this time. Since all off-site visits should be non-profit making, the Academy considers it to be good practice to make a refund if the remaining balance is £1 or more for a day trip and £5 or more for a residential trip.

For visits that are repeated year after year it is imperative that costs are recalculated every time the visit is planned rather than simply increasing the costs by a predetermined percentage.

## **Role of the Trip Leader (referred to as ‘Group’ Leader in DfE documentation)**

In the light of recent court cases, in terms of Health and Safety and legal responsibility the role of the Trip Leader and her/his decisions are sacrosanct. However, although the Trip Leader carries out delegated tasks on behalf of the Academy, the employer retains ultimate responsibility. Further details on the duties of the Trip Leader are in appendix 4.

The Trip Leader **must** be a teacher. She/He has overall responsibility for the supervision and conduct of the visit including direct responsibility for the students’ health, safety and welfare. The Trip Leader is the person exercising an enhanced duty of care throughout the venture. In other words, the Trip Leader is **always in charge** and, where the Trip Leader’s knowledge of the group is superior to that of an activity leader, the Trip Leader must be willing to challenge or intervene to prompt a change of plan, including stopping an activity, if the safety of the group is compromised.

In the event of serious misbehaviour before an Academy visit, the Principal will make the decision as to whether or not a student will be allowed to participate in consultation with the Trip Leader. During an Academy visit, the decision of the Trip Leader as to whether or not a student participates shall be final. In the event of serious misbehaviour during the visit it may become necessary for the student to return home prematurely.

Should this be so, the parents of the student concerned should be contacted and requested to collect their child from the visit venue at their own expense. The Principal should also be advised, without delay, of this sanction. Should a student be excluded from all or part of an Academy visit, all monies paid in respect of the visit will be forfeited. If a student is excluded before the visit takes place and another student can fill the vacancy, monies will be refunded wherever possible except for the non-returnable deposits.

With this in mind, the Form of Consent for both visits in the UK and abroad, contains an appropriate clause about the authority of the Trip Leader and sanctions in the event of serious misbehaviour.

Every educational visit should also have a named Deputy Leader. The Deputy Leader must work alongside the Trip Leader throughout the planning stages and be conversant with all arrangements made in order that she/he can deputise in the event of the Trip Leader becoming ill or unable to lead the visit for other reasons.

## **Parental Information**

APPENDIX 1 contains a model letter which should be used to inform parents of the proposed visit.

It is recommended that a Parents’ Information Evening be held for any residential visit. This allows parents to meet the Trip Leader and all other accompanying staff, including volunteer helpers. It also provides the ideal opportunity to impart detailed information to parents and

allow them the opportunity to ask questions. A record should be kept of any questions asked and answers provided at such a meeting with parents. The Educational Visits Co-ordinator is willing to attend such meetings by request.

In order that all essential information is imparted a "Parents Evening Checklist" is included in APPENDIX 2

## **Staff and Student Preparation Meetings**

In addition to parental information evenings, it is good practice to meet all students for a number of sessions prior to the visit to either convey information or emphasise good practice. Clearly, the number of meetings will depend on the nature and duration of the visit. A meeting or number of meetings for staff to help to prepare them is strongly recommended. Staff can also be invited to help organise elements of the visit and it is good practice to identify as precisely as possible staff duties and activities for visits. It is advisable that one meeting, usually the first, with staff is spent reviewing this policy and other relevant documents.

## **Parent / Guardian Consent Forms**

### **Individual Visit**

A consent form must be completed by the parents or guardians of every student participating in an off-site visit. Samples of such forms are shown in APPENDIX 1.

If a student is subject to a care order, foster parents will need to ensure that the Social Services Department gives written consent to any proposed trip abroad. If a student is a ward of court, the Principal should seek written advice from the court in relation to Academy journeys and activities abroad well in advance. In both cases, the Trip Leader should take a copy of the written consent with them on the visit.

**Completed consent forms must be taken on the visit so that you have the necessary written permission and relevant information in the event of medical treatment being required by a member of the group. Copies should be made for other supervisors as necessary.**

### **Frequent Off-site Visits**

For off-site visits that occur frequently within the Academy academic year, e.g. sports fixtures, off-site education, etc. parents are requested to complete an Annual Form of Consent. A copy of the Annual Form of Consent is shown in APPENDIX 1 of this document. These will be sent out to parents, via students, at the start of the autumn term. They should be returned to the Educational Visits Co-ordinator, who will make arrangements for their collation and filing. Any member of staff requesting copies of the completed Annual Forms of Consent should see the Office Manager.

## **Jehovah's Witness Letter of Consent**

In the case of students who are Jehovah's Witnesses, a Letter of Consent clearly outlining the medical exclusions to be imposed is included in APPENDIX 1. The letter should be completed prior to commencement of the visit or activity. The completed letter along with a copy of the young person's Medical Directive/Release Card should be attached to the Form of Consent and taken on the visit. The Letter releases the Trust, the Academy and staff acting on behalf of the Academy, from any liability for any consequences arising from such exclusions and also in the event that such documentation is not available or information communicated to medical staff.

## **Roll Lists**

A list of names, addresses, ages and brief medical history, current medical conditions, allergies and emergency contact numbers should always be carried by the Trip Leader and smaller group leaders. This can be readily printed on one or two sheets of A4. It is also advisable for all other adults to have copies of this information, although medical information should only be shared insofar as is necessary to enable the adults in question to carry out their responsibilities, anyone to whom such information is given must understand its confidential nature.

## **Code of Conduct**

A Student "Code of Conduct for all Out of Academy Activities" is included in APPENDIX 1. Parents and students should be asked to complete the Code of Conduct accordingly.

## **Supervision**

### **Duty of Care**

All adults connected with a visit or activity owe a duty of care in common law to the young people they accompany. Teachers taking a group away from the Academy have a higher duty of care. The duty of care expected is that of a reasonable, prudent and careful parent applying his or her mind to the specific situation. The duty is continuous during the whole period of the visit and cannot be delegated to anyone else. Because teachers are trained, professional people courts in the UK have tended to expect them to exercise a higher standard of care than that which is expected from the general public.

### **Responsibility**

The Trip Leader is responsible overall for the group **at all times**. They may, however, delegate supervisory roles to other adults in the group.

When delegating supervisory roles to other adults the Trip Leader should:

- Allocate supervisory responsibility to each adult for named students and ensure that all adults understand that they are responsible to the Trip Leader for the supervision of the students assigned to them.
- Ensure that each adult knows which students they are responsible for.

- Ensure that each student knows which adult is responsible for them.
- Ensure that each adult has the means to contact the Trip Leader and/or other supervisors.
- Ensure that each adult has knowledge of and clearly understands the Academy's agreed emergency procedures policy.

Supervision can be close or remote but **is always 24 hours**, including staying in other homes visits, but supervisors are not expected to stay awake for 24 hours each day! In order that each adult supervisor gets quality rest and recuperation a duty roster should be arranged. It is not expected that staff on duty throughout the night stay awake, but that they are readily contactable. It is essential that everyone involved in the visit understands the supervision arrangements and expectations.

### **Close Supervision**

Close supervision occurs when the group remain within sight and contact of the supervisor. Close supervision normally means that all supervisors:

- Have prior knowledge of the students including any special educational needs, medical needs and disabilities.
- Carry a list/register of all group members.
- Regularly check that the entire group is present.
- Have appropriate access to first aid.
- Ensure that each student knows what to do if they become separated from the group.

### **Remote Supervision**

Remote supervision occurs when, as part of planned activities, a group of students work away from the supervisor but is subject to stated controls as recorded in the risk assessment. Such a situation could involve activities such as the Duke of Edinburgh's Award or Girl Guide expeditions. The supervisor is present but not necessarily near or in sight. The Trip Leader still remains responsible for students during this time even though they are not in direct contact with them. When supervision is remote:

- Groups must be sufficiently trained and competent for the level of activity to be undertaken, including how to deal with emergencies.
- Students should understand and accept the expected standards of behaviour.
- Students will be familiar with the environment or similar environments and have details of rendezvous points and times.
- Clear and understandable boundaries must be set.
- There must be clear lines of communication between the students, the supervisor and the Academy.



- The students should know the whereabouts of the supervisor and should have a means of contacting them.

A student should never be on their own, it is advisable that they be in a minimum group of at least three students.

- The supervisor should monitor the group's progress at appropriate intervals.
- The supervisor will be in the activity area and able to reach the group reasonably quickly should the group need support in an emergency.
- There should be a recognisable point at which the remote supervision is completed.

Remote supervision will apply to the times during home-stay visits when students are with their host families.

### **Night Time**

In residential situations, during night time the security of the group is of paramount importance: The Trip Leader should ensure that, as far as is reasonably practicable:

- Teachers have sleeping accommodation on the same floor and as near as possible to the students' accommodation.
- Child protection arrangements are in place to protect both students and staff.
- Where hotel/hostel reception is not manned 24 hours a day, security arrangements are in force to stop unauthorised visits.
- In the absence of 24 hour staffing of reception, external doors should be made secure against intrusion and windows closed as necessary to prevent intrusion.
- Where possible, internal doors should be lockable but staff should have reasonable access to student accommodation at all times.
- All staff and students know the emergency procedures/escape routes in the event of a fire or emergency evacuation.

### **Staffing Ratios**

When considering staffing of an activity or visit, it is essential to recognise that the following guidance represents the *minimum* level of staffing only and in reality will be determined by the risk assessment. 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 following points need to be taken into account:

- The leader of any off-site visit or activity should be a teacher.
- There should always be a minimum of **two** adults with any party engaged in an off-site visit or activity.
- The needs of individual students within the group including those with special educational or medical needs.

- Adventurous activities will usually require a higher staff: student ratio. Please refer to Part 2 of the supplements to HASPEV for further advice.
- All residential visits should be accompanied by at least **two** adults. Where the group population is of mixed sex then **both male and female** adults should be present. This also applies to home-stay visits.
- For visits abroad, all groups of young people below sixth form level should be accompanied by at least **two** members of staff.

The following ratios, for young persons in Year 7 or above, should be followed for off-site visits:

Type of Visit	Leader : Young Person Ratio
Day or Part Day	1 : no more than 15
Residential (UK or abroad)	1 : no more than 10

Where the method of travel is the academy mini-bus, this will usually require two adults (including the driver) even if the group size is less than 15 students.

Where the method of travel involves two minibuses however (maximum student capacity of 30 students), it is possible to provide three members of staff across both mini-busses so long as :

The trip is considered low risk and local to the academy  
 both minibuses travel in direct convoy and the minibus with just one adult travels at the front so they can pull over for any reason and be immediately supported by the other staff in the second minibus  
 the students on the trip do not require higher levels of supervision due to any needs  
 there is telephone communication between minibuses, should they become separated for any reason  
 there is a contact at the academy that can be phoned if required to attend

### Young People with Special Needs

Under Part IV of the Disability Discrimination Act 1995, it is unlawful for Academies to treat a disabled student less favourably, because of their disability, than their non-disabled peers. Academies must make reasonable adjustments to ensure that disabled students are not put at a substantial disadvantage compared with non-disabled students. The duty not to discriminate (without justification) extends to all aspects of Academy life, and is particularly relevant to Academy trips.

Where students are identified as having particular special needs this must be reflected in a higher staffing ratio, which must not be less than that which applies in the Academy and in most cases will need to be higher. Staff would need to take into account the terms of the Disability Discrimination Act. **All reasonable steps must be taken to include young people covered by the Act.**

First, it places a duty on The Academy to plan in order to ensure that The Academy is made more accessible to students with disabilities. The plan needs to include improving accessibility in terms of: The environment; The curriculum; Information.

Second, it places a duty on CAM not to discriminate against a disabled student either intentionally or unintentionally where such discrimination can be prevented by taking **“reasonable measures”**.

There is considerable overlap between the definition of disability within the SEN and Disability Act and the definition of students with special educational needs. The definition of a disability under the legislation is as follows:

**“A disabled person is someone who has a physical or mental impairment which has a substantial and long term and adverse effect on his or her ability to carry out normal day to day activities”**.

Discrimination is defined as “treating disabled students less favourably and not making reasonable adjustments to avoid putting disabled students at a substantial disadvantage”.

Both aspects of the Act need to be considered when planning an off-site visit or activity where disabled students are involved. The assumption needs to be that disabled students are to be included in all off-site visits, and consideration should be given to the needs and abilities of all students in the relevant class or group when designing the visit, including destination and range of activities. Where a specific individual’s inclusion appears to require special adjustments a risk assessment should be undertaken, first in terms of the whole visit or activity and then a second risk assessment in relation to the inclusion of the individual student. The risk assessment should include details of any special aids and equipment that the student may need and, in particular, details of any such items to be brought from home or obtained prior to the visit. At this point a decision should be made as to whether the measures required to include the student are reasonable or not.

Where students have statements of special educational needs which provide support in the Academy for access to the curriculum, and where the visit or activity takes place during term time, the level of ancillary support may be used at the same level as provided by the Local Authority for the statement. The Academy should, however, build the costs of the necessary support beyond this into its planning for the visit or activity so that it is included in the overall package. In certain circumstances, charity funding may be available for students with physical disabilities. For details please see the Educational Visits Co-ordinator.

For students with mobility difficulties who hold a “Blue Badge” for parking concessions, it may be beneficial for the Blue Badge to be displayed in the windscreen of the coach. Mention of this at the arrival of a venue may result in priority parking as close as possible to the venue entrance. Similarly, mention of a Blue Badge at a Ferry Port would usually result in priority loading such that the coach is parked close to the lifts on the vehicle decks. It may also be of significant benefit for a disabled student to carry some proof of their disability. Regrettably, word of mouth is often not sufficient proof of their disability.

Further guidance can be found in the code of Practice for Schools issued by the Disability Rights Commission ([www.drc.org.uk](http://www.drc.org.uk)).

### **Voluntary Helpers, Child Protection & Disclosure and Barring Service Disclosures**

Use of parents, or other voluntary staff or helpers including non-teaching staff, as supervisors is acceptable.

Recent legislation: Education (Independent School Standards) (England) (Amendment) Regulations 2007 places volunteers in the same category as 'staff'. Accordingly, they must be fully aware of the visit risk assessment, itinerary, special instructions, emergency procedures and any other relevant information.

Should voluntary helpers, including student teachers, parents and partners of staff, be used on off-site visits it is imperative that appropriate checks are carried out in accordance with Child Protection legislation and current guidance; DfE guidance "Safeguarding Children and Safer Recruitment in Education" aims to prevent people who are barred by the Secretary of State from being directly employed by an LEA, Academy or College from getting around the ban by:

- Working as a volunteer; or
- Working in a business that is contracted to provide services to Academies, schools or students attending them.

Checks **must**, therefore, be carried out on any volunteer who:

- Accompanies a residential trip.
- Has regular long term contact with students.
- Is likely to be in sole charge of a student under 18 years of age on a one-to-one basis.

Irrespective of whether the volunteer has had a DBS check carried out by another body, it is best practice for the Academy to carry out a further check.

The Principal is responsible for ensuring DBS checks are carried out. In practice, the PA to the Principal will oversee the completion of Criminal Records Bureau Disclosures and Disclosure Application forms are available from the Pas office. Guidance notes can be found on the DBS website, <https://www.gov.uk/search?q=DBS&tab=government-results> Position applied for should be completed as "Volunteer" and the Organisation is 'The Co-operative Academy of Manchester'. Certain documents are also required in order to verify information on the completed form and these documents should be submitted to the PA to the Principal along with the completed form.

The documents will be returned immediately after the PA to the Principal has carried out the verification process. The completed form will then be submitted to The Manchester College for processing and recorded on the Single Central Register.

The Principal must be made aware of any prospective voluntary helpers. Since these checks are quite lengthy, as much notice as possible should be given. However, current practice from other schools and Personnel Departments from other Local Authorities advise that if the Academy has submitted the appropriate form, its obligation has been met. The volunteer will, therefore, be able to participate in the visit at the discretion of the Principal.

The volunteer will also receive a Disclosure Certificate. The volunteer will be asked to present their Disclosure Certificate to the Principal in order that a record of the clearance date and disclosure number can be kept on file. Once approval has been obtained, should the same person accompany students again it should not be necessary to submit another form unless the individuals' circumstances have changed.

The Trip Leader should also gain assurances from any contractors that appropriate checks have been made for any of their staff who are likely to have access to students as part of their normal duties.

For further advice on DBS Disclosures please see the PA to the Principal..

### **Children Accompanying Staff**

All staff should be aware of the problems that can arise when their own children accompany a particular visit or activity. In these situations a conflict of role may occur. Where staff do take their own children on a visit or activity the member of staff **should not** be included in the staffing ratios unless they are supervising at all times a group which **does not** include their own child.

## **Travel**

### **Hire of Buses and Coaches**

Following a number of "near misses", involving wheels falling off and brakes failing, all Academies and schools should keep an approved list of coach operators. If coach companies local to the destination are being used, confirmation of insurance cover from the company's insurers and a copy of the operator's licence should be obtained.

It is appreciated that this may be difficult outside the UK and the Principal must use discretion in approving arrangements.

DfE guidance states "Where a road vehicle has seat belts, students must wear them." It is now Academy policy that **all** buses and coaches used by this Academy for off-site visits have seat belts fitted to all seats, irrespective of the type of journey or distance travelled, and that these seat belts are worn. With this in mind, The Co-operative Academy of Manchester "Form of Consent", for both visits in the UK and abroad, contains an appropriate clause about the wearing of seat belts.

In order to comply with the latest DfE Risk Assessment guidelines, when hiring a bus or coach the Trip Leader should verify the following points:

- That all bus/coach drivers employed by the company are legally and physically fit to drive buses/coaches when transporting students inasmuch as they hold the correct level of driving licence and do not suffer from any known medical condition which would prevent them from driving.
- That buses/coaches upon which students will travel are legally fit for public transport, inasmuch as they are taxed, insured and have passed an MOT test and other appropriate safety standards.
- That all buses/coaches have seat belts fitted to all seats and in working order.
- That there will be an appropriate number of drivers when travelling on long journeys or when travelling abroad (i.e. two or more drivers for continental journeys as necessary).
- That coach drivers who are likely to be in a one-to-one situation or accompany and stay with a group on a residential visit are DBS checked.
- The following advice for assisting students with the fastening of seat belts is also suggested:

If a member of staff or other adult is assisting a child to put on a seat belt, physical contact with the child must be minimal and only such as is necessary to put on the belt. Staff are advised to undertake such actions in the presence of other adults.

With regard to the wearing of seat belts in Europe, it is Academy policy that seat belts be worn irrespective of the laws for the particular country. Should continental vehicles be used, the Trip Leader should check that seat belts are fitted at the time of hiring.

In line with some local authorities, it is recommended that buses, as opposed to coaches, are **not** used for long journeys. A travel time of 1 hour on local roads (i.e. non-motorway) is considered to be a reasonable maximum use of a bus.

### **Use of Minibuses**

A minibus must not seat more than 16 passengers and must have forward-facing seats with seatbelts, which is compulsory by law. It is illegal for students to sit on rear-facing or side facing seats.

If self-drive minibuses are to be used for the conveyance of students, parents should be informed of the arrangements and should acknowledge these arrangements by signing an appropriate "Form of Consent".

It is good practice that a second member of staff is present to manage the students, enabling the driver to concentrate their attention fully on driving. In order to drive a minibus staff must take a compulsory assessment of their driving and obtain a certificate of competency through the MiDAS scheme (Minibus Driver Awareness Scheme – A nationally recognised award).

Where the method of travel is the academy mini-bus, this will usually require two adults (including the driver) even if the group size is less than 15 students.

Where the method of travel involves two minibuses however (maximum student capacity of 30 students), it is possible to provide three members of staff across both mini-busses so long as :

- The trip is considered low risk and local to the academy
- both minibuses travel in direct convoy and the minibus with just one adult travels at the front so they can pull over for any reason and be immediately supported by the other staff in the second minibus
- the students on the trip do not require higher levels of supervision due to any needs
- there is telephone communication between minibuses, should they become separated for any reason
- there is a contact at the academy that can be phoned if required to attend

## **Use of Private Cars**

### **Staff/Parent Cars**

The use should not be encouraged as organised transport. If the trip is not in Academy time, it is preferable for parents to be asked to make arrangements for the student to be taken to the departure point. Where use is unavoidable, the Principal must ensure that staff and/or parents have third party fire and theft (and for staff, business insurance) and a clean driving licence. Parental consent should be obtained.

Should parents be asked to provide transport for students, it is equally important that they check their insurance cover and the teacher organising the visit ensures that there is sufficient cover for the passengers. Parents **must** also have comprehensive insurance but usually conveyance of students would be deemed as for social, domestic and pleasure purposes, for which all Insurance Policies provide cover. When parents are providing transport, their own child **must** be the last one to leave the vehicle.

### **Students' Cars**

These should **not** be used as part of the arrangements. There is no objection to students driving from home to an agreed meeting point.

### **Bus, coach or minibus use**

The Trip Leader should ensure that:

- Supervisors have reserved seats that allow them to supervise properly. If a double-deck bus or coach is used, there must be at least one supervisor on each deck.
- Students are supervised when boarding and alighting. A head count should be made on each occasion.
- Extra care is taken when alighting from a right-hand drive vehicle in a country that drives on the right as it is most likely that some doors will open onto the roadside opposed to the kerb side.

- Evacuation procedures, the locations of the first aid kit and fire extinguisher are known and understood by everyone, luggage is securely stored and emergency exits are kept clear.

### **Air, boat/ferry or train**

Air, train and ferry companies will often make available a member of their staff to coordinate the activities of a group whilst in the departure terminal or station and make any necessary on-board arrangements.

The Trip Leader should ensure that:

- When travelling as foot passengers, a base is established in the ferry terminal whilst awaiting departure and upon arrival whilst awaiting delivery of the luggage.
- Luggage for the whole group is kept together.
- When travelling by vehicle, everyone should know the location of the coach, e.g. vehicle deck number and colour zone.
- Whether on foot or by vehicle, students are supervised when boarding and alighting. A head count should be made on each occasion.
- A base is established on board the boat/ferry.
- The ships' crew are aware that the group is on board. Some ferry companies request that students are readily identifiable, e.g. by means of a badge. However, for personal safety reasons, badges should not bear the students' names.
- Emergency procedures are known and understood by everyone, hand luggage is securely stored and gangways are kept clear.

### **Staff Absence**

Should a member of staff be absent from work due to illness they **must not** participate in any off-site visit.

### **Safety Management Systems (Risk Assessment)**

'This is crucial to the success of the trip; in health and safety terms it is called "risk assessment". **It is impossible to over-emphasise the importance of this process, both before and during the trip.**'

Risk assessment and risk management are legal requirements. The aim is to make sure that no one gets hurt or becomes ill. The risk can be minimised by:

- Supervision (the level and method of)
- Protection (the implemented measures)
- Training (informing adult supervisors and students)



The Academy is only responsible for risk assessing those parts of the visit that it is organising. If services are being “bought in”, then the provider is legally responsible for risk assessing these parts of the visit. However, the Academy risk assessment should make note of this. A risk assessment is no more than a careful examination of what could cause harm to people during activities. In this way you can weigh up whether you have taken enough precautions to prevent harm or if you need to do more. The aim is to take all reasonable steps to make sure that no one gets hurt or becomes ill.

A written risk assessment **must** always be carried out before setting off on a visit or activity, whether residential, day or part day. This is normally undertaken by the Trip Leader, for which a pro forma is available from the Educational Visits Co-ordinator. A sample of this form is included in APPENDIX 3 of this document. The Trip Leader should use only the pro forma accepted by the Academy in order that the format is standardised such that anyone can read and understand the information without confusion. For “severity” and “likelihood” the categories to be used are “low”, “medium” and “high”.

The risk assessment should include the following:

- What are the hazards, and what level of risk do they offer?
- Who is affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Can the Trip Leader guarantee that these safety measures will be provided?
- What steps will be taken in an emergency?

The risk assessment should also explicitly cover how special educational needs and medical needs are to be addressed. The Disability Discrimination Act places a duty on CAM not to discriminate against students for reasons relating to disabilities. Therefore, refusal to take a disabled student on an off-site visit must be justified otherwise it would be unlawful. The cost of making additional provision for the inclusion of a disabled student can be included in the overall cost of any visit. In certain circumstances, charity funding may be available for students with physical disabilities. For details please see the EVC and refer to section on page 14 entitled: 'Young Persons with Special Needs.

When carrying a risk assessment, ask yourself this question – “Would I do it if it was my own child?” Unless the answer is an immediate “Yes”, then don't do it!

A copy of the completed risk assessment **must** be given to and approved by the Educational Visits Co-ordinator before the visit or activity commences. If appropriate, a copy should also accompany Forms EV1 and EV2, which are reviewed by the Principal. **The completed risk assessment must be read and understood by all staff accompanying the off-site visit and each member of staff should have a copy of the agreed risk assessment.** The risk assessment should also be made available to parents and displayed prior to the visit in order that participating students have the opportunity to read and understand its content.

The programme of a visit, as set out in the risk assessment, should not generally be deviated from. However, any risk assessment should be ongoing such that it can take account of, for example, illness of staff or students, changes in weather, or availability of activities. This also includes emergency situations. The Trip Leader and at least one other member of staff should reassess risks whilst the visit takes place. Ongoing risk assessments normally consist of judgements and decisions as the need arises. They must take account of local expertise on, e.g. tides, potential for flooding, volume of traffic, local hazards etc. Ongoing risk assessments are not usually recorded until after the visit but **must** be recorded as soon as possible when a copy should be given to the Educational Visits Co-ordinator. This is often referred to as “Plan B”.

The risk assessment should be made up of three levels:

- **Generic** – those elements likely to apply to the activity whatever and wherever it takes place, e.g. transport arrangements, illness, becoming lost.
- **Visit/Site Specific** – those elements which will differ from place to place and group to group, e.g. at a museum, sports fixture, theme park.
- **Ongoing** – to take account of, for example, changes in the weather, illness of a party member, availability of an activity.

Samples of completed risk assessments should also be available, by request, from the Educational Visits Co-ordinator. Should colleagues need assistance in completing a risk assessment please see the Educational Visits Co-ordinator.

## **Risk Assessment and Contractors (Providers)**

Contractors (Providers) may include tour operators, outdoor education centres, farms, museums, activity centres etc., i.e. any services that are paid for. Contractors are responsible for assessing the risks of those parts of the visit appearing in the contract. Assurances should be obtained from contractors that risks have been assessed and that the contractor's staff are competent to instruct/lead students of the group's age and range on the activity. It is good practice to seek details of their safety management systems, i.e. obtain a copy of their risk assessment, and details of any independent, inspection-based external verification. However, the legal responsibility to provide risk assessment for these parts of the visit rests solely with the contractor.

## **Risk Assessment and Tour Operators**

The Trip Leader should check that the company shows due diligence in checking, for example, the safety and suitability of accommodation and transport (students should **not** be expected to share beds, road transport **must** have seat belts). Details of insurance should also be obtained and checked. Should colleagues need assistance in this please see the Educational Visits Co-ordinator.

## **Emergency Procedures**

These procedures are based on those contained in DfE Circular 22/94 and should be used in the event of serious or fatal injury. In any shared responsibility situation, they should be agreed in advance with the centre/other Academy/school involved. An emergency is unlikely to occur in circumstances where these procedures can be carried out to the letter, but staff accompanying the party should be so familiar with them that they are able to adapt them to the situation in which they find themselves.

The Trip Leader (or staff member in charge of small sub-group if out of contact with the Trip Leader until Trip Leader can be contacted) should:-

- establish the nature and extent of the emergency;
- if there are injuries, immediately establish their extent, so far as possible, and administer appropriate first aid;
- establish the name(s) of the injured and call whichever emergency services are required;
- make sure all other members of the party are accounted for and are safe;
- advise other party staff of the incident and that the emergency procedures are in operation;
- ensure that an adult from the party accompanies casualties to hospital;
- ensure that the remainder of the party are adequately supervised throughout and arrange for their early return to base;
- arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and members of the party are accounted for;

- control access to telephones until contact is made with the emergency contact point, Principal or designated senior member of staff and until s/he has had time to contact those directly involved. Give full details of the incident, i.e.:-
  - Name
  - Nature, date and time of incident
  - Location of incident.
  - Details of injuries
  - Names and telephone numbers of those involved
  - Action taken so far.
  - Telephone numbers for future communication.

For serious incidents where the media may be involved, try to identify alternative telephone numbers at "home" and "off site base" as other lines will quickly become jammed. It is not for the Trip Leader or other party members to discuss matters with the media; procedures for this are given below. Under no circumstances should the name of any casualty be divulged to the media:-

The Principal or designated senior staff member should alert the Chair of the Governing Body giving details as above. They may identify further actions or help required (which might include financial assistance). Alternative and additional telephone lines may need to be identified at an early stage.

The Principal should arrange to contact parents/carers of those involved. For a serious incident, the Principal should contact parents of all party members. It is also the Principal's responsibility to act as a link between the group involved, the Chair of Governors, and parents.

If it is necessary to talk to the media, the Principal should agree with the Chair of Governors who should make the initial statement. A designated person should then act as the ongoing point of contact with the media to whom all involved should direct questions and requests. This person will need to liaise with the emergency services, perhaps on site. It is advisable for the Principal to designate one of the Academy Leadership Team with responsibility for media liaison, to enable the Principal to concentrate on managing the incident.

The Trip Leader should write down as soon as practicable all relevant details while they are still fresh in the memory of those involved. Other party staff members might also be asked to do so. A record should be kept of names and addresses of any witnesses. Any associated equipment should be kept in its original condition.

- Details of the Academy's agreed emergency procedures, including key telephone numbers, should also be available on a pocket-sized laminated card and should be carried by every member of staff involved in the off-site activity. It is useful to include on this card the personal mobile phone numbers of off-site staff, so that communication within the group can be maintained
- Most Local Authorities have Crisis Lines. Consideration should be given to the use of this facility by the Academy.

Legal liability should not be discussed or admitted.

All accident forms should be completed and insurers and the Health and Safety Executive (HSE) should be contacted in the event of serious accidents or injuries. The Principal or EVC will advise regarding contacting the HSE.

Students' use of mobile phones

In any emergency situation it is advisable to instruct students **not** to use mobile phones unless they are summoning help, e.g. the emergency services. The wrong information transmitted to the wrong people can cause hysteria, panic and undue distress. All information should be disseminated by the Trip Leader, Academy or Crisis Line, as is appropriate.

## Exploratory Visits

An exploratory visit should be made by any teacher who is to lead a group abroad, on a residential visit or in a location that is not familiar to them in order that they can gain first-hand knowledge of the area and facilities. This knowledge will then inform the risk assessment and pre-planning. Any costs incurred whilst making an exploratory visit can be included in the total cost of the visit. Some contractors (providers), e.g. Academy-travel specialist companies, may offer a pre-visit for the Trip Leader free of charge. This can enable the Trip Leader to gain a direct experience of the venue and environment and assist their appraisal of the contractor's risk assessment. An "Accommodation Checklist" and an "Attraction Checklist" are shown in APPENDIX 2.

If it is not possible for the teacher to visit the site/area beforehand, the Trip Leader must make every effort to collect all appropriate information. They **must** be able to satisfy both the Educational Visits Co-ordinator and the Principal that these alternative arrangements are sufficient for a risk assessment to be made

Should it not be possible for the Trip Leader to make an exploratory visit, a reconnaissance visit should be made upon arrival at the venue whilst the rest of the group remain in a secure place or are supervised by other staff in an activity for which a risk assessment has been made. If using the facilities of a contractor, e.g. Academy-travel specialist company, the Trip Leader should also arrange a meeting with the local representative or manager in order that both parties can be kept fully informed and any concerns can be raised. Any points discussed should be noted in writing.

## Visits Abroad

In addition to all other advice contained in this document, visits abroad should include at least one adult with the ability to speak and read the language of the visited country.

### Individual Passports

All adults **must** hold a valid Individual Passport. It must, however, be noted that some countries may not allow in a traveller whose passport will expire within a few months of entry. The Trip Leader should check the passport details of all adults to obviate the risk of anyone being refused entry. Should any student be travelling using an Individual Passport similar checks must be made. Details for individual countries can be obtained by contacting the UK embassy or consulate of the relevant country or the UK Passport Agency. Should colleagues need assistance in this matter please see the Educational Visits Co-ordinator.

### Collective Passports

A Collective Passport can be held for between 5 and 50 students of British nationality. Students who do not have British nationality **cannot** be included, nor can adults who do not have British nationality. Both the Trip Leader and the Deputy Leader should be named on the document.

A Collective Passport application can now be made on-line and this is recommended by the UK Passport Agency. The "Collective Passport Application" form can be downloaded at <http://www.passport.gov.uk/> and it is also available on the computers in the Conference Room. Advisory notes relating to its completion can also be found on the UK Passport Agency website. The completed form can be submitted by email to [durhamcollectives@ukpa.gsi.gov.uk](mailto:durhamcollectives@ukpa.gsi.gov.uk). However a hard copy, signed by the Leader and Deputy Leader, must also be sent along with the ID Cards and accompanying documentation but submitting an electronic version will speed up the application, especially if alterations have to be made.

ID Cards cannot be downloaded and, therefore, still need to be obtained from the Area Passport Agency Office.

A form 'Collective Passport Questionnaire (Born in the UK)' is issued by the UK Passport Agency and **must** be submitted with the hard copy of the Collective Passport application.

Should a student have been born outside the UK a different form 'Collective Passport Questionnaire (Born outside the UK)' is required.

The Passport Supporting Letter must now include the total number of students included on the Collective Passport application.

When arranging Collective Passports, Care Orders and Wards of Court must be taken into account. The Principal should be able to advise you of any students so affected. If a student is subject to a Care Order, foster parents will need to ensure that the Social Services Department consents, in writing, to any proposed trip. If a student is subject to a Ward of Court, the Principal should seek advice from the court in relation to trips abroad, in writing, well in advance of the proposed trip. For both students subject to Care Orders and Wards of Court, a copy of the consent should be made available to the Trip Leader and should be taken on the trip in the event of any Immigration problems. A copy must also be submitted when applying for the Collective Passport.

When participating in an Exchange Visit each student should hold a photocopy of the Collective Passport and their individual I.D. Card in their place of residence.

### **Visa Exemption**

Students who are not nationals of an EU country will need to travel using their own passport and will normally require a visa to travel to another EU country. However, the Academy can apply for visa exemption on behalf of the students. Details of visa exemption can be obtained from the Home Office or British Council. Should colleagues need assistance in this matter please see the Educational Visits Co-ordinator.

### **European Health Insurance Cards (EHIC)**

In order that members of the party are covered for medical treatment under EU reciprocal agreements, it is advised that the Trip Leader obtains a European Health Insurance Card (EHIC) for each participant. The Card has now replaced Form E111 which is no longer valid. The Card is **not** valid indefinitely. Trip Leaders should, therefore, check the expiry date on the Card. EHIC Applications are not available from a Post Office, as was the Form E111, but must be applied for. The quickest way to obtain the Card is on-line at [www.dh.gov.uk/travellers](http://www.dh.gov.uk/travellers) when delivery is guaranteed within 7 days.

## Customs Allowances and Prohibited Items

A leaflet “A Customs Guide for Travellers entering the UK” (Notice1), gives advice about customs allowances when travelling both within and outside the EU. It also details prohibited and restricted goods. The leaflet is available in unlimited quantities via HM Customs and Excise National Advice Service, telephone 0845 010 9000.

## Terrorism

Should you have any concerns about terrorism, up to date advice is available from the Foreign and Commonwealth Office on their website, [www.fco.gov.uk/knowbeforeyougo](http://www.fco.gov.uk/knowbeforeyougo) and from the Home Office on their website, [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk).

It must be remembered, however, that there are often exceptions in insurance policies for claims under terrorism unless there is specific advice from the Foreign and Commonwealth Office not to travel.

## Travel Advice

Should you have any concerns about travelling to a particular country, up to date travel advice is available from the Foreign and Commonwealth Office on their website, [www.fco.org.uk/knowbeforeyougo](http://www.fco.org.uk/knowbeforeyougo). Once again, it must be remembered that there are often exceptions in insurance policies for claims under refusal to travel unless there is specific advice from the Foreign and Commonwealth Office **not** to travel.

## Exchange Visits

Detailed guidance is now available in a document by The Outdoor Education Advisers’ Panel entitled “Young People’s Exchange Visits”. This document is endorsed by many LAs and includes detailed advice and procedures including the need for Disclosure and Barring Service (DBS) Disclosures and reciprocal checks. General advice, however, is that relevant checks need to be carried out on the families hosting the home stay. This means:

- DBS checks for British families. If there is a cost implication, since the measure is to protect British students, it is not unreasonable to pass the cost of such a check to parents as part of the cost of the visit.
- A relevant check for reciprocating families in the country to be visited. Where equivalent checks do not exist, in general the head of the receiving establishment will be requested to verify that to the best of their knowledge, hosts are suitable.
- If satisfactory evidence cannot be ascertained or if hosts refuse to supply the information the visit should **not** continue.



## Using Activity and Adventure Centres

Party Leaders should have read DfE Guidance when planning the visit.

The Centre will be responsible for ensuring the safety of the pupils during activities organised and supervised by Centre staff. For additional advice see DfE Guidance.

The Activity Centres (Young Persons' Safety) Act 1995 makes provision for the regulation of centres and providers of facilities where children and young persons under the age of 18 engage in adventure activities, including provision for the imposition of requirements to safety. This Act is implemented by the Adventure Activities Licensing Regulations 1996. The Act does not extend beyond Great Britain so adventure centres abroad, even if provided by a British travel company, are not within the scope of these Regulations.

The Act requires any provider of named adventurous activities (known as 'in scope' activities), covering over 20 main activities under the broad headings of Climbing, Caving, Trekking and Water sports, to hold a licence. The Adventure Activities Licensing Authority (AALA) provides this licence, on behalf of the DfE, after a satisfactory inspection. The aim of the adventure activities licensing scheme is to give assurance that good safety management is being followed so that young people can continue to have opportunities to experience exciting and stimulating activities outdoors while not being exposed to avoidable risks of death and disabling injury.

It is important for any teacher to check whether a provider is licensable and, if so, holds a licence, before arranging to use adventure facilities. An activity provider is required by the terms of the licence to display the licence at the centre or have available the licence for inspection at any reasonable time. Any licence holder referring to the holding of a licence *must* state the adventurous activities covered by the licence and give the telephone number of the Licensing Authority.

To date, over 1000 providers hold licences but not all providers have to hold licences. Holding a licence simply means that the provider has been inspected and complies with the criteria for the Adventure Activities Licensing Authority (AALA). A list of licensed Activity Centres can be obtained from AA website: [www.aala.org.uk](http://www.aala.org.uk). The Activity Centre Licence Number, if appropriate, is required for Form EV1, 'Proposal and Initial Approval Form'.

The trip leader should also check the provider's arrangements for those elements not covered by the licensing scheme, e.g. accommodation, catering, supervision and recreation during the evenings and between adventurous activities. Trip leaders and teachers retain overall responsibility for young people *at all times* during adventurous activities, even when the group is under instruction by a member of the provider's staff.

Everyone, including the students, must have an understanding of the roles and responsibilities of the Academy staff and the provider's staff. Trip leaders and other responsible adults should intervene if they are concerned that the students' safety may be at risk.

Staff are strongly advised to only use licensed Activity Centres. In rare cases where the use of an unlicensed centre appears to be the only option, a checklist is included in APPENDIX 2.

Most reputable UK adventure centres that are outside the scope of licensing are members of the British Activities Holiday Association (BAHA) and are subject to their code of practice and inspection. Details of their members can be found on the BAHA website: [www.baha.org.uk](http://www.baha.org.uk).

## Swimming

**The following passage is taken from the HASPEV guidance:**

‘Swimming and paddling or otherwise entering the waters of river, canal, sea or lake should never be allowed as an impromptu activity. The pleas of children to be allowed to bathe – because it is hot weather, for example, or after a kayaking exercise - should be resisted where the bathing has not been prepared for. In-water activities should take place only when a proper risk assessment has been completed and proper measures put in to control the risks.

The activities should be formal and supervised.

It is good practice that, wherever possible, group leaders seek out recognised bathing areas that have official surveillance i.e. qualified lifeguard cover. But, even then, trip leaders should be aware that students might mingle with members of the public and be lost to view. Students should always be in sight and in reasonable reach of their supervisors.’

- A member of the team **must** be suitably qualified in life saving. For outdoor activities, e.g. pond, lake, river, sea, this **must** be a life-saving qualification for open water.
- One adult **must** always stay out of the water for better surveillance.
- It is recommended that student/teacher ratio of 20:1 should not be exceeded.
- Additional measures must be taken if the swimming is in the sea or other natural waters. Paddling in open water is categorised as swimming.
- The activities **must** be formal and closely supervised.

All participants involved in water activities must be confident in water. The ability to remain calm on sudden immersion is of greater importance than the ability to swim a prescribed distance. A combination of water confidence and proven swimming ability, however, is highly desirable.

Should your visit or activity include swimming or paddling it is vital that you read both Part 3 of the supplements to HASPEV and the leaflet "Group Safety at Water Margins" copies are available from the Educational Visits Co-ordinator.

## **Insurance**

### **Travel Insurance**

Travel insurance must be taken out for all trips lasting more than one day. Where a travel company is used, it may be preferable to take out insurance through the travel company. There is never any need for the Academy to take out dual insurance. Details of insurance must be given to parents.

### **Personal Accident**

As travel insurance is not usually required for day trips, staff or students who suffer an injury which is not attributable to the negligence of the Academy or a third party while on such a visit will NOT be covered.

## **Finances**

All monies collected and spent must be carefully recorded and, after the visit, accounts must be audited. It is, therefore, imperative that all monies received for educational visits are paid to the Academy Finance Team. Paying in slips should be usually available for this purpose. As a general rule, collection of all monies should be left to the Finance Team.

Receipts should be issued for all monies received. If payment is received by cheque please write the name and tutor group of the student and name of visit/activity on the back of the cheque before paying it to the Academy Finance Officer. Such information will be of immense use in the event of the cheque 'bouncing'. Should a student withdraw from the trip the Academy Finance Manager should make any refund. Upon completion of the visit the Academy Trip Register should be handed to the Academy Finance Manager. All financial records, including receipt books, must be kept for a minimum of six years.

It is important to point out that, should you agree to collect monies, you are responsible for it while it is in your possession and safekeeping. If any of it is lost or stolen or cannot be accounted for, you will be expected to make good the deficit. Your Professional Association may also provide some insurance cover in this respect, but such cover is usually very limited.

Should you ask students to make payments direct to the Academy Finance Manager these should preferably be made during morning registration or at morning break.

On no account should monies be held for direct payment for services received in connection with a visit. All outward payments, however small, must be made through the Academy Finance Manager. However, should petty cash be required for a visit this can be supplied by the Academy Finance Manager when at least one week's notice should be given or, for foreign currency, two weeks notice. It is likely that you will be asked to complete a request form, available from the Finance Office.

While on a visit a careful record must be kept of all monies spent using the Petty Cash Record form, with invoices for each spend.

***In order that the Academy can recover VAT charges, a VAT receipt bearing the venue VAT number and the amount or rate of VAT paid must be obtained.*** Upon return from the visit the completed Off-site Visit Petty Cash form along with invoices, receipts and unused cash, should be returned to the Academy Finance Manager.

On no account should teachers put money received for educational visits into their personal bank account, even for a short period.

For further advice on finances please see the Academy Finance Manager.

## **First Aid Provision**

A travelling first aid kit should be taken and the Trip Leader should be trained in basic first aid procedures (see [First Aid](#)). If another accompanying member of staff is trained, the Principal may agree that this is adequate.

First aid provision must be made for all off-site activities including day, residential and home stay visits. It is strongly recommended that one competent adult is delegated the responsibility for first aid and this fact should be known to all students and other supervisors. ***On residential visits and foreign visits at least one adult must hold a valid first aid certificate.*** On any kind of visit the nominated person should have a good working knowledge of first aid appropriate for the level of activity to be undertaken.

First aid kits and buckets are available, by request, as explained in detail in the Academy Policy "First Aid Provision".

In the absence of a parent, a teacher must accompany any student requiring medical treatment.

Since there are times when the first aid kits and buckets are in great demand, it is important that they are returned as soon as possible after completion of the off-site visit. On return, the EVC or person responsible for first aid kits must be made aware of any items used, to enable replenishment of the kit to take place.

Further information: <http://www.teachernet.gov.uk/firstaid>

## Administration of Medicines

In September 2014, the DfE issued guidelines for staff in this area:

- All staff are acting voluntarily in administering medicines.
- Those employees who volunteer to assist with any form of medical procedure are acting within the scope of their employment. As such they are indemnified by the Academy's insurers against any legal action over an allegation of negligence provided they act responsibly and to the best of their ability within the confines of specified training.
- Students who carry their own medication **must not** distribute the medication to any other student.
- If a student has a Medical Care Plan (see Medical Treatment Policy) a copy of this should be taken on the trip by the Trip Leader

## Reporting of Accidents / Incidents

The Office Manager is responsible for the management of this and will report directly to the Principal as necessary.

All cases of first aid treatment, to both staff and students, must be recorded. Upon return, the Academy's Accident Record Book must be completed and any completed Minor Incident Record sheets must be passed to the Educational Visits Co-ordinator for appropriate filing and any necessary further action.

For staff and adult volunteers, all accidents and incidents, including those without injury, should be reported as soon as possible to the EVC. In certain circumstances it must also be reported to the Health and Safety Executive (HSE) by phone and by using form F2508 "Report of an Injury or Dangerous Occurrence" [Also available from Academy Reception]. This is a legal requirement. Further guidance on when an accident is reportable under RIDDOR can be found at the Health and Executive website:  
[www.hse.gov.uk/pubns/hse32.htm](http://www.hse.gov.uk/pubns/hse32.htm)

For students, any accident or illness, which necessitates medical treatment or absence from Academy, should be reported as soon as possible to the EVC using the relevant sheet available from Academy Reception. It may also need to be reported to the Health and Safety Executive (HSE) under RIDDOR. Again, this is a legal requirement. Further guidance on when an accident is reportable under RIDDOR can be found at:

[www.hse.gov.uk/riddor](http://www.hse.gov.uk/riddor)

## Records of Information

Copies of all letters and information relating to any Academy visit should be filed in Academy Reception. This information will be vital to reception staff and/or senior management in the event of any queries from parents or in the event of any kind of emergency. Copies should

also be part of the 'information pack' the home emergency contact is provided with, in the event of information being required out of Academy hours.

In the light of previous tragedies involving groups from other academies/schools, it is clear that we should have detailed information to hand in the Academy for all participants in an educational visit. For off-site visits during normal Academy hours the minimum information deposited in Reception **must** be a list of the name and tutor group for each participating student, and a list of participating adults. In the event of an emergency Academy staff will be able to obtain contact information from Academy records. However, for all off-site visits that include time out of normal Academy hours, completed forms: EV1 and EV2 plus Student Contact Sheet should be available. They include the recording of vehicle registration numbers and a column (✓) to indicate whether or not a person is present in the party, hence the reason for updating immediately before departure.

After final completion, a copy of the forms should be left in Academy Reception or, in the case of departure out of Academy hours, placed in an envelope and pushed through the letterbox of the main door. A copy of this information should also be left with your local contact.

It is hoped that it will never be necessary to use such information but it is wise to be prepared. Such information will be destroyed after the group has returned from the visit.

For Exchange Visits a list of participating students, along with their hosts' names and addresses, should be left in Academy Reception. The names of accompanying staff, along with their hosts' names, addresses and telephone numbers, should also be lodged in Academy Reception. Again, a copy of this information should also be left with your local contact.

## Mobile Phones

At the discretion of the Trip Leader, it is Academy policy that students are allowed to take mobile phones on educational visits but they should be used for **emergency purposes only**. However, as in the Academy, students will be responsible for their own belongings. For personal safety reasons, students should be advised not to carry mobile phones in a prominent and vulnerable position. On trips abroad, the cost implications of making calls from abroad should also be pointed out to students.

Mobile phones, however, can be a vital lifeline on Exchange Visits. Staff should make arrangements whereby they can be contacted at all times when the group is not under close supervision. Each student should have the contact telephone number and should know an emergency code, e.g. a word or a phrase, to be used to indicate that there is a serious problem and help is needed

## Serious Misbehaviour and Other Incidents

In the event of anything going wrong during an educational visit, including incidents of serious misbehaviour and near misses, the Principal should be informed by the Trip Leader as soon as possible by telephone, at the Academy during Academy hours and at home out of Academy hours. If not available the Vice Principal should be contacted. Home telephone numbers for these personnel should be included in Information For Staff. Key telephone numbers should also be included on the emergency procedure pocket-sized laminated card.

## Emergency Telephone Numbers

In the event of any problems arising during the visit, such as an earlier or later return to Academy than published, it is important that a number is available day or night parents can ring, for information in the event of an incident during the visit or advice about the time of return. The Academy telephone number should be used between 0830 and 1600 hours Monday to Friday in term time, but an alternative number should be given for use out of Academy hours.

## Student Photographs

Sets of student photographs should be provided from the Academy Database upon request from the Office Manager when at least two weeks notice should be given. Such photographs may prove to be very useful for identification purposes, for example in the event of a student becoming lost. These are particularly useful when groups of students are going abroad.

## Complaints

All complaints are best dealt with as and when they arise. However, should the nature of the complaint be serious or such that parents do not receive satisfaction, the best course of action would be to ask parents to put the complaint in writing. The Principal **must** see such letters of complaint and copies should be given to the Principal and the Educational Visits

Co-ordinator. All such complaints must be dealt with in accordance with the Academy's complaints procedure.

## **Reporting Return from an Off-site Visit**

Upon return, the Trip Leader should notify both the Emergency Contact and the Principal of a safe return. A short telephone call will fulfil this requirement.

## **Evaluation**

Upon return, a review and evaluation should be carried out as soon as possible. A sample of the form is shown in APPENDIX 1. A copy of the completed form should be given to the Principal within one week of your return.

Leaders should also ensure that upon completion of a visit or activity a complete file of names, addresses, insurance arrangements, contacts, procedures, etc. is kept for at least three years. This information would be required in the event of any future claim arising from any incident that may occur on the visit.

The trip leader, or more usually, the member of staff responsible for petty cash / money during the visit should also complete an audit of monies spent, etc and had it in, with receipts and monies remaining to the finance office as soon as possible

## **Visit Planning Check Lists**

It is important for your own legal protection, that all procedures above and the appropriate forms are completed at the correct time for all out-of-Academy activities. With this in mind two checklists have been devised, one for day trips and one for residential trips. Samples of the checklists are shown in APPENDIX 2. The contents are not meant to be an insult to your intelligence but to assist you in your planning at every stage.

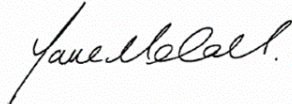



## Useful References

1. An Applicant's Guide to Completing the DBS Application Form  
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>
2. Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service, DfE  
<https://www.education.gov.uk/publications/eOrderingDownload/Final%206836-Safeguard.Chd%20bkmk.pdf>
3. Collective Passport Application Form, UK Passport Agency  
<https://www.gov.uk/collective-group-passports/supporting-documents>
4. Education (Independent School Standards)(England)(Amendments) 2012  
<http://www.legislation.gov.uk/uksi/2012/2962/contents/made>
5. European Health Insurance Card Application Pack, Department of Health.  
<http://www.nhs.uk/NHSEngland/Healthcareabroad/EHIC/Pages/about-the-ehic.aspx>
6. Five Steps to Risk Assessment, Health & Safety Executive.  
<http://www.hse.gov.uk/risk/fivesteps.htm>
7. Group Safety at Water Margins, DfE.  
<http://www.rospa.com/leisuresafety/Info/WaterSafety/groupsafety-watermargins.pdf>
8. Guidance on First Aid for Schools, DfE.  
<http://www.education.gov.uk/schools/pupilsupport/pastoralcare/health/firstaid/a0010622/first-aid>
9. Health Advice for Travellers, Department of Health.  
<http://www.nhs.uk/Livewell/TravelHealth/Pages/Travelhealthhome.aspx>
10. Health and Safety of Students on Educational Visits (HASPEV) and its Supplements, DfE.  
<http://www.education.gov.uk/aboutdfe/advice/f00191759/departmental-advice-on-health-and-safety-for-schools>
11. Planning an Educational Visit, Chris Lowe, The Academy Travel Forum.  
<http://www.schooltravelforum.com/planning-an-educational-visit>
12. Supporting Students with Medical Needs: A Good Practice Guide, DfE  
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/PPY194>

## Monitoring, Evaluation and Review

This Policy is a living document and will be regularly reviewed by the Educational Visits Co-ordinator who, in turn, will report to the Principal and/or LGB. Its procedures will be monitored and reviewed annually or sooner if necessary, as a result of further guidance from the ATB or DfE.

<b>Adopted by Co-op Academy Manchester</b>	<b>4<sup>th</sup> April 2019</b>
<b>Chair of Governors</b>	
<b>Principal</b>	
<b>Review date</b>	<b>February 2020</b>

## **Appendix 1 – Sample Forms and Checklist**

1. Initial Approval Checklist
2. Initial Approval Form EV1
3. Detailed Planning Form EV2
4. Parents' Letter of Information Template
5. Planning Checklist
6. Parental Consent Form – Single activities
7. Parental Consent Form – Annual for regular sporting, curricular or social activities
8. Jehovah's Witness Consent Form
9. Student Code of Conduct
10. Visit Evaluation Form
11. Simple Risk Management Form
12. Petty Cash Proforma
13. Student Contact Information



EV1

## Proposal and Initial Approval Form

### The Co-operative Academy of Manchester

Please tick (✓)		Definition	Guidance
<b><u>Type A</u></b>		Routine local visits. e.g. – Use of local library, sports fixtures with local schools, other visits to local schools.	Head of Department and EVC. Approval required from the Principal if there are cover implications.
<b><u>Type B</u></b> <b>(Academy Approval Process)</b>		Non-routine visits <b>not</b> involving an overnight stay, travel to foreign countries, or Adventurous Activity (unless provided by LA approved providers). E.g. Alton Towers, theatre trips, museum visits.	The EV1 must be approved by the Principal no later than 3 weeks before the proposed visit/trip and EV2 must be authorised by the Principal and nominated Governor no later than 7 days before.
<b><u>Type C</u></b> <b>(LGB Approval Process)</b>		Non-routine visits <b>involving</b> Adventurous Activities and/or overnight stays, and/or foreign travel. E.g. MFL trips to France, D of E expeditions, water sports, residential stays	The Principal and LGB. All documents must be submitted not later than 2 months before the proposed date of the visit.

Deadline for EV1 to be completed by (see table above): \_\_\_\_\_

Deadline for EV2 to be authorised by (see table above): \_\_\_\_\_

**PROPOSED VISIT TO:** (destination to be inserted here) including full postal address.

Purpose of visit and/or objectives:

How does this relate to the curriculum or is it linked to rewards; please identify

Date of departure:

Time of departure

Date of return:

Time of return:

## GROUP INFORMATION

Young Persons	
Number of Young Persons	
Age Range	

Adult supervision	
Number of staff	

The group leader should be a teacher unless other approved by the Principal.

Names, relevant experience, qualifications, specific responsibilities of staff with the group		
Group Leader:	Approved by Principal	Yes / No
First Aider:	Approved by Principal	Yes / No
	Approved by Principal	Yes / No
	Approved by Principal	Yes / No
	Approved by Principal	Yes / No

### Cover required:

Please insert staff initials and class to be covered

	P1	P2	P3	P4	P5
Monday					
Tuesday					
Wednesday					
Thursdays					
Frida					

Have you informed Lisa Moulton if you have cover requirements? (please circle)	YES - COVER REQUIRED	NO - NOT REQUIRED
--	----------------------	-------------------

I have informed my Head of Department (if you are HoD then Line Manger) about the trip and it has been agreed by him/her agreed	(Please tick if agreed)	
---	-------------------------	--

<b>Existing knowledge of places to be visited</b>

<b>Itinerary</b>
Please describe the activities that you may be undertaking and timings

## Transport Arrangements

Mode of Transport to be used on each leg of the visit	
Outbound:	Return:

Commercial Provider to be used	
Name:	
Address:	
Are they on the Local Authority's (LA) Select List of Approved Providers?	YES NO

Proposed Costs and Financial Arrangements

Group Leader	
Name:	
Signature:	Date:

## Initial approval in principle

EVC co-ordinator		Date:
Principal		Date:

**EV1 to be passed to E Atkinson (Office Manager) for insertion into the academy calendar**

A copy of this form and details of any subsequent changes are to be retained by the EVC.

**EV2****DETAILED PLANNING APPROVAL FORM**

(Information in addition to EV1 including any changes to the original outline plan)

**THE CO-OPERATIVE ACADEMY OF MANCHESTER – VISIT ITINERARY**Place(s) to be visited (Name, address and Postcode): *Only needs to be filled in if different to that on EV1*

Same as EV1    Yes    No    (please circle)

Date of departure:

Time of departure:

Date of return:

Time of return:

**GROUP INFORMATION**

Young person's age range		Names of students must be attached to this document
Number of young persons		
Number of girls		
Number of boys		

**Adult staff supervision**

Number of staff		Number of other adults	
Number of female staff		Number of other female adults	
Number of male staff		Number of other male staff	

**Names, relevant experience, qualifications, specific responsibilities of staff with the group**

Group Leader's name

**Names, relevant experience, qualifications, specific responsibilities of other adults with the group****Names of students with special educational needs                      Yes (write names below)                      No (circle)**


**TRAVEL INSURANCE ARRANGEMENTS (must not be altered, e.g. deleted)**

For all members of the group, including voluntary helpers – attach a copy of quote cover provided

Insurance Cover: ACE European Group Limited                      Policy Number: UKBBBO11069114

Tel: +44 (0)20 7173 7796



## TRANSPORT ARRANGEMENTS

Mode of transport to be used on each leg of the visit:	
OUTBOUND:	RETURN:
If not academy minibus – tick to confirm booking has gone via Jo Killey <input type="checkbox"/>	
Organising Agent Company Name: .....	
Address: .....	
.....	
Telephone number: .....	

## FOR EACH ACCOMMODATION TO BE USED DURING THE VISIT

Accommodation Name: .....
Address: .....
.....Postcode.....
Telephone number: .....
Are they on the Local Authority's list of Approved Providers? <b>(please circle)</b> YES    NO

<p>Details of the programme of activities including associated planning, organisation and staffing:</p>  <p><b>Risk assessments specific to the activity types must be attached before submission to the Principal</b></p>
--

Existing knowledge or experience of places to be visited and whether an exploratory visit is intended:

## TWO EMERGENCY CONTACTS AT THE ACADEMY/WITHIN THE SERVICE

<b>Mel McMorro</b> (EVC)	<b>Elizabeth Atkinson</b> (Office Manager)	Principal -
Work: 0161 795 3005	Work: 0161 300 5900 / 0161 795 3005	Work: 0161 795 3005
Mobile: 07813 685789	Mobile: 07712 327540	Mobile:
Home:	Home:	Home:

PLEASE TICK CHECKLIST BELOW

Attached are copies of the risk assessment for the planned visit which should cover all activities to be undertaken.	✓
I, the group leader, have checked on SIMS that a yearly PC1 form has been received and is on file.	
I, the group leader, have checked on SIMS that the students can swim (if applicable to the activity).	
I, the group leader, have issued a letter to parents/carers informing of this trip at least two weeks before the event and attached a copy to this document.	

Group Leader Name: ..... Date:.....

Group Leader signature .....

Competent First Aider Name.....Signature .....

**Approval**

**The Planning and Risk Management for this visit has been approved in accordance with the Academy/Service's Educational Visits Policy and Guidance.**

EVC: **Mrs M McMorrow/Mr J Knowles** Signature ..... Date .....

Principal: **Mr S Brice** Signature ..... Date .....

**Nominated Governor Name:** (Print name) .....

Signature ..... Date .....

**If Type C activity Governing Body approval is required**

## EXAMPLE LETTER

Dear Parents

- 1 Invitation to student to join Y\_\_ Academy trip.
- Destination/Dates** 2 We shall be visiting \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_
- Cost** 3 The cost will be £\_\_\_\_\_ which will include:
  - accommodation [*e.g. 3\* hotel/3 bedded rooms*]
  - all meals [*specify exceptions*]
  - the following activities and visits [*specify*]
- 4 Your son / daughter will need pocket money to cover the following [*any meals/optional visits/nights out etc*]
- Travel/Timing** 4 We intend to travel by [*e.g. coach to Gatwick, fly direct to Pisa and travel on local coach to Florence, where we will spend 4 nights before continuing by coach to Siena. We will return by coach to Pisa for the return flight to Gatwick, returning to Academy by coach*]. Arrangements are being made for us by [*travel agency*]. We anticipate leaving Academy at [*5.00am*] on and returning at [*10.30pm*] on \_\_\_\_\_. I will confirm exact times to you nearer the time, when flight times are confirmed, and let you know what procedures we have put in place for advising you of any delays to our return time.
- Passport/Visa** 5 Your son / daughter will need her own Passport [*if there are any visa requirements, give details*].
- Insurance** 6 to be completed
- Health** 7 Your son / daughter will need the following inoculations/There are no specific health requirements for, but your son / daughter must have a form EHIC [European Health Insurance Card (application form obtainable from the Post Office) [*for all EC countries*]].
- Staff** 8 \_\_\_ and \_\_\_\_\_ will be accompanying me on the trip, which will be conducted under the Academy's procedures for Academy visits. Contact numbers will be given to you both in and in the UK before we leave [*N B The contact numbers must enable the parent to reach the student*].
- Clothing/Equipment** 9 A recommended clothing and essentials list is enclosed.
- Code of Conduct** 10 The Academy's Code of Conduct for Academy visits is enclosed.
- Supervision** 11 [If applicable - The students will be allowed to go out unaccompanied [*explain circumstances*] but will always be in groups of not less than 4. Staff will be in the area in the case of difficulty.] [If not - The students will be supervised at all times by a member of staff].

**Payment/Permission** 12 Places are limited and if you would like your son / daughter to come with us, please return:-

- money ~~post~~ *post dated cheques usually a good idea if instalments suggested]. This will be held in a special trip account and refunded to you if, for any reason, the Academy has to cancel the visit.*
- the consent form signed.
- the Code of Conduct signed by ~~you~~ *you* and your son / daughter.

**Advice of possible increase** 13 If applicable:- *[Because of the variation in rate of exchange, it may be necessary to make a small increased charge. Any reduction will be passed on to you].*

Yours sincerely, Party Leader

**N.B.** A second letter should be written prior to departure (preferably at the time parents are invited to the meeting) to confirm these points and confirm final details.

## **VISIT PLANNING CHECKLIST**

You only need to complete sections that apply to the type of visit you are planning. Tick any boxes on the checklist that you might need to think through for your visit.

(All references in square brackets [ ] are to paragraphs in HASPEV—*Health and Safety of Students on Educational Visits* by the DfE)

Date of visit		Unique visit code	
---------------	--	-------------------	--

### **1. Individual/ group procedures**

There is a clear rationale for who is included in the visit [87, 107]	
Academy records have been checked to verify any individual students needs	
Parental consent forms are checked for further individual needs [114]	
Relevant individual issues are discussed with insurers [150]	
Students and parents understand the code of conduct for the visit [88, 119]	
Contact details for parents during the visit are known [120-122, 224]	

### **2. Travelling procedures (HASPEV Chapter 6)**

Passport/Visas [214-218]	
All transport providers accredited by the City Council, to ensure safety standards [124, 126]	
Transfer procedures (between coach/ ferry, comfort stops) [97]	
Food and litter arrangements	
Head count procedures [81]	
Lost students/ staff procedures	
Transport delay/ breakdown	
Late arrival	
Medical procedures, including travel sickness	
Stops on route	

### **3. Accommodation**

Provider accredited by appropriate body	
Sharing accommodation with others	
Floor plan of accommodation	
Grouping of students for accommodation	
Grouping and location of staff	
Fire drill and emergency evacuation – secondary exits	
Signing in and out	
Security and assistance at night	
Location of any local hazards (busy roads, crime 'hot spots')	
Pocket money arrangements	

Emergency funds	
-----------------	--

#### 4. Daily procedures

Code of conduct is known by students and signed by parents	
Daily routines/ timetables and staff/ student responsibilities	
Care of accommodation (bedroom/tents/shared areas)	
Arrangements for the storage and administration of students' medicines	
Emergency medical procedures are known	
Duty staff are agreed	
Using swimming pools at accommodation [187-189]	

#### 5. Activity procedures

##### 5.1 All Activities

Daily weather forecast assessed against planned activities	
Plan A and Plan B cover all activity contingencies including bad weather	
Groups and supervisors are appropriately matched	
Emergency contact with Group Leader	
Remote supervision is adequate	
First Aid is available and medical emergency procedures are known to staff	
Staff have student lists	
Are remote supervision procedures appropriate	
Are student numbers being checked at appropriate times	
'Down time' activities have been properly risk assessed	

##### 5.2 Hazardous Activities

Provider appropriately accredited / AALA licensed, etc	
Specific activity risk assessment	
Qualifications/ experience of person conducting activities (LEA approved)	
Qualifications/ experience of technical staff	
Handover responsibilities to activity staff	
Suitable condition of equipment	
Match of difficulty of tasks to experience and capability of group	
Clothing appropriate to activities and expected weather conditions	
Emergency evacuation plans are realistic	
Access to Academy staff during activities is well thought through	

**PC1 CONSENT FORM FOR ACADEMY TRIPS AND OTHER OFF-SITE ACTIVITIES**

THE CO-OPERATIVE ACADEMY OF MANCHESTER

This form will be renewable every year

Please note the following important information before signing this form:

**GENERAL CONSENT**

I agree for my child ..... Year .....

- to take part in academy trips and other activities that take place off academy premises;
- to be given first aid or urgent medical treatment during any academy trip or activity.
- I have also ensured that my child understands that it is most important for his/her safety and the safety of the group that rules and instructions given by staff in charge are obeyed.
- I accept that if he/she does not meet the requirements as to conduct, I will be contacted and asked to collect him/her and that I will be required to bear the cost of this and/or the cost of any loss or damage caused by my son/daughter which is not attributed to the negligence of the academy or the staff accompanying the trip.
- I will inform the academy immediately if my child's circumstances change with regards to medical conditions.
- **I will inform the academy immediately of updated mobile/telephone numbers who are listed as a contact for my child.**

The trips and activities covered by this consent include:

- All visits (including residential trips) which take place during holidays or a weekend.
- Adventure activities at any time.
- Off-site sporting fixtures outside the academy day.
- Activities which are linked to the curriculum and usually take place during the academy day e.g. visits to local parks etc.

The academy will send you information about each trip or activity before it takes place and you can, if you wish, tell us that you do not want your child to take part. This must be in the form of a letter or email to the trip leader well before the activity is due to take place. **Written parental consent will not be requested from you for each trip.** However you may be asked to complete another PC1 form for trips containing activities of a specific nature.

**ACTIVITIES**

We need to know about your child in water with regards to swimming, please tick the relevant box:

My child can swim and is a **STRONG** swimmer
  My child can swim and is a **WEAK** swimmer
  My child **CANNOT** swim

If your child **CAN** swim tell us approximately how many metres (e.g. in a swimming pool)

.....

- Please tell us about any medical condition which we do not already know about:

Has your child ever had a tetanus injection? If so, when.....

Has your child any allergies if yes, please state .....

.....

All participants on any out of academy activities are entitled to expect that their safety will come first.

The following code of conduct sets out the academy's expectations. It is a code of conduct that ensures safety and enjoyment for all involved in these activities.

**Students should:**

- Follow the rules established at the start of each activity, without fail and **without question.**
- Never leave the group whether indoors or out without permission from a responsible adult.
- **Always** be in a group of **at least three.**
- Be considerate and respectful at all times to all members of the group and the community.
- Remember that they are representatives of the family, their academy, their community and their country, and behave accordingly.
- Be **punctual.**
- Avoid noisy behaviour at all times.
- Abide by the laws of the countries visited and comply with customs regulations (if visit is abroad).
- Not purchase or consume alcohol/drugs or cigarettes or potentially dangerous weapons or fireworks.
- Understand that parents/carers will be informed as soon as is practicable of any breach of the code of conduct.

This code of conduct is a partnership of trust between teacher, parent/carer and child. **If the group leader believes that the safety or enjoyment of anyone is at risk because of the behaviour or attitude of your child, your child may be banned from an activity and/or you may be required to collect your child at your own expense.** In these cases there will be no refund of monies paid (if any have been paid for the activity).

Signed  
Parent/Carer.....

Parent/Carer Name in BLOCK CAPITALS .....

Date .....



# PC2 (FOR RESIDENTIAL TRIPS, OVERNIGHT STAYS, OVERSEAS TRIPS)



The **co-operative**  
academy of Manchester

## THE CO-OPERATIVE ACADEMY OF MANCHESTER PARENTAL CONSENT FOR AN ACADEMY VISIT

1. Details of visit to: .....
- From Date: ..... Time: .....
- Return: Date: ..... Time: .....

I agree to .....  
(Student's name in **BLOCK CAPITALS**) taking part in the visit and have read the information sheet and acknowledge the need for him/her to behave responsibly.

Date of Birth of student .....

### 2. **Medical information about your child:**

- a) Any conditions which staff need to be aware of or which require medical treatment  
YES/NO if yes, please give brief details:

.....  
.....

- b) **On overnight residential or trips abroad ONLY**, if pain relief is required, please outline what non - prescriptive medication can be given by the First Aider?

.....

- c) Please outline any special dietary requirements of your child:

.....  
.....

### For residential visits and exchanges only

- d) 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:

.....  
.....  
.....

e) Does your son/daughter have any allergies or is allergic to any medication? **YES/NO**

If YES, please specify:

.....  
.....  
.....

f) When did your son/daughter last have a tetanus injection?

.....

g) Can your child swim? .....

h) Is your child a **strong** or **weak** swimmer? .....

**I will inform the Group Leader/Head Teacher as soon as possible of any changes in the medical or other circumstances between now and the commencement of the journey.**

**3. DECLARATION**

**I agree to my son/daughter receiving medication as instructed and any emergency dental, medical or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present. I understand the extent and limitations of the insurance cover provided.**

**Emergency Contact Telephone Numbers for Parents/Carers**

Name:..... Name: .....

Contact Number:..... Contact Number:.....

Relationship to Child:..... Relationship to Child:.....

Name:..... Name: .....

Contact Number:..... Contact Number:.....

Relationship to Child:..... Relationship to Child:.....

Signed Parent/Carer: ..... Date .....

Full Name of Parent/Carer (Block capitals).....

**GROUP LEADER PLEASE NOTE:**

**THIS FORM OR A COPY MUST BE TAKEN BY THE TITLED GROUP LEADER ON THE VISIT.  
A COPY SHOULD BE RETAINED BY THE ACADEMY CONTACT.**

Dear Parent/Carer

The Co-operative Academy of Manchester \_\_\_\_\_ football team has a match against \_\_\_\_\_ on \_\_\_\_\_.

Your son has been chosen to take part in the match.

We will be leaving the academy at \_\_\_\_\_ and returning at approximately \_\_\_\_\_. All players will need shorts, socks and boots and shin pads. Shirts will be provided.

We already hold a signed annual PC1 form for all trips but if you do not want your child to take part please telephone me or email me as soon as you receive this letter. My email address is:  
\_\_\_\_\_

Please be aware that it is your responsibility to ensure the safe journey home of your son once we return to the academy.

Yours sincerely

**Teacher of PE**

## Jehovah's Witness Letter of Consent

(Name and address of parents)

\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

Name of Student: \_\_\_\_\_ Form Group: \_\_\_\_\_

I am writing in connection with my child's visit to \_\_\_\_\_

\_\_\_\_\_

As you are already aware, we are Jehovah's Witnesses and therefore CONSENT to him/her receiving all such necessary emergency treatment including general anaesthesia and surgery as the doctors treating him/her may in their professional judgement deem appropriate to maintain life.

This however EXCLUDES the transfusion of blood, blood components, red cells, white cells, platelets and plasma, but includes the administration of non-blood volume expanders such as saline, dextran, Haemaccel, Hetastarch and Ringers solution.

I appreciate that on educational visits such as this, staff may be asked to act 'in loco parentis', and I appreciate their care for the children. I do not however, give my consent for the above to be overridden in any circumstances and I release the LEA, the establishment, and staff acting on behalf of the establishment, from any liability for any consequences resulting from such exclusion. I understand however, that ultimately any decision in relation to the administration of medicine and/or treatment as described above may be referred by the medical practitioners concerned to the court for consideration. I further understand that if my child is aged 16 years or is younger but deemed by the medical practitioners treating him/her to be competent then he or she may consent to the treatments referred to above notwithstanding my own wishes in this regard.

I also recognise that circumstances may prevail so that \_\_\_\_\_(student's name) Medical Card and this letter may not be available to be shown or communicated to a Doctor. In this case I release the Governing Body of the Academy and its staff from any liability regarding the consequences of this.

For your assistance, I have included a list of further emergency contacts, should we not be contactable, who will be willing to act in line with our wishes and thus removing any pressure from the establishment's representatives. I understand, however, that I cannot delegate the decision in relation to medical treatment to these persons and that the medical practitioners concerned with the treatment of my child are unlikely to treat as valid the consent (or lack of consent) of a non-parent third party.

May we also request that the staff take a copy of this letter, along with the young person's Medical Directive/Release Card with them on the visit.

Yours sincerely,\*

Mr/Mrs/Ms \_\_\_\_\_(Print Name)

Parent(s) / Guardian(s) of: \_\_\_\_\_

To be signed by the person with legal responsibility for the young person.

SIGNED: \_\_\_\_\_

DATE: \_\_\_\_\_

**\* N.B. Where there are two parents with legal responsibility both parents must sign this letter.**

## Code of Conduct for all out of Academy activities

### To be read and signed by students and parents

All participants on any out of Academy activities are entitled to expect that their safety will come first.

The following code of conduct sets out the Academy's expectations. It is a code of conduct that ensures safety and enjoyment for all involved in these activities.

#### Students should:

- Follow the rules established at the start of each activity, without fail and **without question.**
- Never leave the group whether indoors or out without permission from a responsible adult.
- **Always** be in a group of **at least three.**
- Be considerate and respectful at all times to all members of the group and the community.
- Remember that they are representatives of the family, their Academy, their community and their country, and behave accordingly.
- Be **punctual.**
- Avoid noisy behaviour at all times.
- Abide by the laws of the countries visited and comply with customs regulations.
- Not purchase or consume alcohol/drugs or cigarettes or potentially dangerous weapons or fireworks.
- Understand that parents will be informed as soon as is practicable of any breach of the code of conduct.

I fully accept this code of conduct.

Student's Name: \_\_\_\_\_ (Block Caps.) Form: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

This code of conduct is a partnership of trust between teacher, parent and child. If the group leader believes that the safety or enjoyment of anyone is at risk because of the behaviour or attitude of your child your child may be banned from an activity and/or you may be required to collect your child at your own expense. In these cases there will be no refund of monies paid.

I understand that if required I will collect my child from the activity at my own expense.

Student's Name: \_\_\_\_\_ (Block Caps.) Form: \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_

Name of Parent/Guardian: \_\_\_\_\_ (Block Caps.)

**THIS FORM MUST BE RETURNED TO YOUR ACTIVITY GROUP LEADER BY THE DATE AGREED.**

**FAILURE TO RETURN THIS FORM SUITABLY SIGNED MAY JEPORDISE YOUR SON / DAUGHTER'S PLACE ON THIS ACTIVITY**

## EVALUATION OF ACADEMY VISIT

To be completed by the Trip Leader after all visits - A copy of this form must be given to the EVC

Venue:		
Purpose of visit:		
Dates of visit:		
Number in group:	Students:	Supervisors:
Commercial organisation involved (if relevant)		
<b>Please comment on the following as relevant:</b>	<b>Rating out of 10</b>	<b>Comment</b>
Centre's pre-visit organisation		
Travel arrangements		
Content of education programme provided		
Instruction		
Equipment		
Suitability of environment		
Accommodation		
Food		
Evening activities		
Courier/representative		
Other comments and evaluation including "close calls" not involving injury or damage		
Signed:	Date:	
Group leader full name:		

## Simple Activity Risk Assessment and Control

Name of  
Activity/Visit:

Date(s) of

Visit:

Teacher in Charge:

Number of Students:

Number of Adults:

Place(s) of Visit:

<b>Activity</b>	<b>Hazard</b>	<b>Students with higher than normal risk named:</b>	<b>Control Strategy</b>



**Off-site Visit Petty Cash**

Name of Visit:

Trip Leader:

Authorised:

Date	Detail	Amount (£)	Balance (£)	Receipt*
	Amount requested			
	Amount returned to Academy:			

Signature \_\_\_\_\_ (Office)

\* Please indicate with a tick if a receipt for this amount is attached.

**NB. Please ask for a VAT receipt in the UK.**

**STUDENT CONTACT INFORMATION**

Name of Academy Visit: \_\_\_\_\_ Date of Departure: \_\_\_\_\_

Vehicle Registration Number(s): \_\_\_\_\_

	<b>Name of Student</b>	<b>Tutor Group</b>	<b>Contact Telephone Numbers</b>		✓
			<b>Day</b>	<b>Evening</b>	
1					
2					
3					
4					
5					
6					
7					
8					
9					
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11					
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## Appendix 2 - Checklists

- Accommodation Checklist
- Attraction Checklist
- Choosing a Tour Operator
- Residential & Day Trip Checklist
- Parents Evening Checklist
- Unlicensed Activity Centre Checklist

### ACCOMMODATION CHECKLIST

When assessing the building, it is advisable to start at the top of the building and work downwards as one would do in the event of an emergency evacuation.

• Name of Assessor:	• Date:
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#### Operational Details

• Name of Centre/Hostel/Hotel:	
• Address:	
• Telephone No:	• Fax No:
• Web address:	• E-mail:
• Name of Manager:	
• Official Tourist Board Category/Rating:	
• Date built:	• Refurbished:
• No. of floors (inc. ground floor):	• Lift(s): Y / N
• No. of rooms:	• Total no. of beds:
• No. of rooms ensuite:	• No. of rooms with wash basin:
• No. of beds per room:	• All single beds? Y / N
• What are the arrangements for accommodating separate sexes?	Can they reassure you that students <b>will not</b> share beds? Y / N
• Are towels provided? Y / N	Is soap provided? Y / N
Are beds made on arrival? Y / N	• Are beds to be stripped on departure? Y / N
• Are rooms cleaned daily? Y / N	• Refreshment facilities in rooms? Y / N
• TV/radio in rooms? Y / N	• Telephone in rooms? Y / N

• Bar (and opening times):	• Post box:
• Drinks machine:	• Food vending machine(s):
• Rooms and facilities available: (e.g. class/disco/games/luggage/meeting/storage/TV/video etc.)	
• Is there a curfew? Y / N	• If yes, at what time?
• Fire Risk Assessment in place? Y / N	
• Validity of Food Hygiene Certificate: From: To:	
• Validity of Gas Appliance Inspection Certificate: From: To:	
• Validity of Portable Electrical Appliance Inspection Certificate: From: To:	
• Validity of Public Liability Insurance: From: To:	

#### Provision for Disabled Guests

DETAILS	YES	NO	N/A	COMMENTS
▪ Is accommodation suitable for wheelchairs/ disabled guests?				

#### Location

• Type of location: (commercial/ industrial/residential/rural/quiet/noisy/by main road/by railway etc.)	
• Distance to town/village centre:	• Distance to beach:
• Distance to nearest shop:	• Distance to bus stop:
• Distance to railway station:	• Distance to Tube/Metro:
• Distance to main attraction(s):	

## Grounds

• Do walls/fences etc. enclose the grounds? Y / N	• Is there coach parking? Y / N
• Any recreational facilities: (e.g. barbecue/field/football pitch/netball court/outdoor seating/tennis court etc.)	

## Fire Safety

DETAILS	YES	NO	N/A	COMMENTS
• Is there a Fire Alarm?				
• If yes, is it automatic or manual detection?	A/M			
• Are there smoke detectors in:				
Bedrooms?				
Corridors?				
Public areas?				
• Are there adequate fire extinguishers?				
• Are they in working order (weight check)?				
• What is the date of last check/inspection?	/ /			
• Is there emergency lighting?				
• What is the date of last check/inspection?	/ /			
• Are there adequate fire escapes?				
• Are they clearly labelled?				
• Are they clear and free from obstruction?				
• Are they unlocked/unlockable?				
• Do they open into an area from where people can easily disperse?				
• Are emergency evacuation instructions (if abroad, in English) displayed in:				
• Bedrooms?				
• Corridors?				
• Public areas?				
• Are there signs (if abroad, in English) by/in				

lifts to ban their use in the event of fire?				
• Is there adequate fire exit signage?				
• Are smoke/fire retardant doors on fire escapes kept closed (except automatic closing doors linked to the Fire Alarm)?				
• Are such doors labelled as Fire Doors?				
• Are there clearly defined evacuation assembly points?				

### General Safety and Security

DETAILS	YES	NO	N/A	COMMENTS
• Are locks on external doors of sufficient strength?				
• Are there safety chains?				
• Is there an entry control system?				
• Is there a CCTV system?				
• Have staff been checked as suitable to work with young people (DBS or equivalent check)?				
• Is Reception manned throughout the day?				
• If yes, if abroad do staff speak English?				
• Is Reception manned 24 hours?				
• If yes, if abroad do night-time staff speak English?				
• If no, up to what time is it manned?				
• Are Security Staff on duty at night?				
• If yes, between what times?				
• Where are they based?				
• How can they be contacted?				
• Are first aid facilities available?				
• If yes, where are they located?				
• Are there railings around balconies and stair landings?				
• If yes, are they sufficiently robust and a minimum height of 1 metre?				
• Are all gaps in railings less than 10cm?				
• If no, what is the maximum gap size?				
• Are off-limit areas clearly signed?				
• Do full-length glass panels have toughened/laminated glass fitted?				



• If not, are anti-collision motifs fitted at adult and child heights?				
• Are there any potential trip or fall hazards from: Windows in rooms? Upper floor landings? Corridors? Stairs?				
• Do lifts have internal doors?				

### Swimming Pool Safety

DETAILS	YES	NO	N/A	COMMENTS
• Is there a clear non-slip access around the pool?				
• Are steps providing access in and out of the pool sound and robust?				
• Are pool depths clearly marked?				
• Are changes in depth smooth and gradual?				
• Is a Lifeguard present at all times when the pool is in use?				
• Is diving clearly banned or restricted to a specific area with a water depth greater than 1.5m?				
• Is the clarity of the water adequate so that a child could be easily seen on the bottom of the pool?				
• Is the pool area illuminated at night and access securely restricted?				

## ATTRACTION CHECKLIST

• Name of Assessor:	• Date:
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### General details

• Name of Attraction:	
• Address:	
• Telephone No:	• Fax No:
• Web address:	• E-mail:
• Name and Position of Contact:	
• Date(s) and Day(s) open: M / Tu / W / Th / F / Sa / Su	
• Opening times:	From: <span style="float: right;">To:</span>
• Time of last admission:	• Recommended length of visit:
• Admission costs:	• Are there any free places? <span style="float: right;">Y / N</span>
Student: <span style="margin-left: 20px;">Adult:</span>	• If yes, how many?
• Does the visit have to be booked? <span style="float: right;">Y / N</span>	• Is there coach parking? <span style="float: right;">Y / N</span>
• If yes, is there a booking form? <span style="float: right;">Y / N</span>	• If no, is there space to drop off / pick up? <span style="float: right;">Y / N</span>
• Where is the point of access for Academy groups?	• Is there level/ramped access for disabled? <span style="float: right;">Y / N</span>
• What is the route from the coach park/drop off point?	• Does this lead to a different entrance? <span style="float: right;">Y / N</span>
• If yes, what is the route to this entrance?	
• To where and whom do you report upon arrival?	
• Are there cloakroom facilities? <span style="float: right;">Y / N</span>	• Are there toilet facilities? <span style="float: right;">Y / N</span>
• If yes, where are they located?	• If yes, where are they located?
• If no, is there anywhere to store bags/coats?	• If no, where are the nearest toilets?
• Do students have to be closely supervised by Academy staff? <span style="float: right;">Y / N</span>	
• If yes, do they stipulate a maximum number per group?	
• Have staff been checked as suitable to work with young people (DBS or equivalent check)?	Y / N
• If no, are there Venue staff on each floor/in each area?	Y / N
• If no, how can students summons help in an emergency?	
• Is there a means of locating lost students?	Y / N
• Is there a CCTV system?	Y / N
• Are off-limit areas clearly signed?	Y / N

• Are there any education facilities/resources?	Y / N
• If yes, describe what is available, e.g. education room/film/guided tour/hands-on/talk/video/worksheets.	
• If yes, are any samples/details available?	
• If yes, are there any costs?	
• If abroad, are education resources available in English?	Y / N
• Are there information boards/signs?	Y / N
• If abroad, are they in English?	Y / N
• Is there a lunch room/facilities for eating packed lunches?	Y / N
• If yes, does it have to be booked?	Y / N
• Time(s) available?	
• If yes, are there any costs?	
• Are there facilities to buy:      Drinks?      Y / N      Food?      Y / N	
• Is there a cafeteria/restaurant?      Y / N	• Are there first aid facilities?      Y / N
• If yes, can students use the facilities?      Y / N	• If yes, where are they located?
• If yes, do students have to be accompanied?      Y / N	
• Are emergency exits clearly labelled?      Y / N	
• Are assembly areas clearly identified?      Y / N	
• Is there an assembly point for use at the end of the visit?	Y / N
• If yes, where is it located?	
• Does the venue have written risk assessments?	Y / N
• If yes, can you see them?	Y / N
• Validity of Public Liability Insurance:	
From:      To:	

### Indoor Attraction

• No. of floors (inc. ground floor):	• Are there escalators?	Y / N
• Is each floor level?      Y / N	• Are there lift(s)?	Y / N
• If no, describe walking area.	• Are there stairs?	Y / N
• Are there signs (in English) by/in lifts to ban their use in the event of fire?		Y / N

**Outdoor Attraction**

<ul style="list-style-type: none"><li>• Do walls/fences etc. enclose the venue? Y / N</li><li>• Are all entrances/exits manned? Y / N</li></ul>	<ul style="list-style-type: none"><li>• Is there shelter in the event of wet weather? Y / N</li><li>• If yes, where is it located?</li></ul>
---	--

**Provision for Disabled Visitors**

<ul style="list-style-type: none"><li>• Is attraction suitable for wheelchairs/disabled guests?</li></ul>	Y / N
---	-------

**Any Other Comments**

## CHOOSING A TOUR OPERATOR

<p><b>Reliability of the Company:</b></p> <ul style="list-style-type: none"> <li>• Is the company reputable?</li> <li>• How long have they been in business?</li> <li>• Can they provide names of other Academies as references?</li> </ul>	
<p><b>Financial Security:</b></p> <ul style="list-style-type: none"> <li>• What are their bonding arrangements? e.g. SAGTA, ABTA, AITO, ATOL, Trust Fund, Insurance.</li> </ul>	
<p><b>Availability:</b></p> <ul style="list-style-type: none"> <li>• Can they provide facilities for your chosen dates?</li> <li>• How many people can they accommodate?</li> </ul>	
<p><b>Programme offered:</b></p> <ul style="list-style-type: none"> <li>• Does it meet your aims and objectives?</li> <li>• Does it meet your curriculum needs?</li> <li>• Can they accommodate students with special needs?</li> <li>• Are there any parts of the programme for which you are responsible? e.g. evening activities.</li> </ul>	
<p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• What are their staffing arrangements?</li> <li>• What are the qualifications of their staff?</li> <li>• Have DBS or equivalent checks been carried out?</li> </ul>	
<p><b>Transport Arrangements:</b></p> <ul style="list-style-type: none"> <li>• What form(s) of transport will be used?</li> <li>• Will they meet all safety requirements? e.g. seat belts on coaches/minibuses.</li> <li>• What are the pick-up and drop-off arrangements and times?</li> <li>• Are DBS checks made for coach drivers?</li> </ul>	
<p><b>Accommodation:</b></p> <ul style="list-style-type: none"> <li>• What is the type of accommodation offered?</li> <li>• Will it meet all safety and security requirements? e.g. fire evacuation procedures, fire fighting equipment, night time security.</li> <li>• Does the accommodation have any relevant safety certificates?</li> <li>• What are the arrangements for accommodating separate sexes?</li> <li>• Can they reassure you that students <b>will not</b> share beds?</li> <li>• Can they cater for students with special needs?</li> <li>• What are the arrangements for accommodating staff?</li> </ul>	

<p><b>Catering:</b></p> <ul style="list-style-type: none"> <li>• What are the arrangements for meals?</li> <li>• Are all meals included?</li> <li>• Do they cater for special diets, e.g. vegetarian?</li> <li>• What are the qualifications of their staff? e.g. food hygiene certificates.</li> </ul>	
<p><b>Insurance:</b></p> <ul style="list-style-type: none"> <li>• Does the package include insurance? If so, what does the policy include?</li> <li>• What is their amount of Liability Insurance?</li> </ul>	
<p><b>Safety Management Systems:</b></p> <ul style="list-style-type: none"> <li>• Have they completed the necessary risk assessments?</li> <li>• Can you see them?</li> </ul>	
<p><b>Costs:</b></p> <ul style="list-style-type: none"> <li>• What is included?</li> <li>• What is not included?</li> <li>• What is the required student : staff ratio?</li> <li>• How many, if any, staff places do they allow in the package?</li> <li>• From the eyes of a parent, is it good value for money?</li> </ul>	
<p><b>Booking Terms and Conditions:</b></p> <ul style="list-style-type: none"> <li>• What are the arrangements for making payments?</li> <li>• What are the terms of cancellation?</li> <li>• Are there any limitations of liability?</li> <li>• What does the small print say?</li> </ul>	
<p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• What support do they offer, both before and during the visit?</li> <li>• Does the company have representatives?</li> <li>• If so, would the representative be willing to attend a Parents' Evening?</li> <li>• Is literature and display material available?</li> <li>• Do they have a video for use with students and/or parents?</li> </ul>	
<p><b>Exploratory Visit:</b></p> <ul style="list-style-type: none"> <li>• What arrangements are there for this?</li> <li>• What are the financial arrangements?</li> </ul>	
<p><b>Any other information:</b></p>	

## RESIDENTIAL & DAY TRIP CHECKLIST

TRIP DESTINATION:	
ADDRESS	
PHONE NUMBER:	
NAME OF CONTACT PERSON:	
E-MAIL ADDRESS:	
DATE(S) OF TRIP:	
DATE CHECKED WITH ACADEMY CALENDAR? Y / N	
TRIP LEADER:	
DEPUTY LEADER:	
OTHER STAFF:	
DOCUMENTATION	
DATE OF FORM EV1 SUBMISSION? (Note 1)	
INITIAL APPROVAL DATE	
AIMS & OBJECTIVES DEFINED?	Y / N
CURRICULUM LINKS DEFINED?	Y / N
DATE OF WRITTEN ASSESSMENT	
CIRCULATION TO EVC & VISIT STAFF	Y / N
PRELIMINARY VISIT DATE (If new site)	
INFORMATION ON AREA PRODUCED	Y / N
PRELIMINARY COSTINGS OBTAINED	Y / N
CONFIRMATION OF COSTS FOR:	
• TRANSPORT	Y / N
• ACCOMMODATION	Y / N
• INSTRUCTORS	Y / N
• INSURANCE	Y / N
• FOOD	Y / N
• ACTIVITIES	Y / N
FINANCE OFFICER APPROVAL DATE	
COMPLETION OF FORM EV2 DATE (Note 2)	
PERMISSION TO PROCEED RECEIVED	
BOOKINGS CONFIRMED FOR ALL ELEMENTS OF THE TRIP:	
• TRANSPORT	
• ACCOMMODATION	
• INSURANCE	
• ACTIVITIES	

DBS FORMS COMPLETED (Note 3)	Y / N
DATE DBS FORMS SUBMITTED TO PA to Principal	
LETTER TO PARENTS AND COPY TO (Note4):	Y / N
• EVC	Y / N
• FINANCE OFFICER	Y / N
• OFFICE MANAGER	Y / N
• APPROPRIATE KEY STAGE MGR	Y / N
• ACCOMPANYING STAFF	Y / N
• STAFF NOTICEBOARD	Y / N
PARENTAL INFORMATION MEETING HELD	
STUDENTS INVITED, SELECTED AND ATTENDEES CONFIRMED WITH STAFF	Y / N
PARENTS CONTACTED RE SELECTION	Y / N
TRIP DIARY AND OTHER MATERIALS PREPARED AND DUPLICATED	Y / N
EHIC CARD PACKS OBTAINED (For trips abroad) and sent to Parents (Note 5)	Y / N
DATE FOR RETURN OF EHIC CARDS	
COLLECTIVE PASSPORT / IDENTIY CARDS APPLIED FOR: STUDENTS PHOTOS OBTAINED (Note 6)	Y / N
DATE OR RECIEPT OF PASSPORT	
PARENTAL CONSENT FROMS AND CODES OF CONDUCT SENT OUT (Note 7):	Y / N
DATE OF RETURN?	
PHOTOCOPYING OF FORMS DATE	
COMPILATION OF SUMMARY SHEET INCLUDING MEDICAL & DIETARY	Y / N
FORMS CIRCULATED TO STAFF & EVC?	Y / N
ACADEMY INSURANCE OBTAINED: COPY TO EVC & FINANCE OFFICER & STAFF (Note 11)	Y / N
COVER REQUIREMENTS PREPARED AND GIVEN TO SUPPLY OFFICER (Note 8)	Y / N
FIRST AID BOXES REQUESTED (Note 9)	Y / N
PETTY CASH / CURRENCY / CHEQUES REQUESTED (Note 10)	Y / N
STAFF HANDBOOK PREPARED SUMMARISING ALL KEY DETAILS OF TRIP, CONTACT NUMBERS, ETC, COPY TO:	Y / N



<ul style="list-style-type: none"> <li>• STAFF</li> <li>• EVC</li> <li>• OFFICE MANAGER</li> </ul>	
STAFF PREPARATORY MEETING DATE	
EMERGENCY CONTACT CARDS PREPARED USING INFORMATION ABOVE PLUS CONTACT NUMBER(S) OF EMERGENCY CONTACT (Note 12)	Y / N
WEATHER FORECAST OBTAINED IMMEDIATELY PRIOR TO VISIT	Y / N
DETAILED ARRANGEMENTS FOR ORGANISATION OF TRIP DISCUSSED WITH STAFF	Y / N

PLEASE NOTE: Numbers in brackets refer to the following notes.

### **NOTES**

- (1) Approval from the Principal/Governing Body, as appropriate, must be obtained **before the visit is advertised**. This is achieved by completing and submitting an EV1 form to the Educational Visits Co-ordinator.
- (2) Form EV2 "Notification of Residential Visit" must be sent to Principal/Governing Body via the Educational Visits Co-ordinator **at least two months** prior to the visit.
- (3) DBS Disclosure Forms are available from PA to the Principal and, when completed by the "volunteer", should be returned to the PA to the Principal **giving as much notice as possible**.
- (4) Letter to parents is to include:
  - (a) Deadline dates for payments
  - (b) To where and when payments are to be made
  - (c) Methods of payment
- (5) European Health Insurance Card application packs should be obtained **at least four weeks** before the visit. A supply is available from Academy Reception. Alternatively they can be obtained by e-mail, dh@prolog.uk.com.
- (6) Collective Passport forms/Nationality Forms/blank Identity Cards should be obtained **at least three months** prior to the visit. Completed forms and ID Cards, along with the appropriate fee and supporting letter from the Head, should be returned to the Passport Agency **at least six weeks** prior to the visit
- (7) Forms of Consent and Codes of conduct should be requested from colleagues in Reception **at least two weeks** before they are required.

- (8) Cover arrangements should be confirmed with the Vice Principal **at least two weeks** before they are required.
- (9) First aid kits and buckets should be requested from the Appointed First Aider **at least two weeks** before they are required. Details of first aid provision for off-site activities are to be found in the Academy Policy entitled "First Aid Provision".
- (10) Foreign currency should be ordered from the Academy Finance Manager **at least two weeks** before it is required. Cash and cheques should be ordered **at least one week** before requirement.
- (11) Should insurance be required under the Academy Trips/Off-site Activities Insurance Policy the Academy Finance Manager should be notified.
- (12) The EVC should be able to provide a template A4 sheet and a pocket-sized card, giving emergency medical and policy details, for students' details for your trip to be added.

## PARENTS' EVENING CHECKLIST

- Trip leader and accompanying adults, including non-teachers introduced.
- Aims and objectives and Curriculum links/relevance explained.
- Duration of visit defined, including departure and return dates and times.
- Details of Tour Company (if applicable).
- Mode(s) of travel and name(s) of travel company(ies) to be used.
- Coach travel – seating arrangements and DfE guidance relating to seat belts.
- Name(s) and address(es) of base(s) from which group will be operating.
- Details of accommodation, including security and supervision arrangements.
- Emergency contact telephone number(s) for parental contact, including local contact.
- Details of insurance cover explained.
- Description of activities planned, including any that are hazardous, with an indication of the daily programmes.
- Times when students will not be closely supervised.
- Risk assessment explained.
- Parent responsibilities for ensuring that the students are fit to participate.
- Clothing and equipment requirements.
- Mobile phones (credit and cost implications when used abroad).
- Items that students should not take, purchase whilst on the visit or bring back.
- Luggage – type, quantity and labelling.
- Effective means of communication (telephone tree) in the event of change to return time.
- Financial matters including arrangements/responsibilities for spending money.
- Nominated person in charge of welfare/first aid duties.
- Procedures in the event of students becoming ill/injured.
- Importance of Form of Consent to include any medical details and/or dietary requirements.
- Importance of European Health Insurance Cards (EHIC) (for visits abroad).
- Code of Conduct explained.

Arrangements for dealing with students behaving inappropriately, including the possibility of returning them home early.



## UNLICENSED FIELD / ACTIVITY / RESIDENTIAL CENTRES

Name of centre: \_\_\_\_\_

**Please answer as fully as possible all of the questions below and where appropriate attach supporting documents. Where you are unable to answer 'Yes' to any question below, please set out your reasons clearly on a supplementary sheet**

1. Do you operate a policy for staff recruitment and training which ensures that all staff with a responsibility for the safety and welfare of students are competent to undertake the duties to which they are assigned?

Yes [ ] No [ ]

2. Have all staff been checked for their criminal history and are ones with an unsuitable record not employed? (Copies of DBS certificates requested for all staff)

Yes [ ] No [ ]

3. Do you have a clear "chain of command and management"? (Please attach full details)

Yes [ ] No [ ]

4. Are those who are responsible for managing particular activities suitably competent and qualified? (Please attach details of names, qualifications and experience of each person involved in managing activities.)

Yes [ ] No [ ]

- 5 (a) Do you have written procedures for activities offered with which all your staff are familiar?

Yes [ ] No [ ]

- (b) Do such procedures lay down competencies, qualifications and experience required?

Yes [ ] No [ ]

6. Are you registered with a National Governing Body relevant to the activities offered at your centre? If so, which body/ies?

Yes [ ] No [ ]

7. Are your centre staff in possession of appropriate NGB qualifications enabling them to undertake the relevant training programmes for students?

Yes [ ] No [ ]



If not, has staff competence been satisfactorily assessed to the satisfaction of persons qualified with the NGB?

Yes [ ] No [ ]

8. Can you guarantee that each group of participants will have ready access to a responsible person with a recognised First Aid qualification and that First Aid provision fully meets current legislation?

Yes [ ] No [ ]

9. Can you guarantee sufficient and correctly sized equipment suitable for the purpose intended?

Yes [ ] No [ ]

10. Is such equipment subject to regular checks and will it be fully checked before use by our own party?

Yes [ ] No [ ]

11. Do you have written accident, fire and emergency procedures with written records of all accidents? Are all staff suitably practised and competent in such procedures?

Yes [ ] No [ ]

12. Do you have public liability, product and third party insurance? (Please forward copies of current certificates in this respect.)

Yes [ ] No [ ]

13. Can you guarantee that all of your accommodation meets current Education Premises Act (1996)?

Yes [ ] No [ ]

14. Apart from any tent accommodation, mountain hut accommodation etc., does your main centre have adequate provision for the storage of clothes and equipment?

Yes [ ] No [ ]

15. Are there washbasins with hot water in the ratio of 1 : 10 participants?

Yes [ ] No [ ]



16. Is there adequate heating with adequate ventilation in sleeping areas?

Yes [ ] No [ ]

17. Do all bedroom and bathroom areas have opaque blinds, curtains or equivalent?

Yes [ ] No [ ]

18. Is there adequate lighting? Is there provision for the storage of equipment and for the drying out of clothes?

Yes [ ] No [ ]

19. Can valuables be kept in a safe place?

Yes [ ] No [ ]

20. Are there baths or showers in the ratio of 1:15 students and toilets in the ratio of 1:10?

Yes [ ] No [ ]

21. Is there at least 30" between each set of bunks/each bed?

Yes [ ] No [ ]

22. Do all areas meet and exceed current fire safety regulations?

Yes [ ] No [ ]

23. Do all appropriate areas have appropriate fire access which meets current fire safety regulations?

Yes [ ] No [ ]

**Signature:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Contact details:** \_\_\_\_\_

**Centre telephone:** \_\_\_\_\_

**Mobile phone:** \_\_\_\_\_

**E-mail address:** \_\_\_\_\_



The **co-operative**  
academy of Manchester

**Accompanying certificates:**

<b>DBS for all staff</b>	<b>[ ]</b>
<b>Centre insurance certificate</b>	<b>[ ]</b>
<b>Fire safety certificate</b>	<b>[ ]</b>
<b>First aid certificate</b>	<b>[ ]</b>
<b>Insurance and MOT certificates (If centre transport to be used)</b>	<b>[ ]</b>



## Appendix 3: - Responsibilities

- Governing Body
- The Principal
- Educational Visits Co-ordinator
- Trip/ Group Leader

### A. Responsibilities of The Governing Body

The Governing Body must be made aware of all off-site visits and must, in some instances, approve them. It is for the Governing Body, in conjunction with the Principal, to arrange for the most appropriate method of the communication for this. It is the responsibility of the Governing Body to ensure that:

- The off-site activity or visit is appropriate and relevant.
- The Academy can be run efficiently in the absence of staff engaged in the activity or visit.
- The arrangements are in line with the advice and recommendations provided by the ATB in this, and other Codes of Practice.

In addition, it is good practice for the Governing Body to:

- Ensure that the visit has a specific and stated objective.
- Ensure that the Principal/group leader shows how their plans comply with regulations and guidelines, including both the Academy's and Local Authorities' health and safety policy documents. Also that the Principal or group leader reports back after the visit.
- Ensure that they are informed of less routine visits well in advance.
- Assess proposals for certain types of visit, which should include visits involving overnight stay, foreign travel or hazardous activities and submit these proposals to the LEA.
- Ensure that guidance is available (e.g. from the DfE) to inform the establishment's policy, practices and procedures relating to the health and safety of young people on educational visits. These should include measures to obtain parental consent on a basis of full information, to investigate parental complaints, and to discuss and review procedures including incident and emergency management systems. As necessary, the Governing Body may seek specialist advice, to help in the approval of visits.
- Ensure that the Principal and the EVC are supported in matters relating to educational visits and that they have the appropriate time and expertise to fulfill their responsibilities.
- Ascertain what local governor training is available and relevant.
- Agree on the types of visit they should be informed about.
- Ask questions about a visit's educational objectives and how they will be met. Are the objectives appropriate to the age and abilities of the young people? The local governors should challenge





the nature of the venture when the educational objectives are not clear or where the means to meet them do not appear to be realistic. It is not expected that local governors should become directly involved in risk assessment and related matters unless they have an appropriate competence. Local governors offering professional advice should be aware that their professional indemnity insurance is unlikely to cover them for unpaid advice.

- Ensure that the Principal approves visits as necessary before bookings are confirmed.
- Ensure that bookings are not completed until external providers have met all the necessary assurances. Also, ensure that specific items in the risk management - for example, overnight security, room and floor plans - are checked prior to departure.
- Ensure that the Principal and the EVC have taken all reasonable and practicable measures to include young people with special educational needs or medical needs on a visit

## **B. The Principal and / or The Educational Visits Co-Ordinator (EVC)**

All establishments **must** have a member of staff specifically trained in the conduct of off-site visits. This takes the form of Educational Visits Co-ordinator (EVC) training. It is the responsibility of the Principal to ensure that if the trained person leaves someone else undertakes the training as soon as possible.

Responsibility within the Academy for the approval of visits remains with the Principal and governors but, with the approval of the governing body, the Principal may delegate these tasks to the Educational Visits Co-ordinator.

The Principal should be clear about their own role if taking part in the visit as a group member/supervisor. They should follow the instructions of the group leader who will have sole charge of the visit.

The responsibilities of the Principal (and/or Educational Visits Co-ordinator if tasks are so delegated) can be summarised as ensuring that:

- Visits comply with regulations and guidelines provided by the Academy and the Governing Body's Health and Safety policy.
- The trip leader is competent to monitor the risks throughout the visit.
- Adequate child protection procedures are in place.
- All necessary actions have been completed before the visit begins.
- Risk assessment has been completed and appropriate safety measures are in place.
- Training needs have been assessed by a competent person and the needs of the staff and students have been considered.
- The trip leader has experience in supervising the age groups going on the visit and will organise the group effectively.
- The trip leader or another supervisor are suitably competent to instruct the activity and is familiar with the location/centre where the activity will take place (see Academy-led Adventure Activities).



- Trip leaders are allowed sufficient time to organise properly.
- Volunteer staff on the visit are appropriate people to supervise children
- The ratio of young people to supervisors is appropriate.
- Parents have signed consent forms.
- Arrangements have been made for the medical and special educational needs of the young people.
- Adequate first-aid provision will be available.
- The mode of travel is appropriate.
- Travel times out and back are known including pick-up and drop-off points.
- There is adequate and relevant insurance cover.
- They have the addresses and phone number of the visit's venue(s) and have contact names.
- A Home Based Contact has been nominated and the trip leader has details.
- The trip leader, group supervisors and Home Based Contact have copies of agreed emergency procedures.
- The trip leader, group supervisors and Home Based Contact have the names of all adults and young people travelling in the group, and the contact details of parents and the teachers' and other supervisors' next of kin.
- There is a contingency plan for any delays including a late return home.

In addition the Principal should:

Agree the procedure for the approval of a visit at Academy level.

- Ensure that arrangements are in place for the local governing body to be made aware of visits so questions can be asked as necessary.
- Ensure that arrangements are in place for the educational objectives of a visit to be inclusive, to be stated in the pre-visit documentation, and to be made known to all relevant parties.
- Be aware of the need to obtain best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships.
- Ensure that issues identified by exploratory visits have been satisfactorily resolved within the risk assessment.
- Ensure that the accreditation or verification of providers has been checked.



- Ensure that visits are evaluated to inform both the operation of future visits and to inform training needs. Further staff training should be made available where a need is identified.
- Ensure that there is a contingency plan (plan B), covering for example the implications of staff illness and the need to change routes or activities during the visit (see below).
- Arrange for the recording of accidents and the reporting of death or disabling injuries as required. Accident and incident records should be reviewed regularly, and this information used to inform future visits.
- Help to ensure that serious incidents, accidents and near-accidents are investigated.
- Ensure teachers are made aware of and understand guidance on emergency planning and procedures. Training and briefing sessions must be provided for staff.
- Ensure that the Academy has emergency procedures in place in case of a major incident on ventures. These should be discussed and reviewed by staff. Ensure that young people, parents, group supervisors and others are given written details of these procedures.
- Ensure that the Home Based Contact has the authority to make significant decisions. He or she should be contactable and available for the full duration of the visit 24 hours a day. He or she should be able to respond immediately at the establishment base to the demands of an emergency and should have a back-up person or number.
- Establish a procedure to ensure that parents are informed quickly about incident details through the home based contact, rather than through the media or students .
- Check that contractors have adequate emergency support procedures, and that these will link to establishment emergency procedures.
- Be aware of the implications of the Disability Discrimination Act, namely the Act is a legal requirement not to discriminate on the grounds of disability and that the planning duty applies for all Academy activities which includes off site visits.

Where an EVC is identified or appointed, the Principal should also:

- Delegate tasks to the EVC, having regard to the duties of the EVC suggested earlier in this part of this document.
- Ensure that the EVC keeps them informed of the progress of any visit and that this information is relayed to local governors (and to parents as necessary). For less routine visits, the Principal will need to ensure that the EVC can obtain advice from an appropriate technical adviser as necessary.
- Make time available for the EVC to arrange for the induction and training of staff and volunteers and ensure that staff receive the induction and training that they need before the visit.
- Ensure that the EVC briefs the leader and supervisors about the emergency procedures as part of the risk assessment briefing and that the leader and supervisors have ready access to them during the visit.



- Ensure that the EVC impresses upon parents the importance of providing their own contact numbers, more than one, which will enable the parents to be contacted in case of emergency.

### **C. Educational Visits Co-ordinator (EVC)**

All establishments **must** have an Educational Visits Co-ordinator (EVC). The EVC will be appointed by and act on behalf of the Principal. The EVC will be specifically trained via attendance on an EVC Training Course. If the existing EVC leaves the Academy, a replacement must attend the next available course. If the Academy has no trained EVC, all visits may be prohibited until the situation is rectified.

The functions of the EVC are to:

- Liaise with the employer to ensure that educational visits meet the employer's requirements including those of risk assessment.
- Support the Principal and local governors with approval and other decisions.
- Assist with the assessment of the competence of trip leaders and other adults proposed for a visit. This will commonly be done with reference to accreditation from an awarding body. It may include practical observation or verification of experience.
- Organise the training of trip leaders and other adults going on a visit. This will commonly involve training such as first aid, hazard awareness etc.
- Organise thorough induction of trip leaders and other adults taking students on a specific visit.
- Make sure that Disclosure and Barring Service disclosures are in place as necessary.
- Work with the trip leader to obtain the consent or refusal of parents and to provide full details of the visit beforehand so parents can consent, or refuse consent on a fully informed basis.
- Ensure that trip leaders are aware of the emergency arrangements and ensure there is an emergency contact for each visit.
- Keep records of individual visits including reports of accidents and 'near-accidents' (sometimes known as 'near misses'). Report near misses to the Outdoor Education Advisor as soon as possible.
- Review systems and, on occasion, monitor practice.



## COMPETENCE OF THE EDUCATIONAL VISITS CO-ORDINATOR

The member of staff designated as the EVC should be specifically competent. Evidence of competence may be through qualification and/or the experience of practical leadership over many years of outdoor education.

### D. Trip Leaders

Leaders have the responsibility to oversee the preparation and execution of the visit and to ensure that safety is the prime concern. The leader in charge of any visit is the responsible adult who needs to plan and prepare for the activity, and to prepare any emergency and contingency plans which, as official records, should be left with the Establishment. The leader, and all other responsible adults, should be familiar with all the advice contained in the Academy's Code of Practice and with emergency planning arrangements and Crisis Line. The leader is also responsible for briefing all accompanying staff, supervisors, parents and helpers.

***One person, the trip leader, must have overall responsibility*** for the supervision and conduct of the visit and should have regard to the health and safety of the group. The trip leader should be approved by the Principal or the governing body.

The trip leader should:

- Obtain the Principal's prior agreement before any off-site visit takes place.
- Follow DfE and other governing body regulations, guidelines and policies.
- Appoint a deputy.
- Wherever possible at least one formal briefing meeting should be arranged for the whole adult team prior to the visit whereby the leader should ensure that everyone is familiar with and supports the visit's objectives.
- Conduct an exploratory visit in order to undertake a proper risk assessment.
- Clearly define each group supervisor's role and ensure all tasks have been assigned. Ensure that everyone is aware of and accepts the nature of the particular responsibilities and roles they will assume and that they are advised of their position with regard to personal responsibility.
- Be able to control and lead students of the relevant age range.
- Be suitably competent to instruct students in an activity and be familiar with the location/centre where the activity will take place (see Academy-led Adventure Activities).
- Ensure that adequate first-aid provision will be available.
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents.
- Undertake and complete a comprehensive risk assessment for aspects of the trip for which they have responsibility. Ensure all accompanying adults have copies of relevant risk assessments.



- Review regularly undertaken visits/activities and advise the principal where adjustments may be necessary.
- Ensure that teachers and other supervisors are fully aware of what the proposed visit involves.
- Have enough information on the students proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed.
- Ensure the ratio of supervisors to students is appropriate for the needs of the group.
- Consider stopping the visit if the risk to the health or safety of the students is unacceptable and have in place procedures for such an eventuality.
- Ensure that group supervisors have details of the home based contact.
- Ensure that group supervisors and the home based contact have a copy of the emergency procedures.
- Ensure that the group's staff and other supervisors have the details of young peoples' special educational or medical needs which will be necessary for them to carry out their tasks effectively.
- Wherever possible on a visit or activity, rendezvous arrangements with an appropriate place and time are agreed should the party become separated. These would be best made on arrival at particular locations where possible so that suitable locations can be identified.
- An additional recommended safety precaution is to ensure that every member of the group knows in advance the course of action to follow if they get lost. Depending on the nature of the journey or activity the course of action may be to stay still, make their way back home or to a base, seek appropriate help or directions, or return to a particular rendezvous spot identified previously.
- The leader must brief all the young persons about their tasks, arrangements, organisation, and the behaviour that is expected of them during the time of the visit.
- ***The trip leader should ensure that all accompanying adults are familiar with the Governing Body's Safeguarding Policy and Procedures.***
- During the visit a brief daily staff meeting at the start of the day is strongly recommended.
- Securing at all times the safety and welfare of the young persons in their charge.
- Planning and organising the activity as appropriate.
- Having a "plan B" fully risk assessed and organised as a back up if leading activities.
- Establishing regulations and procedures for safe practice of the visit.
- Communicating information to all interested parties on, during and after the visit.



- Ensuring that other assistants and adults carry out their duties and responsibilities safely and responsibly.

Whenever a party is to be subdivided, or the leader is to be absent for any reason, the party leader should make a clear delegation of responsibility to another adult. If a trip leader delegates responsibility for the supervision of some, or all of the young persons, at various times to other members of the staff team, they must satisfy themselves that this individual to whom they are delegating responsibility:

- Is competent to take charge of the group of young persons undertaking the particular activity in this locality.
- Has been fully and properly briefed as to their role and responsibilities.
- Is aware of the next meeting place and time and is fully conversant with the procedure to adopt in the event of an accident, or emergency arising within the party.

The trip leader must ensure that at all times during the visit or activity, each member of staff knows exactly for which young persons they have a responsibility and where those young persons are at all times and that each young person knows who the leader of their particular group is.



## **Appendix 4: - A Handbook for Group Leaders (known in this Policy as Trip Leaders)**

This is Part 3 of a 3-part supplement to *Health and Safety of Pupils on Educational Visits: A Good Practice Guide (HASPEV)*. See also *HASPEV; Health and Safety: Responsibilities and Powers*; and the other parts of this supplement: *Standards for LEAs in Overseeing Educational Visits* and *Standards for Adventure*

### **INTRODUCTION**

The purpose of this handbook is to provide practical information that might be helpful to group leaders and others, day to day, whilst taking part in an educational visit. It adds to and brings together in one place, the advice for group leaders that is spread throughout the Good Practice Guide "*Health & Safety of Pupils on Educational Visits*" (*HASPEV*). It does not cover planning arrangements before the visit, which can be found in *HASPEV*.

The handbook is not a substitute for training. We recommend that all group leaders have access to training before taking pupils on educational visits.

The handbook does not seek to replace local or other professional guidance or regulations. Community and voluntary controlled schools should follow LEA guidance as a first recourse. No guidance should be taken as an authoritative interpretation of the law. That is for the courts.

The handbook includes advice on supervision, ongoing risk assessment, emergency procedures, and some specific types of visit. The printed version of the handbook will be in loose-leaf style, which will allow for easy amendment when new information comes to light and for additional pages to be added on new topics. Amendments and any new topics will be posted on the web at <http://www.teachernet.gov.uk/visits>, from where they can be downloaded and printed for inclusion in the handbook.

Like *HASPEV*, the supplement can be adopted or adapted by LEAs or others for their own purposes. Please acknowledge the Department as the source for any such use and declare any local variation of the text.

Enquiries about the contents of this Supplement should be addressed to the Department's Pupil Health and Safety Team on 020 7925 5536.





## CONTENTS

### SUPERVISION

Responsibility

Head counts etc.

The Buddy System

Remote Supervision

Rearranging Groups

Down Time

Night Time

### ONGOING RISK ASSESSMENT

Check the local weather forecast

Local Knowledge

Plan B

Behaviour problems, illness or injury

### EMERGENCY PROCEDURES

Preparation

Emergency procedures framework during the visit

### ADVICE ON SPECIFIC ACTIVITIES

Coastal visits

Swimming in the sea or other natural waters

Farm Visits



## SUPERVISION

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*HASPEV* Chapter 3 and *Standards for Adventure* give advice on supervision ratios, vetting suitability of supervisors and brief advice on responsibilities, competence, head counts and remote supervision. This section aims to give more practical advice on supervision “in the field”.

### Responsibility

The Group leader is responsible overall for the group at all times. In delegating supervisory roles to other adults in the group, it is good practice for the group leader to:

- ◆ allocate supervisory responsibility to each adult for named pupils;
- ◆ ensure that each adult knows which pupils they are responsible for;
- ◆ ensure that each pupil knows which adult is responsible for them;
- ◆ ensure that all adults understand that they are responsible to the group leader for the supervision of the pupils assigned to them;
- ◆ ensure that all adults and pupils are aware of the expected standards of behaviour.

It is good practice for each supervisor to:

- ◆ have a reasonable prior knowledge of the pupils including any special educational needs, medical needs or disabilities;
- ◆ carry a list/register of all group members;
- ◆ directly supervise the pupils (except during remote supervision) - particularly important when they are mingling with the public and may not be easily identified;
- ◆ regularly check that the entire group is present;
- ◆ have a clear plan of the activity to be undertaken and its educational objectives;
- ◆ have the means to contact the group leader/other supervisors if needing help;
- ◆ have prior knowledge of the venue – the group leader should normally have made an exploratory visit, see *Standards for LEAs in Overseeing Educational Visits*;
- ◆ anticipate a potential risk by recognising a hazard, by arriving, where necessary, at the point of hazard before the pupils do, and acting promptly where necessary;
- ◆ continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions;
- ◆ be competent to exercise appropriate control of the group, and to ensure that pupils abide by the agreed standards of behaviour;
- ◆ clearly understand the emergency procedures and be able to carry them out;
- ◆ have appropriate access to First Aid;



Each pupil should:

- ◆ know who their supervisor is at any given time and how to contact him or her;
- ◆ have been given clear, understandable and appropriate instructions;
- ◆ rarely if ever be on their own;
- ◆ alert the supervisor if someone is missing or in difficulties;
- ◆ have a meeting place to return to, or an instruction to remain where they are, if separated;
- ◆ understand and accept the expected standards of behaviour.

### **Head counts etc.**

Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue. It is good practice for all supervisors to:

- ◆ carry a list/register of all pupils and adults involved in the visit at all times;
- ◆ ensure that pupils are readily identifiable, especially if the visit is to a densely populated area. Brightly coloured caps, T-shirts or a school uniform can help identify group members more easily;
- ◆ avoid identification that could put pupils at risk e.g. name badges (though some schools find it useful to provide pupils with badges displaying the name of the school or hotel and an emergency contact number, or for visits abroad a note in the language of the country being visited);
- ◆ ensure that all pupils are aware of rendezvous points;
- ◆ ensure that all pupils know what to do if they become separated from the group.

### **'Buddy' system**

Each child is paired with a buddy. Each regularly checks that the other is present and is OK. A variant of this is the 'circle buddy' system – the pupils form a circle at the start of the visit so that each pupil has a left side buddy and a right side buddy. He or she will check on these when asked. Thus two pupils cannot vanish together and not be missed (as might happen with paired buddies).

### **Remote Supervision**

Supervision can be close or remote but is always 24 hours:

- ◆ close supervision occurs when the group remain within sight and contact of the supervisor;
- ◆ remote supervision occurs when, as part of planned activities, a group works away from the supervisor but is subject to stated controls (e.g. during certain Duke of Edinburgh's Award expeditions). The supervisor is present though not necessarily near or in sight, but his or her whereabouts are known;
- ◆ down time (or recreational time) – for example during the evenings – may involve close or remote



supervision, but should not be unsupervised - the supervisors continue to be in charge;

- ◆ it is essential that everyone involved in the visit understands the supervision arrangements and expectations.

When supervision is remote:

- ◆ groups should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures. Remote supervision will normally be the final stage of a phased development programme;
- ◆ pupils will be familiar with the environment or similar environments and have details of the rendezvous points and the times of rendezvous;
- ◆ clear and understandable boundaries will be set for the group;
- ◆ there must be clear lines of communication between the group, the supervisor and the school. Do not rely exclusively on mobile phones;
- ◆ the supervisor should monitor the group's progress at appropriate intervals;
- ◆ the supervisor will be in the expedition or activity area and able to reach the group reasonably promptly should the group need support in an emergency;
- ◆ there should be a recognisable point at which the activity is completed;
- ◆ there should be clear arrangements for the abandonment of the activity where it cannot be safely completed.

### **Rearranging Groups**

Potential danger points can occur when rearranging groups. In particular:

- ◆ when a large group is split into smaller groups for specific activities;
- ◆ when groups transfer from one activity to another and change supervisor;
- ◆ during periods between activities;
- ◆ when small groups re-form into a large group.

It is therefore important that the supervisor:

- ◆ clearly takes responsibility for the group when their part of the programme begins, particularly making certain that all group members are aware of the changeover;
- ◆ clearly passes on responsibility for the group when their part of the programme is concluded, together with any relevant information ensuring that the group members know who their next leader is.

### **Down Time**



Group leaders should ensure that pupils continue to be properly supervised during downtime before, between and after activities, including the evenings on residential visits. A group occupied in study or activity is far safer than a group left to its own devices in an unfamiliar environment. Too much unstructured free time in a residential programme can allow time for mischief, bullying, homesickness and wandering off from the body of the group.

It is good practice to:

- ◆ ensure that all staff and pupils understand the standards of behaviour that apply at all times, not just during activities;
- ◆ ensure that handover between activities is properly supervised, with a named supervisor responsible for the group if there is down-time between activities;
- ◆ ensure that all supervisors understand that their supervisory role continues in the evening – however hard a day it has been, that it is not a time to relax in the bar or in front of the TV;
- ◆ use down-time in the evening or at the beginning of the day to brief the group on the planned activities for the day to come, e.g. the planned learning outcomes, specific health and safety issues, meal and break times etc.;
- ◆ use down time after activities for individual reflection on personal learning outcomes, and group discussion about the highs and lows of the day;
- ◆ apply the advice contained in “Remote Supervision” above, adapted as necessary, if it is felt reasonable to allow pupils some time without close supervision;
- ◆ occupy the group with mildly active, non-academic activities in the evening, e.g. craft activities, environmental activities, quizzes, team challenges, led-walks.

### **Night Time**

Group leaders should ensure that:

- ◆ the group’s immediate accommodation is exclusively for the group’s use;
- ◆ teachers (of both genders where appropriate) have sleeping accommodation on the same floor immediately adjacent to the pupils’ accommodation;
- ◆ there is a teacher present on that floor whenever the pupils are there;
- ◆ child protection arrangements are in place to protect both pupils and staff;
- ◆ where hotel/hostel reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visits;
- ◆ in the absence of 24 hour staffing of reception, external doors must be made secure against intrusion and windows closed as necessary to prevent intrusion;
- ◆ where possible, internal doors are lockable but staff must have reasonable access to the pupil



accommodation at all times;

- ◆ where pupils' doors are locked, teachers have immediate access, as necessary, to a master key;
- ◆ all staff and pupils know the emergency procedures/escape routes in the event of a fire. Where windows and doors are locked against intrusion at night, ensure that alternative escape routes are known and that all fire doors function properly.

Don't be lulled into a sense of false security by local assurances, such as "no need to lock doors in this part of the country". The presence of the group may attract unwelcome attention that is unusual in the locality.

## **Travel**

A driver cannot safely drive and supervise children at the same time. Group leaders should ensure that:

- ◆ transport by road has seat belts and that the pupils wear them;
- ◆ there is adequate supervision at all times when travelling;
- ◆ supervisors are reserved seats that allow them to supervise properly
- ◆ pupils are supervised when boarding and leaving;
- ◆ extra care is taken when leaving a vehicle in a country that drives on the right as some doors may open onto the road side;
- ◆ standards of behaviour are met, and in particular that drivers are not distracted
- ◆ smoking/alcohol etc. bans are observed;
- ◆ pupils are occupied on long journeys – this will help the journey pass quickly;
- ◆ evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear;
- ◆ there are adequate rest stops for drivers;
- ◆ head counts are carried out when the group is getting off or onto transport.



## ONGOING RISK ASSESSMENT

HASPEV chapter 2 paragraphs 37-46, and *Standards for LEAs in Overseeing Educational Visits* deal with risk assessment. Risk assessment does not end when the visit begins. Changes to the itinerary, changes to the weather, incidents (whether minor or major), staff illness – all or any of these may bring pupils face to face with unexpected hazards or difficulties and give rise to the need to re-assess risk.

The group leader (and other adults with responsibility) prepares ongoing risk assessments while the visit is taking place. These normally consist of judgements and decisions made as the need arises. They are not usually recorded until after the visit. They should be informed by the generic and visit or site specific risk assessments

It is good practice to have briefings each night to take stock and assess the circumstances for the next day, and to spend time early the next morning explaining arrangements to the pupils.

### **Check the local weather forecast**

- ◆ to inform decisions on appropriate clothing;
- ◆ to be aware of whether water activities might be in areas prone to flash floods, high winds etc.;
- ◆ to be aware of whether trekking or climbing at altitude might be subject to dramatic changes of weather; potential for fallen trees, avalanches etc.

### **Seek local knowledge of potential hazards, e.g.**

- ◆ tides;
- ◆ rivers/streams prone to sudden increases in flow;
- ◆ difficult terrain;
- ◆ crossing points for road, rail or water;
- ◆ unstable cliffs.

### **Plan B**

- ◆ good forward planning will always include alternative plans in case the itinerary needs to be changed;
- ◆ a flexible itinerary can allow activities from later in the visit to be substituted for earlier activities if those are prevented by unexpected circumstances;
- ◆ group leaders faced with potential difficulties will feel more confident to change the itinerary if a pre-assessed alternative is available;
- ◆ regardless of whether alternatives have been pre-assessed, always take time to reassess risks if



the itinerary changes;

- ◆ on arrival at an alternative site or activity that has not previously been risk assessed, we recommend that the group leader should risk assess the situation before allowing the pupils to disembark from the transport;
- ◆ an unknown location might involve hazards not covered in the original risk assessment, for example if the original intention to visit a land-only site has to be changed at short notice to a lake or seaside location.

### **Behaviour problems, illness or injury**

- ◆ poor behaviour may be reduced by ensuring that all pupils are signed up to agreed standards of behaviour before (or at least at the beginning of) the visit;
- ◆ educational visits can be a good opportunity for school staff to get to know pupils away from the confines of the school. But the group leader should resist any temptation to accept lower standards of behaviour. The different hazards that pupils may be exposed to away from the school will require them to observe standards of behaviour that are at least as high as, or higher than, in the classroom;
- ◆ if one adult has to give prolonged attention to one group member, the group leader should reassess the supervisory roles of the other adults to ensure that all members of the group know who is responsible for them. Activities may need to be amended until the other adult returns all of his or her attention to the group;
- ◆ group leaders should trust their own knowledge of the young people and use their own professional judgement;
- ◆ this may include challenging an activity leader where the group leader's knowledge of the group is superior, or intervening to prompt a change of plan.





## EMERGENCY PROCEDURES

### Preparation

See *HASPEV* Chapter 10 and *Standards for LEAs in Overseeing Educational Visits*. By their nature, emergencies are usually unexpected. But careful emergency planning can mitigate the trauma of being caught up in an emergency. It is good practice for the group leader to:

- ◆ agree an emergency action plan, which includes 24-hour (i.e. constant cover) contact points at the school/LEA and clear roles for the group leader, school/LEA contact, head teacher e.g. managing media interest, supporting parents of an injured pupil, transport arrangements etc.;
- ◆ ensure that all members of the group know what action to take if there is a problem;
- ◆ hold evening briefings with supervisors to discuss issues for the next day;
- ◆ spend time early the next morning explaining arrangements to the pupils;
- ◆ hold, or ensure that other adults in the group hold, up-to date competence in first aid and other life saving competence as necessary for the activities;
- ◆ ensure that the first aid kit is properly stocked and accessible (see Guidance on First Aid for Schools, paragraph 60 <http://www.teachernet.gov.uk/firstaid>);
- ◆ ensure that all pupils' medical needs (e.g. asthma, diabetes, anaphylaxis) are known and that staff are competent to handle them (see Supporting Pupils with Medical Needs: A Good Practice Guide <http://www.teachernet.gov.uk/medical>);
- ◆ be aware that some diseases are more common in some countries and know what preventative action to take and what to do if a group member becomes infected;
- ◆ recognise that many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep;
- ◆ if appropriate, advise group members about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea;
- ◆ in warm climates, keep fluid levels high, take extra salt and wear loose, lightweight clothing – preferably made of cotton or other natural fibres – and use suitably factored sun protection creams and sun hats/glasses;
- ◆ ensure that drivers take adequate rest breaks on long journeys;
- ◆ ensure that all pupils understand and follow the code of conduct;
- ◆ practice emergency drills e.g. evacuation of mini-bus;
- ◆ if abroad, know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information to hand.



### **Emergency procedures framework during the visit**

If an emergency occurs on a school visit the group leader should maintain or resume control of the group overall.

The main factors to consider include:

- ◆ establish the nature and extent of the emergency as quickly as possible;
- ◆ ensure that all the group are safe and looked after;
- ◆ establish the names of any casualties and get immediate medical attention;
- ◆ ensure that a teacher accompanies casualties to hospital with any relevant medical information, and that the rest of the group are adequately supervised at all times and kept together;
- ◆ notify the police if necessary;
- ◆ ensure that all group members who need to know are aware of the incident;
- ◆ ensure that all group members are following the emergency procedures and the roles allocated to them – revise procedures and re-allocate roles as necessary;
- ◆ inform the school contact and provider/tour operator (as appropriate). The school contact number should be accessible at all times during the visit;
- ◆ details of the incident to pass on to the school should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom);
- ◆ school contact should notify parents, providing as full a factual account of the incident as possible;
- ◆ notify insurers, especially if medical assistance is required (this may be done by the school contact);
- ◆ notify the British Embassy/Consulate if an emergency occurs abroad;
- ◆ ascertain phone numbers for future calls. Try not to rely solely on mobile phones;
- ◆ write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;
- ◆ keep a written account of all events, times and contacts after the incident;
- ◆ complete an accident report form as soon as possible. Contact HSE or local authority inspector, if appropriate;
- ◆ no-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Refer media enquiries to a designated media contact in the home area;
- ◆ no-one in the group should discuss legal liability with other parties, nor sign anything relating to accident liability without clear advice from their LEA;
- ◆ keep receipts for any expenses incurred – insurers will require these.



## ADVICE ON SPECIFIC ACTIVITIES

### Coastal visits

HASPEV chapter 8 “Types of Visit” has advice on coastal visits at paragraphs 181-2. HASPEV states: “...many of the incidents affecting pupils have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming.”

The group leader will want to bear the following points in mind when assessing the risks of a coastal activity:

- ◆ tides, rip tides and sandbanks are potential hazards; timings and exit routes should be checked;
- ◆ group members should be aware of warning signs and flags;
- ◆ establish a base on the beach to which members of the group may return if separated;
- ◆ look out for hazards such as glass, barbed wire and sewage outflows etc;
- ◆ some of a group’s time on a beach may be recreational. Group leaders should consider which areas of the terrain are out of bounds, and whether the risk assessment allows swimming in the sea;
- ◆ cliff tops can be highly dangerous for school groups even during daylight. The group should keep to a safe distance from the cliff edge at all times – a “buffer zone” between the pupils and the hazard. Be aware that cliff falls can mean that cliff paths stop abruptly at the cliff edge;
- ◆ group leaders should not normally allow pupils to ride mountain bikes on any route that is near a sheer drop e.g. coastal path or canal towpath. If the risk assessment indicates that the risk could be managed adequately, then there should be a small known group of skilled and experienced riders accompanied by appropriately qualified staff;
- ◆ the local coastguard, harbour master, lifeguard or tourist information office can provide information and advice on the nature and location of hazards.

### Swimming in the sea or other natural waters

Swimming and paddling or otherwise entering the waters of river, canal, sea or lake should never be allowed as an impromptu activity. The pleas of children to be allowed to bathe – because it is hot weather, for example, or after a kayaking exercise - should be resisted where the bathing has not been prepared for. In-water activities should take place only when a proper risk assessment has been completed and proper measures put in to control the risks. The activities should be formal and supervised.



It is good practice that, wherever possible, group leaders seek out recognised bathing areas that have official surveillance i.e. qualified lifeguard cover. But, even then, group leaders should be aware that pupils might mingle with members of the public and be lost to view. Pupils should always be in sight and reasonable reach of their supervisors.

The group leader should:

- ◆ be aware that many children who drown are strong swimmers;
- ◆ ascertain for themselves the level of the pupils' swimming ability;
- ◆ check the weather;
- ◆ be aware of the local conditions – such as currents, weeds, rip tides, a shelving, uneven or unstable bottom – using local information from the lifeguard, coastguard, harbourmaster, police or tourist information office;
- ◆ beware of rocks, breakwaters and other potential hazards;
- ◆ look out for warning signs and flags: a red flag means it is unsafe to swim; yellow flags mean that lifeguards are on patrol in the area between the flags; a black and white flag means it is an area used by surfers and not suitable for swimming;
- ◆ designate a safe area of water for use by the group;
- ◆ brief the group about the limits of the swimming area;
- ◆ avoid crowded beaches where it is harder to see pupils;
- ◆ be aware of the dangerous effects of sudden immersion in cold water;
- ◆ be aware of the dangers of paddling especially for young pupils;
- ◆ ensure that pupils have not eaten (at least half an hour) before swimming;
- ◆ ensure the activity is suitable for the pupils, especially any with special needs or disabilities;
- ◆ adopt and explain the signals of distress and recall;
- ◆ ensure that buoyancy aids, lifejackets etc. are used where appropriate;
- ◆ carry out regular head counts;
- ◆ be aware that it is not always possible to tell when someone is in difficulties.

Supervisors should

- ◆ have clear roles – at least one supervisor should always stay out of the water for better surveillance, even where lifeguards are on duty;
- ◆ take up a best position from which to exercise a constant vigilance;
- ◆ divide their careful watching between staff who stand in the sea and look landward towards the group and staff who stay on land and watch the group from that vantage point;
- ◆ give the children their full, undivided attention;



- ◆ always follow the advice or directions of a lifeguard;
- ◆ never swim themselves unless it is to help a child in distress;
- ◆ not join in any of the children's games;
- ◆ ensure that no child is allowed to wade out or swim further than his or her waist height;
- ◆ nevertheless, be aware that it is possible to drown in one's own depth, and to act immediately when a child appears to be in difficulties;
- ◆ ensure that children leave the water immediately if they get too cold, especially if toes and fingers look blue or feel numb - could suggest the onset of hypothermia;
- ◆ recognise that a child in difficulty is unlikely to wave or shout – all of their energies will be in trying to keep afloat.

It is good practice for the group leader, or another designated adult in the group, to hold a relevant life saving award, especially where lifeguard cover may not be available. For further advice contact the: The Royal Lifesaving Society UK, River House, High St, Broom, Warwickshire B50 4HN (Tel: 01789 773994) <http://www.lifesavers.org.uk/>

## **Farm Visits**

"There is a seasonal increase in the number of cases of E.coli 0157 infection, and there is a link between farm visits and infection in young children. This means that some simple and sensible precautions should be taken." - Chief Medical Officer -12 April 2000

Group Leaders should check the provision at the farm to ensure that

- ◆ eating areas are separate from those where there is any contact with animals;
- ◆ there are adequate clean and well-maintained washing facilities;
- ◆ there is clear information for visitors on the risks and the precautions to take.

Ensure that

- ◆ there is adequate trained adult supervision wherever children can come into contact with animals and need to wash their hands;
- ◆ all children wash their hands thoroughly immediately after touching animals and before any eating or drinking;
- ◆ shoes are cleaned and then hands are washed on leaving the farm.



Never let pupils:

- ◆ place their faces against the animals;
- ◆ put their hands in their own mouths after touching or feeding the animals;
- ◆ eat or drink while going round the farm;
- ◆ eat or drink until they have washed their hands;
- ◆ sample any animal foodstuffs;
- ◆ drink from farm taps (other than in designated public facilities);
- ◆ touch animal droppings - if they do then wash and dry hands;
- ◆ ride on tractors or other machines;
- ◆ play in the farm area, or in other areas that are out of bounds such as grain storage tanks, slurry pits etc.

The Chief Medical Officer's revised guidance suggests:

- ◆ individual supervision by an adult for every child younger than 12 months;
- ◆ a supervision ratio of one adult for two children for children between ages one and two;
- ◆ gradually increasing ratios up to one adult for eight children for children between ages five and eight;
- ◆ higher standards for washing facilities.



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## FURTHER INFORMATION

### Department for Education

*Health & Safety of Pupils on Educational Visits (HASPEV)*, and supplement  
<http://www.teachernet.gov.uk/visits>

*Health & Safety: Responsibilities & Powers* <http://www.teachernet.gov.uk/responsibilities>

*Guidance on First Aid for Schools* <http://www.teachernet.gov.uk/firstaid>

*Supporting Pupils with Medical Needs: A Good Practice Guide* <http://www.teachernet.gov.uk/medical>

*Work experience: A guide for secondary schools 2002*

*Work Experience: A guide for employers 2002*

*Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service*. DfE May 2002.

*Safety Education Guidance Leaflet*  
<http://www.teachernet.gov.uk/safetyeducationguidance>

Chief Medical Officer Advice on Farm Visits: A Department of Health Press Notice 12 April 2000.

### HSE Department

*Guidance to the Licensing Authority on the Adventure Activities Licensing Regulations 1996*

*A Guide to Risk Assessment Requirements* - <http://www.hse.gov.uk/pubns/indg218.pdf>

*Avoiding ill health at open farms: Advice to teachers AIS23* new edition 28 June 2000 of advice mentioned in HASPEV).

*Five Steps to Risk Assessment* . (<http://www.hse.gov.uk/pubns/indg163.pdf>)

*Adventure activities centres; five steps to risk assessment*

The New General Teaching Requirement for Health and Safety, QCA/HSE, 1999

*Managing Health and Safety in Swimming Pools* revised edition 1999. HSG 179

*Reducing Risk Protecting People 2001*

*Preparing Young People for a Safer Life* (issued with Cheshire County Council and The Institute of Occupational Safety and Health – tel 0116 257 3100). This has a model risk assessment for a sponsored walk.

*Adventure activities centres: five steps to risk assessment*



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Adventure Activities Industry Advisory Committee (AAIAC): *Statement of Risk Perception in Adventure and Outdoor Activities*

## Others

Information about adventure activity providers covered by the Adventure Activities Licensing Scheme <http://www.aala.org.uk>

The Wales Tourist Board, the Scottish Tourist Board and the British Activity Holiday Association (see next) provide voluntary inspection schemes to complement licensing for providers of activities that are out of scope of licensing

The British Activity Holiday Association, 22 Green Lane, Hersham, Surrey, KT12 5HD. Tel/Fax: 01932 252994. [www.baha.org.uk](http://www.baha.org.uk)

*Get Safe for Summer* - Amateur Swimming Association. [www.asa.-awards.co.uk](http://www.asa.-awards.co.uk)

*Safe Supervision for Teaching and Coaching Swimming*. Amateur Swimming Association and others. 2<sup>nd</sup> edition 2001 Tel: 01509 618700. Advice on ratios in HASPEV paragraph 187, which are pupil year-based, should be read in conjunction with the competence-based ratios in *Safe Supervision*

The Royal Lifesaving Society UK, River House, High St, Broom, Warwickshire B50 4HN (Tel: 01789 773994) <http://www.lifesavers.org.uk/>

*Minibus Safety: A Code of Practice* - RoSPA and others 2002 [www.rospace.com/pdfs/road/minibus.pdf](http://www.rospace.com/pdfs/road/minibus.pdf)

*Safety on School Trips A Teachers and the Law Booklet* - The Professional Association of Teachers. Revised edition 2002

*Educational Visits* - NASUWT 2001

Guidance published by the National Governing Bodies (NGBs) for various adventure activities as in HASPEV. NGBs also maintain leader training and assessment programmes.

*Safe and Responsible Expeditions and Guidelines for Youth Expeditions* - Young Explorers' Trust, c/o RGS-IBG Expedition Advisory Centre. £5 inc. p & p or free from website: <http://www.rgs.org/eacpubs>

The Royal Geographical Society (with IBG)'s Expedition Advisory Centre, 1 Kensington Gore, London SW7 2AR provides advice, information and training to anyone planning an overseas expedition. Tel 020 7591 3030 <http://www.rgs.org/eac>

The Independent Schools' Adventure Activities Association (ISAAA) offers help, support and technical advice to any Independent School [www.malcol.org/isaaa/](http://www.malcol.org/isaaa/)

The Duke of Edinburgh's Award has its own clear structure, procedures and guidelines <http://www.theaward.org/>.

Guidance is produced by many of the voluntary youth organisations

*Guidelines for Off-Site Educational Visits and Activities in the United Kingdom* Nottinghamshire CC September 2001 has a section on camping pages 75-79.





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*Safe Kids Campaign* Report 2000, Child Accident Prevention Trust

Transport for London provides free transport for school groups on the underground, buses, Thameslink and the Docklands Light Railway. The advice line for the scheme is 0207 918 3954 and the website is at [www.tfl.gov.uk/schoolparty](http://www.tfl.gov.uk/schoolparty). The general travel advice line can offer information on route planning and station layouts. Apart from its commitment to the safety of its passengers Transport for London does not offer specific advice on health and safety for school groups but refers them to *HASPEV* and HSE risk assessment guidance.

*The Waterways Code* (leaflet) and *The Waterways Code for Boaters* (video) are available from British Waterways - [hq@britishwaterways.co.uk](mailto:hq@britishwaterways.co.uk) - tel: 01923 201120

The Suzy Lamplugh Trust has produced a range of guidance on personal safety, including booklets, videos and training courses <http://www.suzylamplugh.org>

The OCR (Oxford Cambridge RSA) 'Off-Site Safety Management Scheme' provides a training course aimed at those who organise off-site visits. It is exam-based and teachers can combine it with practical experience: <http://www.ocr.org.uk/schemes/ownbrand/examined/offsite/Offindex.htm>