

# BROOMFIELDS JUNIOR SCHOOL



## SAFEGUARDING 13: EDUCATIONAL VISITS POLICY

**2021-2022**

### DOCUMENT STATUS

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## **Broomfields Junior School Educational Visits Policy**

### **Rationale**

Well planned and executed educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. Educational visits are an essential element of good primary practice.

### **Purposes**

Educational Visits can provide stimulus and support to work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum. Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised.

### **Guidelines**

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich, learning experience for the pupils.

The following local authority guidelines support the planning and implementation of educational visits organised at Broomfields Junior School.

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## **Section 1: INTRODUCTION**

On an off-site educational trip, visit, school journey or expedition it is important to make sure that all involved get the maximum benefit in as safe an environment as possible. This Code of Practice is based on the practical experience of Advisory Teachers of the Children's Services Directorate, Headteachers, Teachers, Youth Workers, activity specialists, Health and Safety Advisers and Education Advisers who have all contributed. The Code of Practice gives details of managing educational trips and visits and the precautions to be taken so that the leaders and party members will have an enjoyable and rewarding experience in as safe an environment as possible.

The Code of Practice applies equally to all types of visits made by pupils, students, trainees and members of youth clubs, and to all activities both inside and outside the school day. Headteachers, party leaders and accompanying staff should take into account the needs and abilities of their young people and the competence of the supervisors when applying this Code of Practice.

Most outdoor educational visits take place without incident and it is clear that schools already demonstrate a high level of safety awareness. However, following a number of tragic incidents involving school children in the last few years, there is growing concern amongst school staff, governing bodies, parents, elected members and the community to ensure that outdoor educational and residential visits are as safe as possible. The Strategic Director of Children's Services felt therefore that it was timely to update the advice it gives and to enhance the status of this document from being merely "guidelines" to being a Code of Practice, which is part of the Children's Services Directorate's Health and Safety Policy. Staff found not to have adhered to this Code may find themselves culpable in the event of an accident or serious incident and open to personal prosecution. Some aspects of insurance cover may be invalidated if "all reasonable steps to avoid accidents, losses and expenses" have not been adhered to.

This Code of Practice has been produced, not only to make educational trips and visits enjoyable, rewarding and as safe as possible, but also to help protect staff from prosecutions in the event of an accident or serious incident.

The DfEE (now DfES) produced "Health and Safety of Pupils on Educational Visits 1998" which has been forwarded to all Warrington Schools. This should be used to support the Code of Practice. A copy can be obtained, free of charge, from DfES publications Tel. 0845 602 2260 or email [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com) quoting ref. HSPV2.

## Section 2:           **LEGAL LIABILITY**

Headteachers and teachers should be aware that there are two aspects of legal liability: criminal and civil. Health and Safety legislation falls under criminal law, whereas contracts and insurance are civil matters. Where accidents are concerned, the guilty party may be punished under criminal law, whereas the injured/damaged party may be compensated under the Council's or school's insurance agreement via a civil claim.

The Health and Safety at Work Act 1974 places a duty on the employer (the Local Authority in the case of community and controlled schools, and the Governing Body in voluntary aided and non-maintained schools) to take reasonable care of their employees and others. Similarly the employees must take reasonable care of themselves and others, and co-operate with the employer.

The Management of Health and Safety at Work Regulations 1999 places a duty on the organiser to carry out a suitable and sufficient Risk Assessment of the various activities undertaken, and to ensure that if other persons (e.g. Instructors) take charge of activities, then those persons should provide suitable and sufficient Risk Assessments for those activities.

A school trip organiser will act 'in loco parentis' (stand in the shoes of the child's parents) and is expected to act in the same way that a reasonable, prudent parent would. **Loco parentis cannot be delegated to an instructor or other adult, it remains the responsibility of the trip organiser and accompanying teaching staff.**

For educational trips and visits, the organiser has to take reasonable care of the participants and other persons, who may be affected by the activity. In essence, that means adhering to the details in this Code of Practice, and where it does not cover a particular activity, making reasonable and sound judgements about health and safety.

Health and Safety legislation **requires the Headteacher (whether accompanying the party or not) to ensure that the preparation and management of the trip is adequate**. Trips involving an overnight stay require the Headteacher to report to the Governing Body or Chair of Governors and to inform the Local Authority. **(See Appendix B, Form 5)**

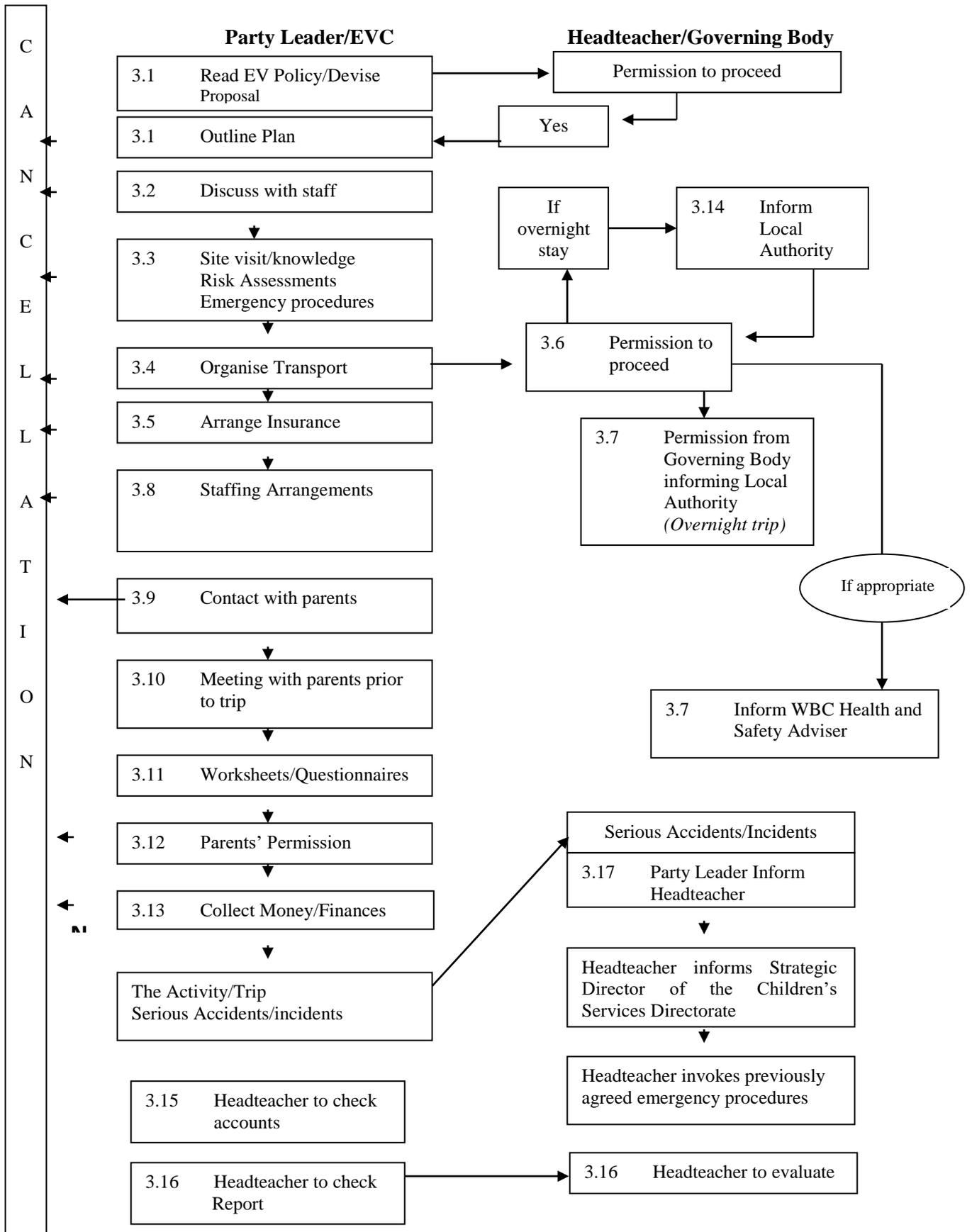
Of course, the law has not been made to prevent school trips, but rather to focus the organiser's mind on ensuring that it is planned and managed safely. It should be noted that there is no pressure on teachers to organise a school trip, as this is purely a voluntary role. If an accident occurs, the Health and Safety Executive Inspector will assess the evidence to establish if the organiser did or did not take reasonable care. If the conclusion is that the organiser did not take reasonable care, the organiser, the Headteacher and/or the school or Local Authority may be prosecuted. It is hoped that by following the guidance outlined in this document that organisers will have taken 'all reasonable care' and that all participants have a safe and enjoyable experience.

**Section 3:**

**SUMMARY OF EDUCATIONAL VISITS POLICY**

**GENERAL PLANNING AND PREPARATION**

**Action Plan for a successful educational trip, visit or expedition**



This section amplifies the flow chart action plan and should be followed accordingly. Greater detail regarding each element is given in the later sections of this publication.

### **3.1 Outline Plan**

Well in advance of the proposed visit the party leader, in consultation with the school's Educational Visits Co-ordinator (EVC) and Health and Safety Co-ordinator, should draw up an outline of the visit. This should include the purpose, the venue, the duration, the types of activity; the relevance to the curriculum, the number of pupils, the cost and source of funding, the mode and source of transport, the number and expertise of staff, and details of special equipment requirements. At this point general approval to proceed should be sought from the Headteacher. Specific, detailed and final approval will be given at a later stage when all details are finalised.

### **3.2 Permission To Proceed (Discussion With Staff)**

The party leader should now discuss the proposed visit with the Headteacher or member of Senior Management Team with responsibility for school trips. They will need to consider which members of staff may be approached to assist with the visit. It should be confirmed that the required staffing levels are available before proceeding further.

### **3.3 Knowledge Of The Venue/Risk Assessment (Site Visit)**

It is important, wherever possible, for one of the party leaders to be familiar with the venue and have visited in the recent past. If such a visit has not been made, as much information as possible, together with details of potential hazards, must be obtained from a local contact. Tourist Offices, Motoring Organisations, Field Study Centres and the Local Authority for the area may be able to assist. Where the use of a residential centre is being planned an assessment of the centre must be made either by a pre-visit and/or recent and extensive pre-knowledge of the centre.

**Where hazardous activities are to be undertaken a prior visit to the area/centre is essential, and a specific Risk Assessment undertaken/provided.**

It must not be assumed that a centre has the expertise to carry out activities safely. It is essential that checks are made on the qualification and experience of centre staff. **(See Appendix D)**

Check all Risk Assessments and emergency procedures. The organisers should satisfy themselves that this is the case. **(See Section 4 and Appendix A)**

### **3.4 Transport And Associated Costs**

Having decided upon a venue, the means of transport must be considered. Obtain a minimum of three estimates and quotations. Plan routes and make reservations. Work out the cost of the visit, including all known expenditure, e.g, admission charges, meals on route, gratuities, etc. Having established the size of the party, assess the cost per pupil. **(See Section 6: Transport)**

### **3.5 Insurance**

Check all insurance arrangements. Decide if additional insurance is necessary, e.g, hazardous or potentially dangerous activities? **(See Section 7: Insurance)**

### **3.6 Final Approval/Permission to Proceed**

The details must now be presented to, and discussed with, the Educational Visits Co-ordinator (EVC) / Headteacher who, before giving approval, should be satisfied that:

- the staff likely to be involved have the necessary experience, ability and, where appropriate, the qualifications to lead the party of pupils (**See Sections 8, 9 and 13**);
- the necessary staff/pupil ratio will be adequate (**See Section 9**);
- the venue has been assessed (**See Section 4**);
- financial arrangements are sound (**See Section 11**);
- insurance cover has been confirmed (**See Section 7**);
- the objectives of the venture are sound;
- health and safety arrangements including first aid arrangements have been thoroughly checked (**See Sections 3, 5, 9 and 10**);
- the arrangements for giving information to pupils and parents are clear and detailed (**See Sections 10 and 12**);
- if using an Outdoor Activities Centre that it is licensed under the Young Persons' Safety Act (**See Section 4 and Appendix D**);
- emergency procedures have been drawn up (**See Section 5 and Appendix B Forms 2 and 5**).

### **3.7 Informing Governing Body/Local Authority**

The Headteacher will make appropriate contact with the Governing Body, Local Authority (if overnight trip) and WBC Health and Safety Adviser if appropriate. (**See Sections 3 and 5 and also Appendix B Form 5**)

### **3.8 Staffing Arrangements**

The EVC or Party Leaders should contact the appropriate line managers and provide details of the visit to key personnel and other staff who may be affected, e.g, Deputy Headteacher, Heads of Department, Year Tutors, School Meals Staff and other members of staff who may be affected by the arrangements. (**See Sections 5 and 9**)

### **3.9 Contact With Parents**

Send a letter explaining details of the visit, type of activity being undertaken, accommodation arrangements, type of clothing and footwear, required dates, times of departure and return, cost and method of payment, staffing, pocket money, etc, to parents and guardians, and arrange a meeting where necessary (especially important when an overnight stay is involved) to explain details, obtain responses and answer questions. (**See Sections 8 and 9 and Appendix B Forms 1 and 3**)

### **3.10 Meetings Prior To The Trip**

Meetings of the party members and their parents should be arranged to explain the aims and purposes of the visit and to make them aware of their roles and responsibilities. On arrival or during a pre-visit, an 'on-site' meeting will be necessary to consider day to day requirements/arrangements. Parents/guardians should be notified of, and requested to agree a Code of Conduct in writing. (**See Sections 5 and 10**) A copy of the Code of Conduct should be available to parents. (**See Appendix A Form 6**)

### **3.11 Specific Work For Pupils On The Trip**

Where appropriate, prepare worksheets / questionnaires / other information regarding the journey/visit.

### **3.12 Parental Permission**

Ensure that appropriate forms of approval have been obtained from parents/guardians, especially those relating to parental consent for the party leaders (or deputy) to sign for medical treatment in an emergency and for pupils to participate in water based activities. (See Appendix B, Forms 2, 3 and 4)

### **3.13 Financial Arrangements/Collection Of Money**

Complete all financial arrangements, including collection of contributions from pupils (and where appropriate staff) in line with the school's and Department's policy on charging. (See Section 11)

### **3.14 Overnight Stay**

Notify the Strategic Director of the Children's Services Directorate of all visits involving an overnight stay at least 7 days before departure by returning Form 5 to the Local Authority Co-ordinator. In the case of foreign visits and visits with activities of a hazardous nature then the Local Authority needs information well in excess of 7 days as approvals must be given before a visit takes place. (See Appendix B, Form 5) Full details of the pupils, with emergency contact names and addresses, staff and adults involved in the visit, together with basic information regarding the venue (including telephone number) should be completed accurately and a copy retained by the 'school contact', readily accessible at the school. (See Section 5)

### **3.15 Final Accounts**

On return, complete a statement of accounts and present this to the Headteacher/EVC for counter signature and filing.

### **3.16 Evaluation**

A report and/or evaluation including completion of any minor incident forms should be submitted by the party leader to the Headteacher/EVC. (See Appendix B, Form 6)

### **3.17 Serious Incidents**

Any 'serious' problems or incident should be reported immediately to the school emergency contact (usually the Headteacher) by the party leader. It is then the responsibility of the school to notify the Strategic Director of the Children's Services Directorate as soon as possible and complete Form 6 and WBC HSA1 / HSA2 (See Section 5 of the Educational Visits Policy).

Contact details are Graham Butler, Principal Officer School Improvement, 01925 442977, work, mobile 07740075841, Ian Crowe, Head of Health, Safety and Welfare 01925 442039 work, mobile 07730 075787 and Ann McCormick assistant Director Partnership & Resources 01925 442967 work , mobile. 07920270141.

Also see Health and Safety of Pupils on Educational Visits (DfEE) 1998 document

*Also see Health and Safety of Pupils on Educational Visits (DfEE) 1998*

*Also see Educational Visits Flowchart circulated to Schools in March 2006 which is to be used in conjunction with the WBC Educational Visits Policy.*

## Section 4: HEALTH AND SAFETY CONSIDERATIONS AND RISK ASSESSMENT FOR VARIOUS TYPES OF ACTIVITY

### 4.1 The Purpose Of A Risk Assessment

- 4.1.1** This section covers Risk Assessments for: day trips (4.3), outdoor education Centres (4.4), adventurous activities (4.6), land based activities (4.7), water based activities (4.8), airborne activities (4.9), visits abroad (4.10) and farm visits (4.11).
- 4.1.2** Risk Assessment is a process which allows a person in charge of an activity to know all the dangers and the safety precautions required. The process is a learning exercise, not a paper exercise. The dangers are called **hazards**, i.e., anything with the potential to cause harm. The safety precautions are called **control measures**, i.e. the steps currently taken to protect people. The other two elements of the Risk Assessment process ensures that teachers identify all people who could be affected, and suggest ways to improve safety further.
- 4.1.3** If we are looking at **hazards**, then why is it called a **RISK** Assessment? Because a **risk** is the **likelihood** that harm will occur from the hazards encountered on a particular activity. There are two further elements of risk: the **frequency** which accidents occur and the **severity** of the injury.
- 4.1.4** The Local Authority requires hazards to be quantified as high, medium or low risks. However, as children do not have the wisdom of adults, are vulnerable and sometimes do not pay attention, the **risk** could always be high.
- 4.1.5** School trip Risk Assessments can be generic if the outdoor activities are similar, or a specific one-off if the activity is unique in that school.
- 4.1.6** When taking a party of children out of school, all significant hazards should be identified. Teachers may wish to work through the chronological order of the trip starting with transport hazards, lunch stops, the activity itself and any special needs. Alternatively look first at the most serious consequences of an accident, e.g. death (caused by drowning, electricity, road traffic, etc.); abduction (stranger danger); major injuries (fall from height, fire, crushed by animal, disease, etc); minor injuries (bee sting, cuts, grazes, etc); and ill health (asthmatic attack, diabetic emergency, severe pains, flu, etc).
- 4.1.7** It is recommended that all staff accompanying the trip or visit are involved in the Risk Assessment process so as to make them fully aware of the possible hazards and the set procedures should an accident/serious incident occur or in the event of the party leader being taken ill or being injured. It is necessary for staff to undertake a further assessment of risk whenever there is a change in the planned action during a visit.
- 4.1.8** Day trips to an open area, e.g. Alton Towers, etc, are subject to weather conditions. Always ensure that suitable clothing and footwear is worn.
- 4.1.9** Control measures need to be in place to ensure that children do not get lost. For example, supervision, head count, rendezvous point, maps, mobile phone, whistle, identity badges, watches, timetable, buddy system, sanctions, etc.

#### 4.1.10 Use of Swimming Pools

In unfamiliar pools, the teacher will have to ensure that:

- there is constant pool supervision by sufficient numbers of qualified staff;
- where there are no poolside staff, a teacher with relevant lifesaving qualifications will have to stay at poolside in a raised location to be able to see underwater or the pupils should leave the water;
- teachers have appropriate resuscitation skills;
- the water temperature is appropriate;
- the water is clear;
- there is a shallow end for non swimmers;
- there are signs clearly indicating the depth of the water;
- the safety rules are clearly displayed;
- the deep end allows for safe diving;
- the pool allows for disabled bathing as necessary;
- there is a poolside telephone;
- the pool caters for relevant cultural and religious factors;
- changing and showering facilities are clean and hygienic;
- clothes can be stored securely;
- instructions on behaviour have been given to pupils.

**4.1.11** There may be other hazards that need to be taken into consideration. For example, one school takes two classes to the swimming pool. Each class takes its turn to swim whilst the other waits in the spectator area. Is there a possibility of a fall from height or down some steps? Does the group not swimming have adequate supervision?

#### **STEPS TO BE TAKEN WHEN CARRYING OUT A RISK ASSESSMENT**

- School staff should meet and discuss health and safety hazards that they are aware of that could result in accidents to pupils, and/or staff.
- Hazards with significant risks should be selected for carrying out a risk assessment.
- The people who carry out the Risk Assessment should be those who have most knowledge about the activity (staff on the trip).
- They should take a critical look at the activity and assess what can go wrong.
- List the hazards, the people who may be injured, and the current control measures.
- Discuss if further action is necessary; what can be done; and record this as “Further Action”.
- File the Risk Assessment forms in the Health and Safety file alongside the school safety policy. **Forward a copy of Form 5 to the Local Authority and take a copy with you on the trip.**
- Communicate to all staff and pupils on the trip the “Control Measures and Further Action” required to reduce risks.

#### **4.2 Site Visit Or Knowledge Of Site**

**4.2.1** It is important that the party leader is familiar with the venue, either by visiting the site first hand or by acquiring sufficient knowledge of the site. It is vital that this is carried out if a potentially hazardous activity is to take place. Any centre you use for outdoor and adventurous activities, e.g., climbing, canoeing, etc, should be licensed under the Activity Centres (Young Persons’ Safety) Act 1995. (See Section 4.5 and Appendix D)

**4.2.2** This exploratory visit should ensure that:

- the venue is suitable to meet the aims and objectives of the visit;
- the teacher can assess the level of risk to be encountered;
- the venue can cater for the needs of the staff and pupils during the visit;
- the teacher can become familiar with the area before the visit begins;
- the teacher can meet the people at the venue to learn about possible dangers and the full potential of the site;
- there are sufficient members of staff available and provided by the centre;
- there are adequate facilities at the site including parking, toilet, disabled toilet, washing, eating and classroom, and confirm availability;
- if necessary, there is emergency shelter;
- there are adequate first aid facilities;
- rescue facilities are available;
- relevant documents can be reviewed, such as safety policy statement, codes of practice and Risk Assessments, emergency procedures, etc;
- if there is a shop on site, then the prices and the items for sale can be assessed as to suitability;
- the quality of mobile phone reception;
- if there is another school party on site, a first hand opinion can be sought;
- the terrain/activity is not too strenuous for all members of the party;
- if abroad, the availability of English speaking assistants;
- if you will be sharing the facility/accommodation with other schools or adult groups (**See Section 9.14**).

**4.2.3** If an exploratory visit is not possible then as much information as possible should be acquired from as many sources as reasonably possible, including:

- the manager of the venue;
- the local Tourist Office;
- Motoring Organisations;
- the Local Authority for the area;
- if an Outdoor Education Centre, the Licensing Authority;
- if a sea-borne activity, from the local coast guard;
- schools who have visited recently.

### **4.3 Risk Assessment For Day Trips**

**4.3.1** There are many different types of day trips, and many teachers will already be experienced in the management of them and the potential risks. Once again it is essential to be aware that the potential of a fatal accident exists and may occur due to unique events or as a result of bad management. The purpose of undertaking a Risk Assessment is to highlight known dangers and provide a means of minimising risk.

**4.3.2** Some examples of fatal accidents which have occurred on day trips include:

- being knocked over by moving vehicle;
- being drowned in farm slurry pit;
- being thrown out of fairground amusement ride;
- being crushed by farm animal;
- being abducted and murdered by stranger;
- falling from inadequately guarded castle balcony.

- being drowned in swimming pool;
- being electrocuted by unearthed hand drier;
- falling down steep slope and struck head;
- being hit by falling masonry;
- falling out of train;
- drinking weedkiller in lemonade bottle;
- having an asthmatic attack and forgetting to take inhaler

**4.3.3** Also major and minor injuries and ill health have occurred which have ruined trips for all participants.

**4.3.4 Supervision is the key.** For example, for swimming, it is recommended that supervision in a controlled pool environment is a minimum ratio of 1 adult to 15 pupils for Years 4 to 6; and 1 adult per 20 pupils for Year 7 onwards. **(See section 9)**

**4.3.5** The Risk Assessment should include hazards and control measures during transport and preparation for the activity as well as the activity itself. You would need to satisfy yourself and record that the company is competent; the driver is qualified, that the bus had an MOT certificate; and that it meets the necessary seat belt requirements. **(See Section 6 Transport)**

**4.3.6** Changing rooms. Hazards are: slippy floors, children misbehaving and stranger danger, and the control measure is supervision. The supervision must be by a teacher or supervisor who has been ‘Police checked’ to work with children. The main hazard of the activity is drowning. The control measure in a Warrington pool is “supervised by swimming pool staff”.

#### **4.4 Risk Assessment For Outdoor Centres**

**4.4.1** Traditionally, many schools choose to hold activity based outdoor education at Cheshire’s Conway Centre in North Wales or at Lymm High School’s Ty’n-y-Felin on Anglesey.

**4.4.2** However, some schools choose to arrange adventure activity courses for their pupils at Centres run by commercial or independent providers. Also classified as ‘external providers’ are free-lance instructors engaged to deliver particular adventurous activities, and tour operators from whom a package including the provision of adventurous activities is purchased, e.g, ski tour operators. All Centres used in England and Wales should hold the Adventurous Activities Centre Licence. **If they do not then do not use them.** **(See Section 4.6 and Appendix D)**

**4.4.3** When a school decides to use a commercial provider outside the United Kingdom, party leaders should:

- take all reasonable steps to ensure the standard of service offered conforms to the guidance made in this document;
- monitor and review all aspects of the agreed provision at all stages of the visit;
- wherever possible make a preliminary visit and/or seek comment from previous users of the provider;
- complete a risk assessment of the centre;
- request sight of all relevant activity risk assessments.

**4.4.4** Most commercial and independent adventure activity Centres place great emphasis on participant safety. In the United Kingdom they should hold an Adventurous Activities Licence

The Department for Education and Employment (now DfES) has issued guidance, which has been distributed by the DfEE to all schools. See Health and Safety of Pupils on Educational Visits (1998).

#### **4.5 Outdoor Centres Abroad**

- Provisional bookings should be made subject to return of the questionnaire, and its acceptability when reviewed.
- See Appendix A for proformas which can be used to check outdoor activity Centres abroad and the providers suitability for your needs.

#### **4.6 Risk Assessment – Adventurous Activities Using Licensed Providers (UK) only**

**4.6.1** When planning to use adventure activity facilities offered by a commercial company or another local authority, the group leader must check:

- whether the provider is legally required to hold a licence for the activities it offers, and
- that the provider actually holds a licence.

**4.6.2** Over 900 United Kingdom providers currently hold a licence. The relevant legislation is the Activity Centres (Young Persons' Safety) Act 1995 and the associated Adventure Activities Licensing Regulations 1996. A licensed provider does not necessarily have to hold a licence for all its activities. Other activities offered may be accredited under non-statutory schemes. The provider can give information on what activities are licensed. A licence is one of the Assessment Control Measures.

**4.6.3** It is illegal for a provider of licensable status to offer a licensable activity without a valid licence. Teachers should check on the licence status of the provider. The address is, Adventure Activities Licensing Authority, 17 Lambourne Crescent, Llanishen, Cardiff, CF4 5GG. Telephone 020 2075 5715. Their Internet site is <http://www.aala.org>.

**4.6.4** A licensed provider does not necessarily have to hold a licence for all its activities. Many of the activities that pupils take part in will be covered by health and safety legislation alone. However the following activities (where undertaken by young people under 18 years of age and unaccompanied by a parent), need a licence when provided:

**Caving:** the exploration of underground passages, disused mines, or natural caves, which requires the use of special equipment or expertise;

**Climbing:** climbing, sea-level traversing, abseiling or scrambling over natural terrain or certain man-made structures which requires the use of special rock climbing or ice climbing equipment or expertise;

**Trekking:** going on foot, horse, pony, pedal cycle, skis, skates or sledges. Over moorland, or on ground over 600 metres above sea level when it would take 30 minutes to reach an accessible road or refuge. Off piste skiing also requires a licence;

**Watersports:** this comprises sailing, canoeing, kayaking, rafting and windsurfing, on the sea, tidal waters, inland waters at a location where any part of those waters is more than 50 metres from the nearest land, and turbulent inland waters. Rowing is exempt.

**4.6.5** Not all providers are required to hold a licence. Voluntary bodies and schools providing their own qualified members and pupils are exempt, but a Risk Assessment is required.

**4.6.6** Teachers who use providers for adventurous activities should request sight of, and assess the details of, the provider's Risk Assessment for those activities. For teachers who are leading the activity then **Warrington's Risk Assessment pro forma** should be used. This requires information about the activity, protective clothing, supervision, emergency procedures, hazards and control measures (listed on the reverse side).

**4.6.7** Knowledge of the adventurous activity should help teachers to identify hazards and control measures. Once again it is essential to recognise that people can be killed, e.g., fall from height in rock climbing, drowning in waterborne activities, roof collapse in caving, thrown from horse in trekking, crash from height in airborne activities, etc, so these hazards must be identified. The control measures will identify how a death will be prevented. The checklist highlights information, training and competence, physical protection and supervision and monitoring.

**4.6.8** Normally a Risk Assessment identifies "what further action is necessary". If the teacher believes that further actions are required, then the adventurous activity must not take place until this is rectified.

## **4.7 Land Based Activities**

### **4.7.1 Examples**

Orienteering, valley walks, problem solving exercises, field work on a moor, mountain walk, farm visit, walk in a park, exploration in a forest, climbing and abseiling, caving and underground exploration, skiing. Many of these, including caving, climbing, trekking and watersports, are covered as part of Activity Centre Licensing Scheme (**See Appendix D**).

*Other factors which should be considered prior to an activity taking place:*

### **4.7.2 Terrain**

Some factors affecting the choice of area, route and site to be considered are:

- experience of leader;
- experience of group – strengths and weaknesses;
- time of year, daylight hours, weather and forecast;
- personal needs of the group;
- proposed outcome of the venture;
- clothing, footwear and equipment.

### **4.7.3 Weather**

Factors to be taken into account include:

- use of local farming and national weather forecasts;
- ability to interpret printed weather maps;
- ability to observe and predict changes in the weather
- awareness of factors affecting change in exposed and upland areas: temperature drop, wind direction and speed, cloud interpretation and various forms of precipitation;
- appreciation of these effects on a group and the implications for equipment, clothing and route change.

#### **4.7.4 Clothing**

Specific needs will be determined by such issues as:

- time of year, day or night, altitude, exposure and prevailing weather conditions;
- likely change in weather conditions;
- nature of journey, terrain and venture;
- experience of group to adapt to changing circumstances;
- religious beliefs of group or individual.

In light of these factors, considerations should be given to the need for:

- waterproof outer clothing: anorak and over trousers;
- windproof protection: warm jumpers, fleece jacket;
- protection for head, neck, hands: balaclava, scarf, mittens, gloves;
- warm underclothing: shirts, jumper and socks;
- additional spare clothing appropriate to the conditions and the activity;
- hard wearing trousers;
- footwear should be robust, comfortable, support the ankles, have a good cleated sole, the more hazardous the venture, the greater the need for a suitable boot.

#### **4.7.5 First Aid**

Each group must carry a First Aid kit, the contents of which take into account possible accidents which could occur, the remoteness of the venture, time for rescue services to arrive and weather conditions. For a list of Contents of First Aid Kits see **Section 5**. It is recommended that each party has a trained First Aider (see training in first aid: **See Section 5**) and that each member of the party carries a small supply of suitable First Aid plasters.

#### **4.7.6 Survival and shelter**

Some activities may be some distance from civilisation and so leaders should consider the need for:

- comfort, insulation and shelter for a casualty;
- comfort, insulation and shelter for the rest of the group;
- provision of emergency food and drink;
- means of sending a written message;
- need for signalling equipment, especially at night;
- the provision of a mobile phone or radio.

Basic equipment for a group operating in wild country should include:

- map and compass, polythene safety bag, sleeping bag, whistle, torch with spare bulb and batteries, means of making or having a hot drink;
- mobile phone or radio.

#### **4.7.7 Technical equipment**

*Factors to be taken into account*

- skill, experience, training of leaders;
- nature and level of activity;
- venue, time of year and day;
- composition and competence of the group.

#### **4.7.8 Supervision**

There must be adequate supervision that takes into account: **(See Section 9)**

- venue;
- time of year;
- prevailing conditions;
- the activity and its duration;
- skill level demanded by activity;
- requirements and experience of the group;
- age range, maturity and prior experience of group.

#### **4.7.9 Remote supervision**

Unaccompanied expedition groups in open country must be prepared thoroughly to enable them to maximise the outdoor opportunities available to them. It is a logical development of a progressive programme of outdoor education. Preparations must be made as a group under the direct supervision of an agreed qualified/experienced adult practitioner.

Before the expedition takes place there must be clear evidence that the following criterion have been dealt with by the group to the satisfaction of the supervisor:

- negotiated aims and objectives;
- negotiated site of venue;
- negotiated time of year.

The individual group members must be trained and assessed prior to the expedition (by the leader or documented person) on their individual knowledge or abilities in the following areas:

- navigation;
- route planning and escape routes;
- appropriate equipment;
- campcraft skills;
- First Aid;
- safety equipment (and its uses);
- safety procedures;
- weather;
- recording;
- country code.

The area in which knowledge is assessed must be linked with the activity requirements. In training and assessing the above criteria, the group must demonstrate teamwork and leadership qualities with group safety at all times a priority. If any individual fails to fulfil any requirement of the assessment, then their membership of that team should be reviewed. During the expedition there must be checks on the welfare and behaviour of participants. Their frequency will be determined by the capabilities of the group and the nature of the expedition.

**Reference should be made to the Duke of Edinburgh Award Scheme through the handbook**

**“Duke of Edinburgh Award Handbook and Expedition Guide”,** or by contacting the Duke of

Edinburgh Awards Scheme direct. **(See Appendix C)**

## **4.7 Water Based Activities**

Examples

Dinghy sailing, yacht cruising or sail training, windsurfing, kayak, open canoeing and power boating. Most are covered under the Activity Licensing Scheme.

*Factors you should consider include:*

### **4.8.1 Venue or site**

If using a location chosen by the leader or at a centre with facilities for the chosen activity, this should not preclude independent activities at other suitable sites from being undertaken.

Examples of factors affecting the choice of venue include:

- qualifications and experience of the leader;
- suitability of equipment for the proposed activity;
- experience of the group;
- weather conditions;
- specific requirement of the group and the level of supervision needed;
- appropriate personal equipment;
- access to the location.

### **4.8.2 Qualifications and experience of the leader**

The competence of a person to lead activity must be reflected by recognised qualification and experience. Once ascertained, other considerations must be taken into account such as:

- the leader's reliability and experience of similar activities;
- the experience of the party;
- the activity.

APPROPRIATE QUALIFICATIONS FOR SPECIFIC ACTIVITIES ARE LISTED IN SECTION 13.

### **4.8.3 Equipment**

The suitability of equipment for the proposed activity must be checked, taking into account the following:

- the nature and level of the activity;
- the venue and the conditions;
- the group (size, composition, level of experience and physical make-up).

### **4.8.4 Experience**

- Is previous experience transferable and relevant to the new activity?
- Is the group size and its relevance to the instructor ratio and the activity as recommended by the governing body. (See Section 9 and Appendix C)

#### **4.8.5 Weather conditions**

An appreciation and understanding of weather conditions, their changeability and thus the effect on the group should be inherent to the leader. How decisions may have to change as a result of changing weather conditions and the impact of this on the choice of equipment (group and personal) needs to be planned into activities. The leader should consider:

- the time of year;
- the water temperature, flow, currents;
- the wind strength and direction;
- the general weather patterns and forecasts.

#### **4.8.6 Group requirements**

- first aid kit which is suitable to the demands of the chosen activity, location and the qualified user;
- whether specific survival and shelter equipment is required;
- whether the specific needs of a group can be met at the chosen venue;
- whether the level of supervision necessary for the group can be provided.

#### **4.8.7 Appropriate personal equipment**

The specific needs will be determined by:

- the weather and conditions (water temperature, level of immersion, etc);
- duration of the activity;
- the on-site facilities;
- the experience of the group;
- the nature of the activity.

In light of these factors consideration should be given to the need for and in the case of Centres, whether or not they are providing:

- buoyancy aids, life jackets;
- head protection – helmets for canoeing and in some sailing situations;
- suitable footwear;
- spare clothing;
- windproofs and waterproofs (canoe bags and over-trousers);
- wetsuits or drysuits;
- thermal clothing in general and for the extremities (head, hands and feet).

#### **4.8.8 Use of swimming pools**

In swimming pools, the teacher will have to ensure that;

- there is constant pool supervision by sufficient numbers of qualified staff;
- where there are no poolside staff, a teacher with relevant lifesaving qualifications must stay at poolside in a raised location to be able to see under water or any pupils leaving the water;
- teachers have appropriate resuscitation skills;
- wherever possible there should be sufficient numbers of male/female teaching staff supervising the changing facilities;

- the water temperature is appropriate;
- the water is clear;
- there is a shallow end for non swimmers;
- there are signs clearly indicating the depth of the water;
- the safety rules are clearly displayed;
- the deep end allows for safe diving;
- the pool allows for disabled bathing as necessary;
- there is a poolside telephone;
- the pool caters for relevant cultural and religious factors;
- changing and showering facilities are clean and hygienic;
- clothes can be stored securely;
- instructions on behaviour have been given to pupils.

There may be other hazards, which need to be taken into consideration. For example, one school takes two classes to the swimming pool. Each class takes its turn to swim whilst the other waits in the spectator area. Is there a possibility of a fall from height or down some steps? Does the group not swimming have adequate supervision?

#### **4.9 Airborne Activities**

Due to the hazardous nature of these activities, interested parties should approach clubs or registered associations.

In this way a party would be sure of adhering to the National Governing Body guidelines (which in some cases are legal requirements).

It must be remembered that some activities e.g. Bungee Jumping and Parachuting have hazard levels that are inherent to the sport even when all codes of practice are strictly followed. **Insurance policies should be checked as participants may invalidate medical insurance etc.**

#### **4.10 Visits Abroad (Adapted from DfEE Publication: Health and Safety of Pupils on Educational Visits 1998)**

##### **4.10.1 General**

Travelling abroad can be hugely rewarding for pupils and adults alike, but it is important that careful preparation takes place. Much of the earlier advice in this Code and in the DfEE booklet covers activities in the United Kingdom but also applies to visits abroad, not least because the legislation may be different from that of the United Kingdom. Group leaders should always comply with the school/Local Authority policy on visits abroad. School visits abroad can be made in a number of ways.

##### **4.10.2 Organising your own visit**

A Headteacher or group leader may decide to organise a package abroad without the help of an outside body. Package organisers have responsibilities under Directive 90/314/EEC. This is implemented in the United Kingdom by the Package Travel, Package Holidays and Package Tours Regulations 1992 (The Package Travel Regulations). These regulations apply to packages sold or offered for sale in the United Kingdom. They define a package as a combination of any two of: accommodation, transport, or other tourist services not ancillary to transport. Most package arrangements come within scope of the regulations unless they are “occasional” or part of an educational course programme as compared with a leisure activity such as skiing.

At the time of writing, the legal position of packages arranged as part of an educational course is subject to the effects of future judgments in the European Court of Justice. Headteachers should be aware of these regulations in case they are in scope. **(See Appendix E and J)**

#### **4.10.3 Organising your own transport (See Section 6)**

Group leaders should ensure that drivers taking groups abroad are familiar with driving the coach or minibus in the countries being visited and those en route. EC regulations require the fitment and use of a tachograph and prescribe maximum limits on driving time and minimum requirements for breaks and rest periods. These regulations apply for most drivers of school passenger vehicles when undertaking an international journey. Different licence requirements would normally apply for driving abroad. DETR can provide advice on the relevant transport legislation.

#### **4.10.4 Factors to consider when travelling abroad include:**

- the need to be aware that different legislation and regulations may apply for drivers' hours and record keeping purposes, particularly in non-EU countries;
- EU drivers' hours and tachograph regulations normally apply to any vehicle with 9 or more passenger seats on journeys through EU countries and some countries outside the EU. In other countries, drivers must observe the domestic rules of the countries being visited. Advice on domestic rules may be obtained from the relevant embassies of the countries concerned. See also Taking a Minibus Abroad (DETR);
- special documentation is required for minibuses taken abroad;
- all group members should be aware of the potential dangers of right-hand drive traffic. The passenger doors on United Kingdom minibuses and coaches may not open on the kerb side in countries where travel is on the right hand side of the road. Extra care will be necessary to ensure safety;
- carrying capacity and loading requirements;
- DETR can provide information on legal requirements for travel abroad.

#### **4.10.5 Using a tour operator (See Appendix E)**

Before using a tour operator, group leaders should ensure it is reputable. Ascertaining this should form part of the risk assessment. The Civil Aviation Authority licenses travel organisers and tour operators selling air seats or packages with an air transport element (Air Travel Organisers Licence or ATOL). The licence is a legal requirement and provides security against a licence holder going out of business.

A travel agent does not need to be an ATOL holder if acting only as an agent of an ATOL holder. But if so the group leader must check whether or not the whole package being supplied is covered by ATOL. If it is not, the organiser must show evidence of other forms of security to provide for a refund of advance payments and the costs of repatriation in the event of insolvency.

There are seven bonding bodies approved by the Department for Trade and Industry.

- Association of British Travel Agents (ABTA)
- Federation of Tour Operators Trust (FTOT)
- Association of Independent Tour Operators (AITOT)
- Passenger Shipping Association (PSA)
- The Confederation of Passenger Transport (CPT)
- Yacht Charter Association (YCA)
- The Association of Bonded Travel Organisers Trust (ABTOT)

#### **4.10.6 Operators based abroad**

Directive 90/314/EEC (as referred to above) applies to all states of the European Economic Area (EEA). Group leaders may wish to use a package organiser based abroad in an EEA state. If so, they should check that it satisfies the requirements of the national legislation implementing the Directive. Details may be available from national tourist offices or embassies/consulates.

#### **4.10.7 Sources of further advice for school travel abroad**

- The Department of Trade and Industry – for the regulations governing operators: 1 Victoria Street, London, SW1H, 0ET. Telephone: 020 7215 5000
- The Schools and Group Travel Association (SAGTA) is an independent association with a members' code of good conduct and safety rules. All its members are in ABTA, Katepwa House, Ashfield Park Avenue, Ross-on-Wye, HR9 5AX. Alternatively there are voluntary bodies established to promote school journeys, such as the School Journey Association: 48 Cavendish Road, London, SW12 0DG. Telephone: 0208 675 6636
- Headteachers or group leaders who decide to arrange travel independently may also seek the advice and help of the Foreign and Commonwealth Office's (FCO) Travel Advice Unit. The Unit's purpose is to help intending travellers to avoid trouble abroad. It can provide information on threats to personal safety arising from political unrest, lawlessness, violence, etc. Consular Division, 1 Palace Street, London, SWE1 5HE. Telephone: 020 7238 4503/4504

#### **4.10.8 Planning and preparation**

It is good practice where possible to make an initial exploratory visit. If this is not possible, the group leader should gather as much information as possible on the area to be visited/facilities from:

- the provider;
- the Foreign and Commonwealth Office's Travel Advice Unit;
- other schools which have used the facilities/been to the area;
- the Local Authority/schools in the area to be visited;
- national travel offices in the United Kingdom;
- embassies/consulates;
- travel agents/tour operators;
- the Suzy Lamplugh Trust, a national charity for personal safety, has produced guidance, including a book called *World Wise: Your Passport to Safer Travel*, a video of the same title and information on the Internet;
- the Internet, books and magazines.

#### **4.10.9 Staffing the visit**

Staffing ratios for visits abroad are difficult to prescribe, as they will vary according to the activity, the pupils' age and sex, the location and the efficient use of resources. A minimum ratio of 1 adult to 10 pupils is a general rule of thumb with at least two of the adults being teachers. There should be enough adults in the group to cover an emergency. Mixed gender groups should have at least one male teacher and one female teacher.

## **Preparing pupils for visits abroad**

Factors to consider for visits abroad include:

- language – particularly common phrases;
- culture, e.g. body language, rules and regulations of behaviour, dress code, local customs, attitudes to gender, etc;
- drugs, alcohol usage;
- food and drink – group members should be warned of the dangers of drinking tap water or using ice in certain countries. In some countries it is safer to drink bottled water, and care needs to be taken with raw vegetables, salads and unpeeled fruit, raw shellfish, underdone meat or fish;
- money – how to carry money and valuables discreetly, e.g. money belts, zip armllets. If larger amounts of money will be needed, it is advisable to take travellers' cheques;
- how to use phones abroad, money required (a BT contact card allows calls to be charged to the home number) and the code for phoning home. Check if mobile phones will operate in the country to be visited.

### **4.10.11 Briefing meeting for parents**

It is particularly important that parents are given the opportunity to meet the teachers and others who will be taking the pupils overseas. **(See Sections 3 and 10)**

### **4.10.12 Vaccinations**

The group leader should find out whether vaccination is necessary and ensure that all members of the group have received it in good time. Check whether the country to be visited requires proof of vaccination. The Department of Health gives advice on vaccination requirements in their publication, Health Advice to Travellers Anywhere in the World, available free from most Post Offices, travel agents and libraries.

### **4.10.13 Insurance**

The group leader must ensure that the group has comprehensive travel insurance. **(See Section 7 Insurance)**

### **4.10.14 Foreign legislation**

The group leader needs to check relevant legislation, particularly on health and safety, e.g. fire regulations.

### **4.10.15 Language abilities**

One of the adults with the group should be able to speak and read the language of the visited country. If not, it is strongly recommended that the leader or another adult learns enough of the language to hold a basic conversation and knows what to say in an emergency. It is also advisable that pupils have a basic knowledge of the local language before the visit.

#### **4.10.16 Visas/passports**

The group leader should ensure that all members of the group have valid passports and visas (if appropriate) in the early stages of planning the trip. A group passport may suffice in certain circumstances.

Photocopies of the group's passports should be taken for emergency use. Otherwise there can be problems if someone other than the designated leader has to accompany an injured pupil back to the United Kingdom.

#### **4.10.17 Nationality**

If the group includes pupils whose national or immigration status or entitlement to a British passport is in doubt, it is advisable to make early enquiries of the Home Office's Immigration and Nationality Directorate concerning the requirements of the immigration rules and the right of re-entry. (IPD Room 1101, Apollo House, 36 Wellesley Road, Croydon, CR9 3RR. Telephone 0208 760 8773)

Pupils who are not nationals of any EU member state may need a visa to travel from the United Kingdom to another Member State. However, they may receive visa exemption if they are members of a school group. Details and forms are available from the British Council (Educational Visits and Exchanges), 10 Spring Gardens, London SW1A 2BN. Telephone 0207 389 4004

Pupils other than EU nationals may require a separate passport and may need to use separate passport control channels from the rest of the group.

#### **4.10.18 Care orders and wards of court**

If a child is subject to a care order, foster parents will need to ensure that Social Services Department consents to any proposed trip. If a pupil is a ward of court, the Headteacher should seek advice from the court in relation to school journeys and activities abroad well in advance.

#### **4.10.19 Emergency medical facilities**

Some of these are available through reciprocal health care arrangements in European Community (EC) countries to EU nationals. Form E111 from DSS is the certificate of entitlement to free or reduced cost treatment and must be completed by the child's parent. It is available from Post Offices or Free Phone 0800 555777.

It is advisable to take a contingency fund as sometimes treatment must be paid for in advance and money reclaimed later.

#### **4.10.20 Paperwork**

The group leader should ensure that they obtain and take with them:

- travel tickets, passports and visas. It is also advisable to carry a separate list of the numbers of any travel documents/passports and photocopies of all the group's documents in a sealed waterproof bag;
- a copy of the contract with the centre/hotel, etc, if appropriate;
- medical papers, e.g. Form E111s and significant medical histories;

- parental consent forms;
- authorisation to obtain emergency treatment on behalf of the parent;
- the phone numbers and addresses, at home and in school, of the Headteacher and of the school contact;
- the names of parents and the addresses and telephone numbers at which they can be contacted (home and workplace);

- copies of a list of group members and their details;
- details of insurance arrangements and the company's telephone number;
- the name, address and telephone number of the group's accommodation;
- location of local hospital/medical services.

The group leader may wish to ask parents for passport size photographs of the pupils. It might be useful to have photographs of the adults in the group as well.

#### **4.10.21 Information retained at the school (See Section 5)**

Full details of the visit should be retained at school while the visit is in progress. This should include:

- the itinerary and contact telephone number/address of the group;
- a list of group members and their details;
- contact names, addresses, telephone numbers of the parents and next of kin;
- copies of parental consent forms;
- copies of travel documents, insurance documents, medical papers;
- a copy of the contract with the centre/hotel, etc, if appropriate; and
- Local Authority emergency contact numbers.

It is the Headteacher's responsibility to ensure this information is available at all times. This is particularly important if the visit takes place when the school is closed.

#### **4.10.22 During the visit**

It is advisable for pupils to carry a note in the relevant foreign language to assist them if they get lost, asking the reader to re-unite them with the group at the accommodation/meeting point, or to take them to the police station. They should also carry the group leader's name and the duty contact's phone number.

All group members should carry an appropriate amount of foreign currency at all times, e.g. money for telephone (or a phone card).

It is important to be able to identify group members readily, e.g. uniform, brightly coloured backpack, cap, item of clothing or badges. However, no student should display their name clearly on their clothing – this could result in their being isolated from the group by an apparently friendly, personal call.

#### **4.10.23 Emergencies (See Sections 5 and 8)**

The group leader must ensure that all members of the group know what action to take if there is a problem.

The group leader and supervisors should 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.

The group leader needs to be aware that some diseases are more prevalent in some countries than in others and should know what action to take should a member of the group become infected.

Many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep. The group leader should take this into account at the planning stage and take measures to prevent these risks. If appropriate, parents should be asked to provide suitably factored sun protection creams and sun hats/glasses. Group members should be advised about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea. In warm climates it is important to keep fluid levels high, take extra salt and wear loose, lightweight clothing, preferably made of cotton or other natural fibres.

#### **4.10.24 Emergency support (School Contact)**

It is advisable to have a teacher/contact at home with a valid passport, who could go to the area being visited to provide support to the group in the event of an emergency.

#### **4.10.25 Travel by air**

Taking a school group on an aircraft requires careful planning and preparation. The airline/travel agent will be able to advise on particular requirements. If the group includes any members with disabilities, it is advisable to check that the airline has a wheelchair service and lifting facility, etc, if appropriate. The group leader should resist any attempt by the airline to split the group between different aircraft.

#### **4.10.26 Exchange visits**

The success of an exchange visit largely depends on good relationships and communications with the partner school.

Individual school exchanges differ from other visits abroad in that pupils will spend most of their time with host families and are, therefore, not always under the direct supervision of school staff. Host families will not be subject to UK law.

Pupils must be aware of the ground rules agreed between the group leader and the host family. Many of the considerations which apply to residential and day trips also apply here. In addition, the following should be ensured by the group leader:

- a good personal knowledge of the host school and counterpart;
- satisfactory 'pairing' arrangements. The partner school should tell the host families of any special, medical or dietary needs of their guests, age and gender;
- matches should be appropriate;

- parents, pupils and the host school should be clear about the arrangements for collecting and distributing pupils to families, and for transporting pupils throughout the visit;
- the Headteacher should retain a list of all the children involved and their family names and addresses;
- pupils living with host families should have easy access to their teachers, usually by telephone;
- parents should be made aware that their children living with host families will not always be under direct teacher-supervision.

#### **4.10.27 Vetting host families**

Exchange of home stay visits can be arranged through agencies, in which the agency should have some responsibility for vetting the host families. Group leaders making their own arrangements need to be clear about procedures in the relevant country for vetting the suitability of host families, including criminal background checks in so far as these are available.

If the host school or placing agency does not have appropriate measures in place for carrying out checks to ensure the health, safety and welfare of exchange or home stay pupils, the group leader should seek further assurances and/or reconsider whether the visit should take place.

The Headteacher should write to the exchange Headteacher asking him/her to ensure that all households where the children are to stay are safe and secure.

#### **4.11 Visits to farms and farm open days**

##### **4.11.1 Introduction**

Each year thousands of farm visits by adults and school children take place. The number of reported problems is very small. However, farms do have the potential to be dangerous places if basic health and safety principles are ignored. When adults and children are visiting farms, risks to their health and safety should be systematically assessed and then minimised.

The assessment should aim to:

- identify hazardous areas;
- identify hazardous operations;
- identify hazardous activities;
- identify the safeguards to be set up;
- consider the age of the visitors;
- recognise their level of knowledge and understanding of a farm situation;
- identify the level of supervision the farm and/or the teachers are to provide;
- consider other farm operations which may be taking place at the same time as the visit;
- identify specific aspects of the farming system that could present a risk, especially to young children;
- identify the dangers of infection;
- check the availability of washing and hygiene facilities;
- be aware of transport around the farm.

##### **4.11.2 Animals**

For many visitors, and especially children, the chance to get close to large farm animals will probably be the highlight of their visit. It should be remembered that neither the animal, adult or child will be familiar with one another and this could present problems such as kicking, biting, being trodden on, head butting and being crushed.

### **4.11.3 The transport of visitors around the farm**

All trailers used as a means of transport for children must have seats. A responsible person should be available on a trailer to supervise passengers, and in particular children, while being transported. This task should not be left to the driver of the towing vehicle. All passengers should remain seated throughout the journey and the driver should ask the accompanying adult to signal that everyone is seated before moving off. Children should not be allowed to dangle their legs over the side of the trailer. There should be a maximum seating capacity for a trailer and this must not be exceeded. If children are being carried regularly, a purpose built trailer should be considered.

### **4.11.4 The unseen risks**

There is a small but real risk for both adults and children of acquiring infections, particularly those causing gastro-enteritis or skin infections. An outbreak of infection could be more serious than a minor injury. Several organisms, commonly present in livestock, may cause illness in humans. These organisms may be found in faecal droppings and elsewhere on the farm. There may be a risk of infection if infected material is eaten or if it is allowed to contaminate visitors' food.

In addition, children's fingers may be contaminated with animal faeces, which is then transferred to their mouths when eating or simply sucking their fingers or thumbs. Fingers may also become contaminated if children allow animals to lick them.

Exposure to other infections such as ringworm is also possible. Even the most minor of infections may be distressing and interfere with normal day to day activities and schooling. The more serious infections may require admission to hospital.

The risk of acquiring infection is likely to be higher in urban adults and children who have had no exposure to animals, so increased precautions against possible risks and improved understanding of the likely effectiveness of available precautions, i.e. use of washing facilities and levels of supervision is therefore necessary.

Pregnant women should avoid contact with sheep during lambing periods. Close contact with ewes during lambing can pose risks to their own and their unborn baby's health.

### **4.11.5 Contact with animals**

There is some evidence to suggest that handling livestock is associated with an increased risk of contracting infections. One particular source of infection is associated with handling bottle-fed lambs, especially where orphan lambs are brought in from other premises.

### **4.11.6 Eating**

Visits should not be encouraged to sample animal feed or raw milk. A separate clean area should be set aside for eating purposes if refreshments are to be taken on site. Hands must be thoroughly washed with soap and water before touching food.

#### **4.11.7 Lavatories and washbasins**

Adequate lavatory and washbasin facilities should be provided, including soap, hot water and clean towels (not roller towels – consider paper towels). Visitors should be encouraged to wash their hands before leaving the farm.

#### **4.11.8 Instruction**

Instruction in simple hygiene measures should form part of any pre-visit discussion with teachers, parents, and children. This may need re-emphasising during the visit.

#### **4.11.9 The enforcing authorities**

There are two authorities, which enforce the legislation relating to 'Open Farms'. For Working Farms the enforcing authority will be the Health and Safety Executive. For Show Farms it will be the Environmental Health Department of the Local Authority.

#### **4.11.10 Further advice**

For further advice contact may be made to one of the following:

- The Local Authority Principal Health and Safety Adviser (Telephone 01925 442331, Ian Crowe)
- Details of farms belonging to the National Association of Farms for Schools are available from 22 Long Acre, London, WC2 9LY

#### **4.11.11 Pupils' visits to farms – health precautions**

##### **ECOLI 0157 Food Poisoning**

A checklist of the main precautions required to reduce the risk of infection is shown below. **Similar precautions should be observed where relevant, when animals are brought into school.**

#### **4.11.12 Checklist of the main precautions for school visits to farms:**

Ensure that those leading the trip are familiar with their own school/Local Authority guidelines on school trips.

Check that the farm is well managed e.g. has a good reputation for high standards and stock welfare, that the grounds are as clean as possible and that suitable First Aid arrangements are made. The school may wish to consider taking a travelling First Aid Kit on the visit. Animals should not have access to outdoor picnic areas. A prior visit to the farm by a member of staff may be useful, if possible.

Check that the farm has suitable washing facilities, appropriately signposted, with running water (preferably hot and cold), soap and disposable towels or hot air hand dryer(s). Any drinking water taps should be clearly labelled in a suitable area.

Ensure suitable precautions are in place where appropriate e.g. clear signs or restricted access in areas such as near slurry pits or where sick animals are isolated.

Ensure that there is an adequate number of adults to supervise the children, taking into account the age and stage of development of the pupils. Ensure that adults are suitably briefed regarding this checklist.

Female visitors to the farm should be warned that there is a possible risk of disease being transmitted to pregnant women during lambing time.

Prepare pupils for the trip by explaining the expected standards of behaviour and the importance of following any rules e.g. shutting gates.

Inform parents/children of the advantage of wearing footwear that can be easily cleaned. Wellington boots are ideal footwear but any closed shoe is preferable to open footwear. High heels must not be worn.

Explain that visitors should not eat or drink anything including chewing gum, etc, while touring the farm because of the risk of infection and the risk of contact with toxic pesticides and other chemicals.

Visitors should be aware of the dangers posed by farm machinery and chemicals used on farms.

#### **4.11.13 During the visit**

If visitors are in contact with, or feeding, farm animals, they should not place their faces against the animals or put their hands in their own mouths afterwards. Before contact with animals, ensure cuts and grazes (especially on hands) are covered with waterproof plasters.

After contact with animals and particularly before eating and drinking, ensure all visitors wash and dry their hands thoroughly. If young children are in the group, handwashing will need to be supervised.

Meal breaks or snacks should be taken well away from areas where animals are kept, and visitors should not eat anything that may have fallen to the ground. Any crops produced on the farm should be thoroughly washed in drinking water before consumption. Water for drinking and food washing should be taken only from taps clearly labelled as drinking water.

Ensure visitors do not consume unpasteurised produce e.g. milk or cheese, or taste animal foodstuffs, such as silage and concentrates.

Manure or slurry presents a particular risk of infection. Visitors should not touch it, and any cuts or grazes should be covered with waterproof plasters. If visitors do touch manure or slurry, they should wash and dry their hands immediately.

#### **4.11.14 At the end of the visit**

- Ensure all visitors wash their hands thoroughly before departure.
- Ensure footwear is as free as possible from faecal material.

#### **4.11.15 Hazards on the farm**

Farms can be dangerous even for the people who work on them. Taking children to a farm should be carefully planned. Teachers need to check that the farm is well managed. An exploratory trip

will assist teachers when writing up a Risk Assessment. Farms where children can visit must have good animal welfare, good toilet and handwashing facilities and clean area for eating and schoolwork. When doing a Risk Assessment consider the following hazards:

- uneven or slippery farm yard, causing slips and trips;
- change in levels, concrete edges;
- attack by animals i.e. biting, head butting, kicking, being trodden on and being squashed, guard dogs and geese;

- infectious agents direct contact or faecal matter;
- the weather: cold, wet or very hot;
- inappropriate clothing and footwear;
- moving vehicles;
- unguarded machinery, conveyor belts;
- hot surfaces and heating equipment;
- chemicals;
- sharp objects, hand tools, protruding nails, splinters, barbed wire, etc;
- low headroom in some of the farm buildings;
- staircases without handrails;
- fire and flammable hazards, e.g. straw and petrol;
- smoke, dust and fumes;
- slurry pits;
- stranger danger;
- no or inadequate toilet and washing facility;
- unsuitable drinking water;
- inadequate lighting inside barns and stables.

**Parents should be made aware of the possible risk to their children that may occur as a result of a visit to farms specifically in relation to ECOLI.**

## Section 5: EMERGENCY PROCEDURES

(Adapted from DfEE Health and Safety of Pupils on Educational Visits 1998)

### 5.1 General

**5.1.1** Teachers in charge of pupils during a visit have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would (In Loco Parentis). Teachers should not hesitate to act in an emergency and to take a life-saving action in an extreme situation or to stop an activity they feel is unsafe or dangerous.

**5.1.2** Emergency procedures are an essential part of planning a school visit and should follow Local Authority guidance on emergency planning procedures.

**5.1.3** If an accident happens, the priorities are to:

- assess the situation;
- safeguard the uninjured members of the group;
- attend to the casualty;
- inform the emergency services and everyone who needs to know of the incident;
- refer to the Critical Incident Management Plan.

**5.1.4** The party leader would usually take charge in an emergency and would need to ensure that the emergency procedures agreed before the trip are put in place and that back up procedures are arranged. The party leader should liaise with the representative of the tour operator if one is being used. If the party leader is injured a pre-designated deputy teacher should take control.

**5.1.5 Pre-arranged school home contact:** The school contact's main responsibility is to link the group with the school, the parents and the Local Authority and to provide assistance as necessary information about the visit, the pupils, the venue and the itinerary. Normally this contact should be a member of the Senior Management Team, preferably the Headteacher if they are not on the trip.

**5.1.6 Emergency procedures framework:** All those involved in the school trip, including supervisors, pupils and their parents, should be informed of who will take charge in an emergency, the named back up cover and what they are expected to do in an emergency. (See Appendix H)

**5.1.7 Emergency procedures framework during the visit:** If an emergency occurs on a school visit the main factors to consider include:

- establishing the nature and extent of the emergency as quickly as possible;
- ensuring that all the group are safe and looked after;
- establishing the names of any casualties and get immediate medical attention for them;
- ensuring that all group members who need to know are aware of the incident and that all the group members are following the emergency procedures;
- ensuring that every pupil is adequately supervised at all times even when prevented from participating through illness.
- ensuring that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together;

- notifying the police if necessary;
- notifying the British Embassy/Consulate if an emergency occurs abroad;
- informing the school contact. The school contact number should be accessible at all times during the visit;
- notifying the Local Authority:
- During office hours telephone the Local Authority Co-ordinator on 01925 442977 Outside office hours telephone 01925 444400
- details of the incident to pass on to the school should include: nature, date and time of incident; location of incident; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom); (**See Appendix H**)
- notifying insurers, especially if medical assistance is required (this may be done by the school contact);
- notifying the provider/tour operator (this may be done by the school contact);
- ascertaining telephone numbers for future calls. Mobile phones, though useful, are subject to technical difficulties, and should not replace usual communication procedures;
- writing down accurately and as soon as possible all relevant facts and witness details and preserving any vital evidence; (**See Appendix B, Form 6**)
- keeping a written account of all events, times and contacts after the incident; complete an accident report form as soon as possible. Contact Health and Safety Team on return; (**See Appendix B, Form 6**)
- 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 the families. Media enquiries should be referred to a designated media contact within the Local Authority, usually the press officer. (01925 442140)
- no one in the group should discuss legal liabilities with other parties;
- for physically demanding activities emergency procedures as stated in the BAALPE handbook should be followed. Party leaders should deposit details of routes, locations, expected times of arrival with the responsible local body, e.g. Police, Coastguard, Mountain Rescue.

**5.1.8 Emergency procedures framework for school base:** Prior to the visit, the name, school and home telephone numbers of a school contact should be identified. It is advisable to arrange a second school contact as a reserve. Community and controlled schools will normally have a Local Authority named person, usually the Strategic Director of the Children's Services Directorate. Headteachers and group leaders should bear in mind that the contact lines may become busy in the event of an incident and that alternative numbers to ring would be useful.

The main factors for the school contact to consider include:

- ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the school base;
- contacting parents. Details of parents' contact numbers need to be available at all times while the group is on the visit. The school contact should act as a link between the group and parents. Parents should be kept as well informed as possible at all stages of the emergency;
- liaison with Local Authority and/or Governing Body. The school contact should act as a link between the group and Local Authority and/or Chair of Governors and arrange for the group to receive assistance, if necessary;
- liaison with media contact. If a serious incident occurs, the school contact should liaise with the Local Authority Press Officer as soon as possible. (01925 442140)
- the reporting of the incident using appropriate forms, if necessary. Some incidents are reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR).

**5.1.9 After a serious incident:** It is not always possible to assess whether group members not injured or directly involved in the incident have been traumatised or whether other pupils or staff in the school have been affected. In some cases reactions do not surface immediately. Schools in this situation have sometimes found it helpful to contact local community support services and to seek professional advice on how to help individuals and the school as a whole cope with the effects of a tragedy. Schools should contact the Local Authority regarding this support on telephone number 01925 442920 – Educational Psychology Service.

## **5.2 First Aid**

**5.2.1** The ability to give First Aid is an essential though, hopefully, a rare aspect of outdoor visits journeys and expeditions. The two levels of training are the 1 day course for “Appointed Persons” and a 4 day course with assessment for a qualified first Aider.

**5.2.2** First Aid provision should be part of the trip Risk Assessment.

- Every party must have at least one, preferably more, adult appointed person as a First Aider.
- On residential trips there must always be an appointed person on duty. The location of the residential base and the nature of the activities planned may require the party leader to ensure that there is always a qualified a First Aider on duty.
- Staff accompanying the trip must know where the nearest and most accessible Accident and Emergency Hospital facility is situated and how to get there.
- It is recommended during residential trips that transport and driver are available on site in case of an emergency. Where there is an expectation that this role is fulfilled by school staff, they must be in a fit state to drive.
- If an activity is undertaken in remote countryside or if the activity is hazardous, two adults must be qualified a First Aiders.
- If a party divides into groups that undertake separate activities, which take place away from each other, each group must have an adult qualified a First Aider and a travelling First Aid Kit.
- When young people undertake group activities that are away from the main base and unaccompanied by an adult, they must have received a First Aid training commensurate with the activity and carry a First Aid Kit.

### **5.2.3 Travelling First Aid kits**

First Aid kits should be made of suitable material designed to protect the contents from damp and dust and should be clearly identified as first aid containers. The marking used should be a white cross on a green background. First Aid Kits should contain only those items which the a First Aider has been trained to use.

The contents of travelling a First Aid kits should be appropriate for the circumstances in which they are to be used and should include at least the following items:

- A guidance card;
- Six individually wrapped sterile adhesive dressings (e.g. elastoplast);
- One large sterile un-medicated dressing;
- Two triangular bandages;
- Safety pins;
  
- Individually wrapped moist cleansing wipes;
- Disposable gloves;

- Sterile water or sterile normal saline (0.9%) in sealed disposable containers.

It is recommended that for visits abroad a full first aid box be provided. For visits to activity Centres in the United Kingdom the party organiser should check with the centre to confirm that the centre's First Aid facilities are available at all times.

#### **5.2.4 Medical kit**

An emergency medical kit (kept separately from the first aid kit) should be carried on full day trips and longer visits. Parents must be informed of the contents (including brand names) and sign a form to give permission to use these items in an emergency. Parents should clearly indicate the items that should not be used. The contents of the medical kit may include:

- 10 Antiseptic Wipes;
- 1 Antihistamine Cream;
- 1 Sun Protection Cream;
- 1 After Sun Cream;
- 1 Wasp-eze Aerosol or equivalent;
- 1 Packet of Sanitary Towels (not tampons) where girls are in party.

**TEACHERS MUST KNOW HOW TO ADMINISTER THE MEDICATION AND BE AWARE OF THE DANGERS**

**School staff must not give non-prescribed medication to pupils. They may not know whether the pupil has taken a previous dose, or whether the medication may react with other medication being taken. A pupil under 12 should never be given aspirin, unless prescribed by a doctor.**

**If a pupil suffers intermittently from acute pain, such as a migraine or period pain, the parents may authorise and supply appropriate pain killers for their child's use, with written, signed instructions about when the pupil should take the medication. A member of staff must be aware that the pupil has taken medication and must inform the parents in writing (using proforma) on the day pain killers are taken and recorded immediately.**

**The contents of travelling First Aid kits and medical kits should be replenished as soon as possible after use in order to ensure that there is always an adequate supply of all materials. Items should not be used after the expiry dates shown on packets.**

### Supplementary equipment

- **Where blankets are provided, they should be stored alongside the First Aid equipment and in such a way as to keep them free from dust and damp.**
- **Disposable plastic gloves and aprons and suitable protective equipment should be provided near the first aid materials and should be properly stored and checked regularly to ensure that they remain in good condition.**
- **Blunt-ended stainless steel scissors (minimum length 27cm) should be available if there is a possibility that clothing might have to be cut away.**
- **Plastic disposable bags for soiled or used first aid dressings should be provided. Used dressings, etc, should be safely disposed of in sealed bags.**

### 5.3 Fire

- **Fire can occur anywhere, at anytime but it is particularly dangerous when it occurs at night in a dormitory which is unfamiliar to children and staff.**
- **The party leader must ensure that wherever the children are taken, the local fire procedures are well known. The party leader should request a copy of the host's fire procedures and, on arrival, check the fire action signs which confirm the appropriate action. The party leader shall also inform all members of the party what is expected of them should they discover fire or if they hear the fire alarm sound.**
- **The party leader must always have the list of participants with her/him at all times, and take a roll call at the assembly point as soon as possible.**
- **In dormitories, the host may require teachers to act as search officers. The party leader must ensure that all teachers know what their role is, and only if it is too dangerous to continue to search should they abandon the search, and report the situation to the party leader at the assembly point.**
- **On residential visits, when staying in dormitories, it is essential to do a fire drill on arrival.**
- **The party leader should ensure that teachers know the location of fire extinguishers, and know how to use them in case of a small fire developing. Larger fires should be left to the fire brigade.**
- **All staff must satisfy themselves that children do not take items which may create a fire on any school trips, and especially into dormitories. The dangers and the penalties must be clearly explained to children.**



## **SECTION 6: TRANSPORT ARRANGEMENTS**

Adapted from DfEE Health and Safety of Pupils on Educational Visits

### **6.1 General**

The group leader must give careful thought to planning transport and follow Local Authority transport policies. The main factors to consider include:

- passenger safety;
- the competence and training of the driver to drive the proposed vehicle and whether the driver holds the appropriate valid licence;
- number of driving hours required for the journey and length of the driver's day (including non driving hours);
- capacity and experience of driver to maintain concentration – whether more than one driver is needed to avoid driver fatigue;
- type of journey – will the visit take place locally or will it include long distance driving, e.g. motorways?;
- traffic conditions;
- contingency funds and arrangements in case of breakdown / emergency;
- appropriate insurance cover;
- weather;
- journey time and distance;
- stopping points on long journeys for toilet and refreshments;
- supervision;
- pupil behaviour.

### **6.2 Legislation**

**The employer**, usually the Local Authority or Governing Body in schools, should satisfy themselves that all travel arrangements, including the hire of private coaches or buses, are suitable for the nature of the visit. In practice, Headteachers will normally carry out these checks.

**The driver** is responsible for the vehicle during the visit.

**Seat belts:** All minibuses and coaches which carry groups of three or more children aged between 3 and 15 years inclusive must be fitted with a seat belt for each child. The seats must face forward and set restraints must comply with legal requirements. For further information contact the Department of the Environment, Transport and the Regions (DETR), Great Minster House, 76 Marsham Street, London SW1P 4DR. Telephone 0207 890 3000.

### **6.3 Supervision on transport**

The level of supervision necessary should be considered as part of the risk assessment for the journey. The group leader is responsible for the party at all times including maintaining good discipline.

The driver should not normally be responsible for supervision. Driver supervision may be sufficient if a small number of older children are being taken on a short journey.

## 6.4 Emergency facilities on Transport

All group members should be made aware of the position of the emergency door, first aid kit and fire equipment on transport. The group leader should also be aware of alternative routes or means of travel in the event of delay or cancellation.

## 6.5 Safety on and off transport

Factors that the group leader should consider when planning supervision on transport include:

- level of supervision that will be necessary on double decker buses/coaches – one supervisor on each deck should be appropriate in normal circumstances;
- safety when crossing roads as part of the journey – the group leader should ensure that pupils know how to observe the safety rules set out in the Highway Code and the Green Cross Code. Pedestrian crossings and traffic lights or footbridges should be used to cross roads, whenever possible;
- safety on buses, trains, ferries and boats – the group leader should make clear to pupils how much or little freedom they have to ‘roam’. Misbehaviour is a main cause of accidents to children on such means of transport. Appropriate supervision and discipline should be maintained at all times. Pupils should also be made aware of what to do in an emergency and where emergency procedures are displayed;
- booking transport – the group leader should arrange for seats to be reserved well in advance to ensure that the party can travel together;
- safety of pupils whilst waiting at pick up and drop off points and when getting on or off transport, particularly when using United Kingdom vehicles abroad as the door is on the wrong side of the bus. Pupils should be made aware of safety rules and expected standards of behaviour;
- safety while on stops or rests during the journey – group leaders should plan with the driver sufficient stops at suitable areas to ensure the safety of all group members including the driver. Drivers of buses and coaches must comply with legislation covering maximum periods of driving and minimum rest periods;
- safety of the group in the event of an accident or breakdown – the group should remain under the direct supervision of the group leader or other teachers wherever possible;
- head counts, by the group leader or another delegated teacher or supervisor, should always be carried out when the group is getting off or onto transport;
- responsibility for checking that seat belts are fastened;
- consider whether a visible and easily recognisable article of clothing should be worn in common by pupils;
- pupils should be made aware that they are not allowed access to the driving area at any time;
- group members should be made aware that travel sickness tablets should only be administered to a pupil with previous authorisation from the parents.

## 6.6 Hiring coaches and buses

**The group leader is responsible for ensuring that coaches and buses are hired from a reputable company. Professional operators of buses and coaches are legally required to be licensed. Schools using operators to transport pupils should ensure that the operators have the appropriate Public Service Vehicle (PSV) operators’ licence. When booking transport, the group leader should ensure that seat belts are available for pupils. Whilst seat belts must**

**be fitted on coaches which carry groups of children, they are not legally required on buses.**

**Buses, where seat belts are not fitted are not normally appropriate for visits involving long journeys. Parents should be informed where seatbelts are not provided and given the option to withdraw their child if they so wish.**

If any of the group uses a wheelchair, the group leader should ensure that transport used has appropriate access and securing facilities. It may be appropriate to use portable ramps.

### **6.7 Licences and permits**

A Public Service Vehicle (PSV) licence is required by schools running or hiring their own vehicle, where any payment is made towards the cost of pupils being carried. There are two types of licence – restricted (for up to two vehicles) and standard national (more than two vehicles). Local Traffic Commissioners can provide advice and application forms for PSV operator licences.

The law on driver licensing no longer permits car drivers who passed their test after 1 January 1997 to drive minibuses without passing a Passenger Carrying Vehicle (PCV) driving test or unless they are driving under a Section 19 Permit. However, it is recommended that all drivers complete a PCV.

Drivers of any vehicle must ensure that they have the correct entitlement on their licence.

Further information can be obtained by contacting the Authority's Road Safety Manager on 01925 442691.

### **6.8 Private cars**

Teachers and others who drive pupils in their own car must ensure their passengers' safety, that the vehicle is roadworthy, with current MOT and that they have an appropriate licence and insurance cover for carrying the pupils. The school should carefully vet volunteers before they are permitted to drive pupils in their cars. If necessary, assurances should be requested by the Headteacher.

The driver of a private car is responsible for making sure that pupils have a seat belt and use it at all times. Vehicles without seat belts should not be used.

Headteachers or group leaders who wish to use parents/volunteers to help transport pupils in their own cars, must ensure that they are aware of their legal responsibility for the safety of the pupils in their cars. Parents' agreement should be sought (on the consent form) for their children to be carried in other parents' cars. It is advisable that parents driving pupils are not put in a position where they are alone with a pupil. The group leader should arrange a central collection/dropping point for all pupils rather than individual home drops.

### **6.9 Transport in the school minibus**

Many schools use their own minibuses for short, frequent journeys and sometimes for longer trips. Minibuses have a maximum capacity of 16 seated passengers plus the driver. They must comply with the various regulations about construction and fittings. A forward facing seat with seat belt must be provided for each child. Some important regulations are the Minibus (Conditions of Fitness, Equipment and Use) Regulations 1977 and the Road Vehicle (Construction and Use)

Regulations 1996. DETR can provide further advice. Schools are advised to use the Council's Vehicle Maintenance Service for advice and servicing.

### **6.10 School minibus driver**

Although the Chair of Governors or Headteacher is ultimately responsible for the school minibus, the driver is responsible for the vehicle during the visit. The minibus driver must be qualified to drive a minibus and have a valid clean driving licence. It is essential for all those who may drive the school minibus to receive training in minibus driving and the management of passengers. (The Authority's Road Safety Manager referred to in 6.7 above can recommend appropriate training.) The Headteacher should ensure that teachers driving school minibuses have a rest period before driving. Minibus drivers must always adhere to transport regulations. The Royal Society for the Prevention of Accidents has issued Minibus Safety: a Code of Practice 1999. The address is RoSPA, Edgbaston Park, 353 Bristol Road, Birmingham B5 7ST. Telephone 0121 248 2040.

#### **The minibus driver must:**

- observe Local Authority and/or governing Local Authority and/or Governing Body guidance, where appropriate;
- not drive when taking medication or undergoing treatment that might affect their ability or judgement;
- know what to do in an emergency;
- know how to use fire fighting and first aid equipment;
- avoid driving for long periods and ensure that rests are taken when needed;
- clarify and comply with transport regulations and the requirements of the vehicles insurance cover;
- take into consideration the effects of teaching and the working day;
- have regular medical checks, e.g. eyesight.

#### **Guidelines for driver rest breaks are:**

- after 2 hours' continuous driving – 15 minute break;
- after 4 hours' aggregate driving – 30 minute break;
- after 8 hours' aggregate driving – 11 hour rest period;
- journeys which exceed 8 hours aggregate driving should provide for 2 or more drivers;
- for teachers, the total hours should include all class contact time if the teacher is on duty.

### **6.11 Maintenance and checks of the school minibus**

The Chair of Governors or Headteacher will usually be responsible for the school minibus. However, a Headteacher may delegate to a willing member of staff responsibility for carrying out regular checks and ensuring that the minibus is maintained. This member of staff should report to the Headteacher, who is responsible, along with the Governing Body and/or Local Authority and other teachers, for ensuring the safety of pupils on school-organised journeys. The person responsible for maintaining the minibus should:

- check the vehicle's condition on a weekly basis;
- ensure proper servicing by a reputable garage;
- maintain the record-of-use book with the service history, insurance and other relevant documents;
- check with the Headteacher or Governing Body before allowing anyone not so authorised to drive the vehicle;

- ensure that any teachers driving the minibus are competent and have undertaken suitable training to do so;
- always be informed before other teachers use the school minibus;
- ensure that drivers of the school minibus are aware that the vehicle should always be logged in and out.

## Section 7: INSURANCE

**7.1 It is essential when organising school trips and/or visits that the event/activity is adequately insured. This may take the form of personal injury cover, loss of personal effects cover, event cancellation cover, medical insurance for treatment abroad or more specific insurance cover for potentially hazardous activities and/or sports.**

**The leader of each party in conjunction with the Headteacher and governing body must be fully satisfied that adequate insurance cover has been obtained before approving any school trip, visit or activity.**

**It is not possible to obtain personal insurance, which would indemnify event organisers from personal prosecution, in cases where a breach of statutory health and safety laws has occurred. Individuals are criminally liable for their own acts, and/or omissions whilst at work or acting in a professional capacity.**

**Teachers are reminded that when they act “in loco-parentis”, i.e., as a careful parent should, they must also take heed of all appropriate rules, regulations, guidance, information, professional advice, written advice, safety policy, etc, appropriate to the trip, visit and/or activity.**

**Only persons who deliberately flout the law, disregard good practice, break the rules, and ignore sound safety practice/advice or deliberately act recklessly need fear prosecution or punishment.**

**It should be ensured that all places being visited/used during the trip have adequate liability insurance to cover the activities undertaken. When instructors are being used for activities the details of their liability insurance cover should also be ascertained.**

**In contrast, it is not possible to have insurance cover for situations where other persons may be negligent in the exercise of their duties; this can apply both to the employer and to employees/volunteers.**

**7.2 Insurance cover for the trip can be arranged by contacting Corporate Resources Department – Insurance and Risk Management Team. The telephone numbers are as listed:**

**Insurance and Risk Manager - 01925 442223**

**Assistant Insurance and Risk Manager - 01925 442325**

**Insurance Assistant (Policies) - 01925 442323**

**Senior Insurance Assistant (Claims) - 01925 443241**

**Premiums for the school journey insurance vary according to the type of activity being undertaken and the areas being visited. Full insurance information is available from the Insurance and Risk Management Team.**

**7.3 A summary of the main features of the cover provided by the Authority's Insurers is set out below.**

- If a school wishes to take part in the school journey insurance scheme run by Warrington Borough Council, it should notify the Insurance and Risk Management Team of their intention and complete a quarterly declaration form. The form can be obtained from, and should be returned to, Insurance Assistant (Policies), Corporate Services Directorate, 5<sup>th</sup> Floor, Quattro Building, Buttermarket Street, Warrington, WA1 1BN. Tel 01925 442325 Email pparr@warrington.gov.uk**
- The travel insurance policy arranged by the Council will cover all members of the party as long as they are pupils, teachers, employees or authorised volunteers of Warrington Borough Council. There is no cover for person's aged over 75. It should be ensured that all members of the group are capable of carrying out the activities which they are expected to undertake.**

- **Some sections of the school journey insurance policy require the school to pay the first sum of a claim.**
- **Public liability insurance provided by the Council's insurers covers the Council, school, governors, teachers and authorised volunteers against claims for damages for accidental bodily injury to any third party and/or accidental loss or damage caused to other persons' property caused by a negligent act, error or omission. This includes any such claims arising from their involvement in out of school activities such as school journeys.**

#### **7.4 School Journey Insurance: Summary of Cover**

**The following is a brief summary of the insurance cover arranged by the Council for pupils on school journeys. Any clarification in respect of insurance matters can be obtained from the Insurance and Risk Management Team.**

##### **7.4.1 Personal accident**

**This section of the policy provides payment of up to £5,000 in the event of the death or pre-described injury of a child. A child is considered to be any person who is under 18 years of age or up to 23 years if in full time education.**

##### **7.4.2 Travel**

**This section of the policy provides a number of benefits.**

Medical and emergency travel expenses up to a limit of £2M: **This covers medical expenses incurred for treatment given by a medical practitioner and any additional transport and accommodation expenses for the patient. There are a number of exclusions (*which affect the whole policy*), including travelling against the advice of a medical practitioner, late stage pregnancy complications or giving birth and self-inflicted problems including drug or alcohol abuse.**

Rescue expense: **This offers unlimited cover for the cost of transportation to an appropriate medical facility or home. There are a number of exclusions similar to those for Medical and Emergency Travel expenses listed above.**

Assistance (in the form of advice): **with medical, travel or legal problems.**

Legal expenses: **up to £25,000 to pursue a claim against a Third Party who has caused bodily injury or death to an Insured Person whilst on the Insured Trip.**

Personal liability: *This* offers cover for legal liability incurred during an Insured Trip as the result of bodily injury, sickness or disease of any person or accidental loss or damage to the property of any person, subject to a limit of £2M. There are a number of exclusions, including liability arising through any connection with any mechanically propelled vehicle, aircraft or watercraft, any malicious act and any racing activity. The loss or damage to property owned by Insured Persons is also excluded.

Personal property: is covered up to £1,500 if items are lost, stolen or damaged whilst on the Insured Trip. This section excludes vehicles and their accessories, money and damage to fragile articles such as glass. Stolen items must be reported to the Police as soon as possible. A police report/crime reference number must be obtained. The limit is per Insured Person per Insured Trip.

**Money: This section covers for loss or theft of money whilst on the Insured Trip up to £400. Lost or stolen money must be reported to the Police as soon as possible. A police report/crime number must be obtained. The limit is per Insured Person per Insured Trip.**

**Cancellation, curtailment, travel disruption, replacement and travel delay: If the trip has to be cancelled, cut short or altered as a direct result of any cause outside the Insured's control, then a maximum of £1,000 per insured person will be paid towards non-recoverable expenses and for additional travel costs subject to certain exclusions.**

**If an Insured Person has to return to the UK, the policy will cover the costs of the returning person and a replacement to be sent to assume the duties of the original Insured Person.**

**Under certain circumstances, if the ship, aircraft or train is delayed at the start or end of the trip then a small payment will be made for the first twelve hour period, for each subsequent twelve hours the insurers will pay a further amount up to a maximum of £240.**

**Hijack: A payment will be made for each complete day that an Insured Person is detained up to a maximum of £10,000.**

**It should be noted that all reasonable steps should be taken to avoid and minimise any loss or damage and every effort must be made to recover any property that has been lost.**

**A number of the above sections have a policy excess which is payable by the claimant.**

#### 7.4.3 In the event of a claim

**In the first instance, please contact the school for a claim form. The school may need to contact the Insurance and Risk Management Team.**

**All relevant documentation, including medical or police reports or receipts of expenditure must be kept so they can support a claim. Supporting documentation must be provided at the Claimant's expense.**

**If there is any other insurance policy in force, which covers the same expense or loss, then this policy will only pay for a proportion of the loss. This does not include the Personal Accident section.**

#### 7.4.4 Further information

- Trips outside the UK

**Before going abroad for the first time each academic year, the school must contact the Insurance and Risk Management Team for an emergency assistance pack.**

**For full details of the policy provisions, limits and exclusions it is necessary to consult the policy document. Please contact the Insurance and Risk Management Team with your queries.**

**All trips that are required to be insured should be declared to the Strategic Director of Corporate Resources at the end of each quarter. This declaration should include journeys to schools/venues outside the Local Authority, e.g. for sporting functions. This form is available electronically and can be completed and returned via email.**

- Definition of winter sports

**The policy recognises two different types of Winter Sports. Please contact the Insurance and Risk Management Team if details are required.**

## **Section 8: ROLES AND RESPONSIBILITIES**

Overall responsibility cannot be delegated and, in Health and Safety Law, the organisation carrying the role of 'employer' has the ultimate responsibility. However, in practice individual people or groups can be given authority to act on behalf of the parent organisation. For the specific terms of reference they are given and agree to, individuals themselves can then be held accountable.

**The allocation of responsibilities is a fundamental part of the discharge of the legal duty of care owed to those affected by the activity. When accidents occur, part of the cause can often be attributed to failures and misunderstandings associated with the allocation and communication of responsibilities. The notes, which follow, are intended to indicate broadly what should be expected of key people or groups. This is not an exhaustive list and there is scope for adjustment to take account of local circumstances.**

Although the text necessarily separates out individual responsibilities, the success and safety of a visit is dependent on co-ordinated teamwork. It should be a key responsibility of management to see that arrangements link together effectively.

### **8.1 The Local Authority**

**The duties of the Local Authority stem from its ultimate role as employer. The responsibilities and powers of the Local Authority are outlined in the DfES/0803/2001 statutory guidance. Where the role of employer passes to others, e.g. Governing Bodies of foundation or aided schools, the guidance given by the Local Authority will be made available for them to adopt. In respect of the Local Authority it will:**

- map out an approach designed to ensure the health and safety of everyone affected so far as is reasonably practicable;
- where it is the direct employer, aim to ensure that the arrangements it makes work in practice;
- expect to comment on visits which involve unusual or higher than normal risk. To this end, all schools are obliged to give details of plans for such visits whilst they are in the early stages of formulation. In extreme circumstances the Local Authority may recommend the curtailment of activities on the basis of the significance of risks likely to be faced;
- collect the experiences of schools to facilitate an assessment of quality and value for money of training providers.

### **8.2 Specific duties of the Local Authority as defined by the DfES and the HSE include:**

- a good understanding and knowledge of the legal responsibilities and the practical difficulties facing school groups in all venues or environments including the lower risk ones;
- monitoring the educational visits carried out by the Local Authority's establishments; this should include visiting establishments on a sample basis and observing activities;
- reviewing policies and procedures in the light of lessons learned and sharing good practice more widely;
- monitoring the work of Educational Visit Co-ordinators (EVCs) in establishments to help to identify training needs and appropriate levels of delegation;
- determining which visits will require Local Authority approval and which may be approved by the establishment;
- approving (or disallowing) visits where task of approval is at Local Authority level;
- notifying establishments of the minimum adult - child ratios required and when schools may use competent adults other than competent establishment staff;
- providing establishments with the Local Authority's statement of policy and guidance;

- ensuring that EVCs, group leaders and other establishment staff and other adults involved in educational visits are assessed as competent in their specific tasks;
- ensuring that training is available for those that need that competence;
- making sure that arrangements are in place to obtain necessary Criminal Records Bureau (CRB) disclosures;
- making sure that arrangements are in place for informed parental consent.

The Local Authority might seek and obtain the advice of other people, in whatever sector, who are competent in assessing the risks of a particular activity or type of visit.

### 8.3 Governing Bodies

**Governing Bodies have a responsibility for the general direction of the conduct and curriculum in their establishment. This extends to visits and journeys. Accordingly the Governing Body should approve and keep under review a local policy for educational visits.**

Where the Governing Body is also the employer, it must assume the employer duties otherwise held by the Local Authority. Governing Bodies may wish to adopt the Local Authority guidance and policy and resolve accordingly.

*The policy should provide for:*

- adequate assessment and control of risks, and a procedure for authorising visits which includes verifying the competence of leaders and helpers;
- a review of safeguards used on educational visits to be undertaken each year and salient features presented to the governing body either separately or as part of the Headteacher's annual report on health and safety. This review will help to ensure that the highest levels of care and safety are maintained;
- checks to ensure that links with other policies are consistent. This is particularly important in respect of Critical Incident and Charging and Remissions policies.

### 8.4 The Headteacher/Centre Head/Centre Manager

**The Headteacher/Manager should develop and maintain the policy for educational visits on behalf of the Governing Body. The policy should require that all educational visits have a clear and appropriate educational purpose, and are properly authorised. It should also specify those categories of visit that will need to be reported at the planning stage to the Governing Body and/or the Local Authority.**

Authorisation for visits should be conditional upon adequate attention having been given to:

- planning, organisation and event timetabling;
- competence, experience and suitability of leaders and supervisors;
- capabilities and suitability of accompanying staff and other helpers;
- leaders' knowledge of local circumstances to be experienced during the visit;
- party size, age, aptitude and experience of pupils;
- child protection issues;
- medical needs of members of the party and first aid provision;
- supervisory ratios;
- assessment of health or safety risks inherent in the project;
- foreseeable emergency action and contingency plans which may be necessary;
- insurance;

- financial and travel arrangements;
- informing parents of risks and safeguards and obtaining their approval;
- effective communication arrangements with establishment base, especially in the event of a critical incident;
- careful consideration of the visit by the establishment EVC.

The Headteacher/Manager should review operating arrangements at least annually with staff who directly implement the policy or undertake visits. This review should provide the basis for a report to the Governing Body.

## 8.5 Educational Visits Co-ordinator (EVC)

**In view of the detail and the number of activities involved, Headteachers or Managers may choose to nominate a member of staff as Educational Visits Co-ordinator. This person should be the focus for necessary information and advice for visit leaders and keep everyone up to date with relevant requirements. The EVC would be the routine contact for dialogue with the Local Authority and receive any circulars it might issue.**

## 8.6 General functions of the EVC

**The function of the EVC is to:**

- support the Headteacher/Manager and Governors with approval and other decisions;
- ensure the educational visits meet the essential requirements, particularly in relation to risk assessment;
- assign competent people to lead or otherwise supervise a visit;
- assess the competence of leaders and others for a visit. This will commonly be done with reference to accreditation's from an awarding body. It may include practical observation or verification of experience;
- organise the training of leaders and other adults going on a visit. This will commonly involve training such as first aid, hazard awareness etc;
- organise thorough induction of leaders and other adults taking pupils on a specific visit;
- make sure that CRB disclosures are in place as necessary;
- work with the group leader to obtain the consent or refusal of parents and to provide full details of the visit beforehand so that parents can consent or refuse consent on a fully informed basis;
- organise the emergency arrangements and ensure there is an emergency contact for each visit;
- keep records of all visits and appropriate training records;
- review systems and, on occasion, monitor practice.

## 8.7 The Visit Leader

**The Visit Leader should have overall responsibility for the supervision and conduct of the visit and hence for the health and safety of the group. In this regard, the visit leader will be representing the Headteacher/Manager during the visit. In particular the visit leader will:**

- set out a plan showing the educational benefits of the visit and seek authorisation;
- include in the plan an initial risk assessment, preferably based on a visit to the site, or at least up-to-date site information. Apart from health and safety, this assessment should take account of child protection, financial risks, conduct and behaviour;
- ensure that the plan complies with regulations and Local Authority guidance;
- identify the adult staff and helpers needed, ensure that the ratio of supervisors to pupils is appropriate and appoint a deputy;

- ensure that all accompanying adults, whether employees or volunteers, will be able to carry out allotted roles competently and are appropriately briefed;
- make appropriate and adequate preparations for emergencies and ensure that all accompanying leaders are familiar with these procedures;
- arrange for routines contingencies, including first aid, and arrange for clearly understood delegation in his/her absence and appropriate supervision when the group is sub-divided.

#### **During the visit:**

- meet the objectives of the visit;
- ensure the overall maintenance of order and discipline;
- make adequate arrangements for the safety and well-being of all pupils at all times;
- consider stopping the visit if the risk of health and safety of the pupils is unacceptable and have in place procedures for such an eventuality;
- ensure the group leaders have details of the school contacts and the pupils in their care;
- review the visit and advise the Headteacher when adjustments need to be made.

### **8.8 Group Leaders**

**Teachers or adults who assume direct responsibility for a number of children during the visit must be made aware of and agree to the expectations of them on the visit. In particular, a teacher, or other adult, assuming direct responsibility for a number of children during the visit, must recognise his/her responsibility for:**

- maintaining order and discipline;
- safeguarding the health, well-being and safety of those children;
- informing the Visit Leader of any relevant incidents affecting pupils in his/her care.

### **8.9 Accompanying Adults**

**It is essential that all accompanying adults are made aware of and agree to the expectations of them. In particular they must:**

- understand their relationship to other group members and the part they are to play during the visit;
- appreciate the limits and levels of their responsibilities if acting in any supervisory capacity and appreciate the principle of 'in loco parentis' will apply, though it is likely courts expect a greater level of care from teachers than from voluntary helpers;
- submit themselves to a CRB check if they are likely to have regular contact access to pupils.

### **8.10 Parents and Pupils**

**Parents have rights to information in connection with visits, but they also have responsibilities. Written information has the additional advantage that the school, as proof of action, can use it in the event of a claim. The school should provide a summary of the hazards that may be experienced and how it proposes to counter them as part of the briefing for parents. Pupils could be put at risk if parents fail to co-operate.**

*Accordingly, parents must:*

- **disclose information about a child's emotional, psychological and physical health. That must be made as easy and confidential as possible so that parents will be encouraged to give, rather than withhold information;**
- **make arrangements for pick up and set down which are just as important as rendezvous points during the visit;**
- **provide appropriate clothing, food, etc, in line with pre-arranged briefings;**
- **provide details of where they can be contacted in an emergency or if a party has to return earlier than planned.**

**Pupils should themselves take part in the assessment of risks and deciding appropriate precautions for the visit.**

**A key factor, which could endanger a party, is a failing in the anticipated level of reliability, common sense, trustworthiness and concentration of pupils.**

**Contingency plans are necessary for pupils who turn up without specified kit or whose behaviour endangers other group members.**

## Section 9: STAFFING AND SUPERVISION

- The safe movement and care of groups of young people, both in urban and open country areas, needs very specific supervision.
- It is not always feasible to lay down specific ratios of staff/adults to pupils. Staffing ratios are dependent on many factors including the nature, purpose and duration of the activity, its location, the age and experience of participants, the skill and experience of staff, weather conditions, etc. Minimum staffing levels for pupils of different ages are shown below.
- However, all pertinent factors, including the above, must be taken into account when deciding upon the number of staff required. Headteachers (and when appropriate School Governing Bodies) must be satisfied that an appropriate level of supervision will be provided before approving any school visit.
- Activities taking place off education premises can be divided into three categories:

(a) Curriculum based activities which take place on a regular basis and occur largely within school hours

Examples are visits to swimming pools or sports halls, split-site lessons or field studies. There may well be occasions when GCSE coursework demands off-site visits that extend beyond the normal school day. The Headteacher should approve these types of activity and in some cases approval may be implicit in the timetable, as in the case of swimming.

(b) Day visits, school trips and other activities, including those extending beyond normal school hours but not involving overnight accommodation that are regarded as part of the normal school day.

Examples are visits to a farm, museum or theatre, extra curricular sporting and cultural activities, etc. Written parental permission is required and can be obtained by use of an annual consent form. The Headteacher should keep Governors informed of these activities.

(c) Visits and activities requiring accommodation for one or more nights in and outside the United Kingdom and journeys involving travelling a significant distance.

Examples are visits to an outdoor education centre, skiing trips, language visits, etc. Written parental consent must be sought for all persons under 18 years of age, prior approval of the Governors must be sought and details sent to the Strategic Director of the Children's Services Directorate. **(See Appendix B, Form 5)**

Each and every activity within a category will require careful consideration of all known factors

before the level of supervision is determined.

### 9.5 Taking into account the previous statement, the Local Authority recommendations for staffing and supervision are:

- There should be a minimum of two adults per party; one of whom should be a qualified teacher/leader;
- The ratio of teacher/adults to pupils must not exceed\*:

1:2	Nursery Class pupils
1:4	Reception Class pupils
1:6	Years 1 – 3 pupils
1:10 – 1:15	Years 4 – 6 pupils
1:20	Year 7 and above

\* **Children with SEN may well require additional adult support depending on their particular needs. The minimum number of staff on a residential visit should be three.**

- **Normally at least one adult of each gender should accompany ‘mixed’ groups particularly those in an overnight stay;**
- Where possible, this principle should apply to mixed parties undertaking activities on day visits;
- If a visit is being organised jointly by two or more schools, at least one teacher from each school involved should accompany the group – joint ventures require careful planning and clear lines of responsibility and communication. **(See Section 8 and Appendix G)**
- It is highly desirable that at least one adult per party holds a current qualification in First Aid. Also check that the venue has qualified First Aiders available and access to a First Aid Kit at all times.
- When planning educational visits, reference needs to be made to the Disability Discrimination Act to avoid children being excluded from a visit as a result of their disabilities.

**9.6** The availability of outside assistance to a group may influence the staffing ratio and where hazardous activities are to be undertaken the level and type of supervision could change during the course of the day. Appropriately qualified specialist instructors may be brought in to help with hazardous activities. **(See Sections 9 and 13)**

**9.7** Whilst it has been stated that the setting of specific supervision ratios is dependent on many factors, schools and youth groups should be aware of the recommendations made by the National Governing Bodies of Sport and should adhere to current guidance issued by the relevant Governing Body. **(See Appendix C)**

**9.8** Examples of guidance issues by National Governing Bodies (NGB) include:

- Rock Climbing, Single Pitch – a ratio of 2 staff to 8 pupils is recommended with one adult holding the appropriate qualification and the second adult having had appropriate experience;
- Skiing – artificial slope – a ratio of 1 adult to 12 pupils is recommended. Where possible, an additional adult should also be present;
- Orienteering – a ratio of 1 adult to 30 pupils is recommended in the school groups. In a local park or on a permanent course a ratio of 1:10 for competent participants and 1:10 with at least 2 competent staff for novices;
- Hill Walking – a ratio of 1 adult to 10 pupils with a minimum of 2 adults;
- Canoeing – in sheltered water, a ratio of 1 adult to 8 pupils with a minimum of 2 adults is recommended. In moving water this should be amended to 1 staff to 6 pupils with a minimum of 2 adults;
- Camping – a ratio of 1 staff to 10 pupils is recommended with a minimum of 2 adults.

**9.9** Where more than one adult supervises a party of pupils (e.g. teacher and instructor) a clear agreement must be made to ensure that each adult understands their supervisory role and responsibility.

**9.10** Remote supervision: The aims of visits and activities for older pupils may be to develop independence and investigative skills. Consequently, these groups need to be supervised remotely. This would require ensuring that the party is clearly instructed as to what to do during the programme and for emergencies, counted out and counted back in for a debrief. If there is a difficult or potentially dangerous part of the activity/programme, a teacher can be hidden, but on hand if things are going wrong. It must be remembered that the party leader (teacher) will always be responsible for the actions of the group.

**9.11** Parents and other adults can make an important contribution to school activities, including school visits. **Any employee of the Local Authority working with children must receive ‘criminal record of clearance (List 99)’ from the Police as required by the Local Authority.** Information and forms can be acquired by contacting the Local Authority Personnel Department. It is wise to apply this to group and/or individuals who will be accompanying children on trips and particularly residential visits. It is advisable to seek ‘clearance’ well in advance of the trip as the process can take some time and there may be a charge for this.

**9.12** Where adults other than teachers are involved in visits, the following guidance should be adhered to:

- they are acceptable to the Headteacher, Governing Body, group or activity leader in terms of their qualifications, training and experience;
- the leader of a school party should always be a teacher or a suitably qualified, experienced person;
- all accompanying adults are appropriately briefed, ideally meeting the pupils and their parents before the visit;
- they are made aware, at all times, of their responsibilities and the limits of those responsibilities;
- other than in cases of emergency, other adults should not be left in charge of a group or in a place with an obvious hazard unless they possess the appropriate qualifications and experience;
- it is regarded as good practice to have a competent teacher present with all groups on school initiated activities.

### **9.13 Partnership working**

Recently it has become more commonplace for schools to work in partnership with other schools, authorities and agencies to create new experiences for children, through school trips, visits and the use of the outdoors.

In many cases, the policies and procedures of these organisations have very similar aims and objectives, in securing the health, safety and welfare of their staff, employees and clients whilst engaged in various activities and schemes.

A typical example of partnership working would be the Duke of Edinburgh Award Scheme or a joint visit by the Youth Service with a neighbouring authority to an agreed function or to perform an agreed joint activity.

It is vital that organisers of these events ensure that their health and safety precautions are clearly identified and agreed by all parties. An important aspect of any joint agreement is to ensure that terms of reference are identified; supervisory numbers are adequate; lines of

communication and command are established; varying arrangements, standards and/or practices are sorted out prior to the activity taking place.

It is important to agree who is in overall charge of an event and/or activity and who has the responsibility for decision making during the event. **(See Section 8)**

Partnership working is a natural and logical progression to the normal school curriculum and with appropriate discussion and input from all parties a memorandum of agreement can be easily achieved to address health and safety issues and common standards of behaviour and expectations at an early stage in proceedings.

**9.14** The potential benefits of using other adults can be immense but the importance of good management using the above guidance is crucial to the success of any venture.

**9.15** Well-qualified and experienced instructors can provide an enhanced range of opportunities for children and young people. The key issues to be addressed by a party leader are whether an instructor's qualifications and experience are appropriate for the activity that is to be undertaken.

**9.16** It is essential that the party leader checks out these matters for every activity that is to be undertaken and requests that a Risk Assessment is provided. The duty can be delegated to another member of staff in the group but the party leader remains responsible. The questions to be asked are:

- Does the instructor's qualification and/or experience and maturity match the proposed activity? **(See Section 13)**
- Is the age, experience, maturity and size of the group appropriate to the activity and to the instructor? **(See Section 9)**
- Would I allow my son or daughter to undertake the activity under the guidance of the instructor?

If in any doubt, stop the activity and discuss your concerns with the instructor or Head of Centre.

**9.17** Often, the answers to such questions can only be formed from first-hand observation of the work of the Instructor. It may be necessary for a member of staff on the trip to share in the activity. It is regarded as good practice to have a competent teacher present at all times. They remain 'in loco parentis' and ultimately responsible for the group.

**9.18** Before working independently with a group, it is essential that the Instructor is given clear guidance on such matters as:

- rewards and sanctions;
- lines of communications on behaviour and discipline issues;
- medical issues relating to individual group members;
- the place of the activity in the overall programme;
- timings and such programme details;
- details regarding specific pupils as required.

**9.19** If a teacher or other members of the party are sharing the activity, the professional working relationship needs to be discussed beforehand. It is recommended that the teacher carries out all the functions relating to behaviour, discipline and medical issues. This enables the instructor to concentrate on the activity.

**9.20** A potential point of tension is when a group includes an instructor and a teacher participant and there is an emergency or a perceived emergency.

Who decides what action should be taken? As it is likely that the instructor will have a wider experience of the activity than the teacher it is recommended that the teacher supports the instructor's leadership role in an emergency. If, on the other hand, the behaviour of the instructor is foolhardy, the teacher should then take over and stop the activity.

**9.21** In the event of illness of the party leader, it is essential that the deputy party leader is nominated prior to the activity taking place. The deputy leader should be well qualified to take responsibility for the group

## Section 10: CONTACT WITH PARENTS/GUARDIANS AND PUPILS' MEDICAL FITNESS

### 10.1 General

Whilst the school journey or activity may be an important feature in a pupil's educational experience, it must be remembered that parents'/guardians' normal expectations are for their children to be on the school premises. Consequently it is essential to obtain their consent to children being elsewhere, even for a short visit other than for normal curricular activity within the general neighbourhood of the school. Appropriate forms of consent, similar to the Model Consent Forms found in Appendix B, should be completed by the parents/guardians annually to cover day visits away from the area and, in addition, for all journeys or visits requiring overnight stays.

**It is essential that parents/guardians complete and sign the medical questionnaire attached to the consent form in as much detail as possible. Should the school be concerned about any aspect of the pupil's health or fitness on receipt of the completed form, they should discuss this with the parent/guardian and, if still unsure and with the agreement of the parent/guardian, contact the pupils' GP (Doctor) to discuss the matter. (See Appendix B, Form 4)**

**Requesting parents/guardians to give consent to their children being involved in a school journey entitles them to as much information on the organisation and execution of the journey as possible. This is especially the case where an overnight stay (or longer) is involved. The most appropriate way for this information to be given is through a meeting of all concerned, staff, accompanying adults, pupils and parents/guardians, when full details can be given (in written form) and any questions which are raised can be answered.**

### 10.2 Documentation for the meeting

**The documentation for the meeting should include details on:**

- **the aims and objectives of the visit;**
- **the duration, with dates and times of departure and return and means of transport;**
- **the destination, address and contact telephone number, including details of the type of accommodation, facilities and qualifications/experience of those members of staff from the establishment visited. (This is particularly important when visiting any centre where the children will be taking part in adventurous activities);**
- **the type of activities planned, with a daily programme if possible;**
- **the possible hazards which may be encountered, and safety measures which will be taken to overcome them as far as possible;**
- **the responsibility of parents/guardians to ensure all necessary information about their children has been communicated to the school;**
- **a list of clothing and footwear required;**
- **the type of luggage to be used and how it should be labelled;**
- **the cost and method of payment, including any cancellation charges;**
- **advice on pocket money;**
- **information on insurance, including, if possible, a photocopy of the insurance schedule for all parents;**
- **the method of communication and procedures to be followed in the event of an emergency;**

- the names of the party leader and accompanying staff together with the names and status of other accompanying adults;
- additional information from parents/guardians may well be necessary for overseas visit and could include passports, photographs for identity cards, special dietary needs, E111 forms if visiting EC countries, etc;
- the school's code of conduct for pupils;
- for visits abroad, a school/local based contact phone number should be made available to parents/guardians as an emergency contact.

**Should a major change in the programme have to be made after the commencement of the visit, arrangements must be made to inform parents/guardians accordingly.**

**It is important to inform parents/guardians of the measures the school has taken to ascertain information regarding the suitability and safety of the venue to be visited.**

### 10.3 Medical Fitness of Pupils

**It is important to establish that members of school parties are medically fit to take part in journeys or visits away from the school site.**

**FOR ALL EDUCATIONAL VISITS, JOURNEYS AND EXPEDITIONS INVOLVING A RESIDENTIAL ELEMENT, the procedure below should be followed.**

- **It is the duty of all parents/guardians to ensure that their child is medically and dentally fit to take part in school journeys and educational visits. This is particularly so when journeys involve a residential element, since the enjoyment, value and safety of the whole party may be affected by illness or toothache which could have been anticipated or prevented. Therefore briefing information for parents should stress this point.**
- **The medical questionnaire attached to Parental Consent Form 3 (overnight stays) must be completed at least two weeks prior to departure by all parents/guardians of participating pupils. (See Appendix B, Form 3)**
- **If the medical questionnaire raises issues of concern for the staff, they should discuss these and seek further clarification from the parent/guardian or seek medical advice as required. In extreme circumstances it may be unwise to include an individual pupil on the trip who may affect the enjoyment, medical fitness or safety of the rest of the party.**

- **It is vital that children taking part in school trips should have access to their medication. Teachers taking responsibility for school journeys must be aware of the child's medical condition and the type of treatment necessary.**
- **Members of some religious groups are against administering specific medications. Teachers must consider carefully the implications of this.**
- **It is essential that at least one teacher on every school journey is named as teacher responsible for administering medication and that staff, parents and pupils are aware of who this is.**

**The guidance below relates to the administration of drugs in schools and, as appropriate on visits, journeys and expeditions.**

#### 10.4 Guidance concerning drug administration to pupils attending educational establishments.

**There are normally three sets of circumstances in which teaching staff may be requested by a parent/guardian to supervise a pupil taking her/his medication during school hours.**

- **Cases of chronic illness such as asthma, diabetes or epilepsy;**
- **Children with a medical condition which requires them to have an ongoing medication;**
- **Cases where a child is recovering from a short term illness is able to return to school but is completing a course of antibiotics/or similar treatment.**

**IT IS RECOMMENDED THAT IN CASES OF RECOVERY FROM SHORT TERM ILLNESS, ONLY TWO DAYS OF MEDICATION SHOULD BE TAKEN AT SCHOOL.**

#### 10.5 Type of Drugs

- **Antibiotics/Cough Medicine**

**The parent/guardian must give explicit consent in a letter for a teacher to supervise a pupil taking medication and specify the drug, the dosage, and the frequency, and state when the end of a course of prescribed medication occurs.**

- **Non-prescription 'over the counter medicines'**

**The parent/guardian must take responsibility for 'over the counter' medicine, and give specific details of the type of medication and dosage in a letter to the school.**

- **The teacher must check the dosage with the recommended dosage on the bottle, and check the suitability of the medication, i.e., age of child and dosage.**
- **As far as possible, teachers should supervise the pupil taking the medication to ensure that the child takes the correct dose.**

#### 10.6 Letter from Parents/Guardians/GPs

**Long term administration of medication requires an agreement from the parent/guardian that s/he consents to named members of staff administering medication to her/his child.**

**In addition to this consent, information is required from the child's GP, which specifies the type of medication, dosage, frequency and any other information, including side effects.**

#### 10.7 "Named" Teachers

**The letter from parents will request their consent that a "named teacher" will be responsible for supervising the administration of medication.**

**In a primary school, it is recommended that the following staff are named: class teacher; Headteacher; teacher-in-charge of trip.**

**In a secondary school, it is recommended that the following staff are named: appointed first Aider; Headteacher; form tutor; teacher-in-charge of trip.**

**It is essential there is someone available on the trip to whom the parent/guardian has given consent to administer medication.**

## 10.8 Drug Log

**When medication is taken by the pupil, the named teacher should enter the dose and the time the medication was taken in a separate book kept for this purpose in the vicinity of the storage area of the medicines.**

## 10.9 Inhalers for Asthmatics

**The British Asthma Association recommends the child carries the ventilator. However, the Headteacher must use professional judgement in consultation with parents/guardians who will know how capable their children are at managing their inhalers.**

**Headteachers must assess the likelihood of inhalers being lost, damaged and misused by other children, against the need to have an inhaler available for immediate access in the event of an attack.**

**IF CHILDREN ARE ALLOWED TO CARRY INHALERS WITH THEM, IT MAY BE ADVISABLE TO ASK PARENTS TO SUPPLY A SPARE, SO THAT THEY CAN BE ASSURED THAT IF THE INHALER IS LOST OR DAMAGED THERE IS ALWAYS ONE AVAILABLE.**

**Where the school takes responsibility for the safekeeping of the inhalers, access should never be restricted. Inhalers should be properly labelled with the child's name, and its location should be known to the child and his/her teachers at all times during the school day.**

IT IS IMPORTANT THAT A CHILD DOES NOT HAVE TO CLIMB STAIRS OR WALK A LONG DISTANCE FOR THEIR INHALER IF THEY ARE BREATHLESS.

IT IS VITAL THAT CHILDREN TAKING PART IN SCHOOL TRIPS SHOULD HAVE ACCESS TO THEIR MEDICATION. TEACHERS TAKING RESPONSIBILITY FOR SCHOOL JOURNEYS MUST BE AWARE OF A CHILD'S MEDICAL CONDITION AND THE TYPE OF TREATMENT NECESSARY. INSTRUCTORS WORKING WITH SPECIFIC PUPILS SHOULD BE MADE AWARE OF THEIR MEDICAL CONDITION.

IT IS ESSENTIAL THAT TEACHERS ON SCHOOL JOURNEYS SHOULD INCLUDE A NAMED TEACHER FOR ADMINISTERING MEDICATION.

#### 10.10 Storage of Medication

**Medication should be stored in a cool environment, out of direct sunlight in a secure cupboard which is accessible at all times to 'named' teachers.**

**A separate fridge for storage of temperature controlled medication is recommended, or a separate part of a fridge (e.g. salad box or similar box) as demand dictates. The availability of a fridge for this purpose on residential visits should be checked prior to departure.**

ALL MEDICATION MUST BE CLEARLY LABELLED WITH THE CHILD'S NAME AND DOSAGE.

#### 10.11 Special Schools

**All the above procedures should be followed by teachers in special schools, taking into consideration the more complex nature of the children's needs.**

## 10.12 Insurance Cover

**“The Council has combined liability insurance which covers all employees including teachers. This covers the employer’s liability, public liability and official’s indemnity. The effect is that any claim for loss, damage, or injury made against any individual employee will result in the endorsement of all policies, and individual employees will have the benefit of insurance as well as the Council.” Staff who fail to comply with this Code of Conduct may invalidate the benefits of the insurance cover provided.**

## **Section 11: FINANCIAL ARRANGEMENTS**

**Before giving approval to a journey or visit taking place, the Headteacher should be aware of the recommendations below.**

- **Overseas holidays should only be arranged through reputable and bonded tour operators. (See the DfEE Guidance Health and Safety of Pupils on Educational Visits 1998 (page 36 for bonding bodies)). Arrangements should not be made directly with overseas hoteliers.**
- **When selecting a particular trip/travel company, the principles of best value should be applied to this process, e.g.**
- **How does the cost compare to similar companies/trips?**
- **Is the school getting the best deal?**
- **Does the company's trip meet the aims and objectives of the school visit originally agreed?**
- **Is the final price competitive when compared to other providers?**
- **How does the school ensure it receives the most economic, efficient and effective service from those who provide it?**
  
- **Charges to teachers supervising journeys or visits should be given careful consideration. Where the visit is of a purely educational nature, e.g. a trip to a theatre as part of an examination course, or of a type purely for children, e.g. puppet show, it may be unreasonable for the supervising teachers to be charged. Where, however, the visit is of a recreational nature, e.g. a skiing holiday, it may appear reasonable for the supervising teachers to pay, at least, part of their costs. If the family or friends of supervising teachers are permitted on journeys they should be charged not less than the charge to pupils.**
- **When Headteachers authorise a journey or visit they should retain a copy of that authorisation and endorse it accordingly. The teacher in charge of the journey or visit should be familiar with the school's internal arrangements for financial accountability and utilise a school account for this purpose.**

### **11.1 Financial Control**

### **11.2 Banking Arrangements**

- **Where the sum involved is substantial, a bank account should be opened in the name of the school trip (not in the name of an individual). Alternatively a school account may be used.**
- **Cheques must require the signature of a minimum of two people from a nominated list; one of these should preferably be the Headteacher or deputy Headteacher.**
- **No blank cheques can be signed.**
- **The account should not be overdrawn.**
- **Cash should be banked on the day received wherever possible.**

### **11.3 Income**

**The following procedure should be adopted where cash is collected, in respect of the charges for the journey or visit, from pupils and teachers.**

- **A receipt should be given to each person making a payment. If the charge is paid in one payment, an individual receipt should be issued, if it is paid by instalments, a payments card should be issued on which the individual payments can be receipted.**

Either form of receipt should contain the date, the amount and the signature of the teacher receiving the payment.

- The person collecting the payments should keep a record of all the amounts received and should regularly pay the accumulated sum to the school bursar or into the school trip bank account. It is suggested that a paying-in book is used for this purpose.
- Pupils should be encouraged to bring money to school on a particular day. All payments should be recorded with the date and the amounts received from pupils. A receipt acknowledging payment should be issued to pupils on the day of payment.
- The person responsible should bank cash collected promptly. Great care should always be exercised in relation to the safekeeping of any cash received, prior to banking. Where possible, payment by cheque should be encouraged.
- Where pocket money is collected from pupils, a separate collection sheet should be used and the above procedure followed.

#### 11.4 Expenditure

A permanent cashbook should be maintained in which all receipts and payments are clearly recorded.

- Payment for travel and accommodation should be made, and written acknowledgement received, before departure. All payments made before departure should be made by cheque from the fund bank account. An invoice should be obtained for each transaction, which must be certified by the Headteacher or a senior teacher authorised by the Headteacher. If necessary, reference should be made, before authorisation, to the written application or supporting correspondence.
- Payments that have, unavoidably, to be made after departure may be made in cash. Documentary evidence of payment must be obtained. Where the documentary evidence does not specify the precise nature of the expenditure, e.g., cash register receipt, a voucher should be attached describing the nature of the expenditure to be witnessed by a second teacher.
- Whenever pocket money is issued to pupils, a documentary record should be made and the pupil's signature obtained.

#### 11.5 Financial Monitoring

In respect of major journeys, the Headteacher should arrange for the financial position to be monitored periodically before departure.

Some journeys may qualify for VAT exemption. (See below)

After the journey, or visit, a statement of income and expenditure should be prepared. The organising teacher and the Headteacher should certify it.

All receipts, invoices and supporting vouchers should be retained for possible future inspection and audit.

## 11.6 Value Added Tax

### 11.6.1 The following types of organised school visits are treated by HM Customs and Excise as being exempt from Value Added Tax:

- any visit which is arranged for pupils free of charge;
- if the charge made to pupils is subject to a specific subsidy by the Local Authority;
- visits are not regarded as being specifically subsidised if the only subsidy is the provision of some financial assistance on grounds of hardship. The subsidy provided must be provided by the Local Authority funds not the School Fund, etc;
- if the charges made are equivalent to the full cost of the visit, provided that the visit satisfies all the following conditions:
  - the visit is to serve a clear educational purpose related to a general education curriculum;
  - the visit is not primarily of a recreational or sporting nature except when the activities are provided as part of a general educational curriculum;
  - the visit is adequately prepared and followed up in school;
  - arrangements are made for the supervision of the pupils by suitably qualified persons.

### 11.6.2 Where it is considered that the visit satisfies the criteria for exemption from Value Added Tax, the school should contact the Finance Department on telephone 01925 442976.

## **Section 12: CONDUCT**

## **ITEMS FOR THE JOURNEY/PUPIL**

The party leader should always ensure that the necessary information, documentation and other items essential to, or likely to be required during the journey are readily available. The following check list could be of assistance.

### **12.1 For All Journeys**

- Copies of letters confirming the essential arrangements, e.g. travel, meals on route, accommodation, etc;
- Sufficient cash to cover emergencies. In addition a credit card is very useful and more secure;
- List of all members of the party, both pupils and adults, with details of contact in emergency for each member. (Always check pupils on and off the coach at each stop during the journey);
- Insurance details, claims forms and when abroad the emergency medical assistance card provided by the insurer;
- Accident and Incident Report Forms (**See Appendix B, Form 6**);
- Details of the central emergency contact with telephone number;
- Consent forms for all members of the party under 18;
- First Aid Kit (**Section 5**);
- Detailed itinerary (especially important when travelling by rail, aircraft, ferry);
- Tickets required on the journey (make note of the company and ticket numbers);
- Plastic bags (small for illness, large for collection of refuse, etc).

### **12.2 Additional Items for Journeys Abroad**

- Forms E111 (Application forms from main Post Offices);
- Foreign currency for emergencies in the country to be visited;
- Passports/visas/identify cards. (Keep together and issue when required.) It is good practice for the party leader to keep copies of the passports;
- Telephone numbers of main contacts in country to be visited;
- Map of country being visited (especially useful if travelling by coach);
- Teachers must make arrangements for communication in a foreign language.

On arrival, it is advised that staff check out the accommodation rooms, etc, and record any damage to the owner/manager before pupils access the rooms. This will help avoid any misunderstandings regarding damage prior to departure.

### **12.3 Discipline: Code of Conduct**

**It is good practice to contract with some or all students on agreed code of conduct. To illustrate good practice, an example is given below. It may be appropriate for party leaders to add provision or delete from those suggested in order to be specific to the requirement of their course/holiday. Acceptance of this code of conduct by pupils also provides group leaders with specific authority and some protection against future claims by illustrating that a well-documented policy existed and that actions by a pupil were contrary to this agreement. Although the example (See Appendix A – Form 6) may be more appropriate for older pupils, though primary and special schools may wish to adopt a similar approach.**

## Section 13: STAFF QUALIFICATIONS

### 13.1 Qualification and experience of leaders and instructors

The competence of a person to lead an activity must be judged with reference to the following issues:

- Weather
- The venture
- The age and experience of the party
- The potential leader's qualifications, maturity, reliability, age, their previous experience with similar activities, similar parties. It is recommended that all instructors should have NGB qualifications.

Some examples of the qualifications that would be expected of a leader are shown overleaf.

Possession of such qualifications do not signify competence by themselves, neither can lack of qualification signify lack of competence. However, this is a very useful guide. They show that any potential leader has been formally assessed by an activity's National Governing Body. At the time of assessment an individual was judged to be competent to safely lead and/or instruct individuals and groups at a set standard. The rest of this section outlines the formal recommended qualifications for specific activities. This will help assist in judging whether an experienced person has the range of recommended qualifications appropriate for them to lead an activity.

### 13.2 Duke of Edinburgh Awards

The Duke of Edinburgh's Award is a programme of activities for all young people between the ages of 14 to 25, designed to support their personal and social development.

It is operated in Warrington through the Borough Council Youth Service although the Award takes place in Schools, Youth Units, Industry and Voluntary Organisations. It is subject to the same internal and external standards, licensing and inspection. Therefore all units must be registered with the Operating Authority (Warrington Borough Council Youth Service) and the expedition sections of the Award must be notified four weeks in advance using the appropriate form (**see Appendix B, Form 7**). All expeditions are subject to both internal and external inspection.

All staff operating the Award expedition section must register with the Operating Authority giving their qualifications.

Please note the minimum standard for leading bronze and silver expeditions for the Duke of Edinburgh Award is the Basic Expedition Leader's Award.

Training both in the Award and the Basic Expedition Leader's Award can be delivered by the Duke of Edinburgh Award Co-ordinator, WBC Youth Service.

<u>Venture</u>	<u>Recommended qualification</u>
Valley walk/Hill walk/Local walk	Suitable experience of similar terrain/basic expedition training awards Walking Group Leader Award
Mountain walk – summer	Summer Mountain Leader Award
Mountain walk – winter	Winter Mountain Leader Award
Climbing and Abseiling – Single Pitch	Single Pitch Supervisor’s Award
Climbing and Abseiling – Multi Pitch	Mountain Instructor’s Award
Mine exploration	Cave Leader certificate regional area mine endorsement Cave Leader’s Certificate with area mine endorsement
Caving	Cave Leader’s Certificate
Skiing	British Association of Ski Instructors
Horse Riding – Instruction	BHS Assistant Instructor
Horse Riding – Hacking or Trekking	Stage II plus Riding and Road Safety (preferably with first aid as well)
Dinghy Sailing Beginners – small, inland sheltered  Beginners – Tidal  Advanced – Coastal, Stronger Winds	RYA Instructor with sheltered or RYA Trainee Instructor (new qualification) providing SI on site  RYA Instructor with Tidal Endorsement  Senior Instructor or Level 5 endorsement <i>(RYA - Royal Yachting Association)</i>
Windsurfing Beginners – small island, sheltered  Tidal  Intermediate – Coastal, stronger winds  Advanced	RYA Junior Windsurfing Supervisor of RYA Trainee Instructor (new qualification) or RYA Level 1 Instructor  RYA Level 1 Instructor and Tidal Endorsement  RYA Level 2/3 Endorsement  RYA Level 4/5 Endorsement (levels allow teaching to standard of Endorsement)

<u><i>Venture</i></u>	<u><i>Recommended qualification</i></u>
Kayaking Inland Beginners – enclosed small, inland sheltered Moving up to Grade 2 Moving up to Grade 3	Level 1 Coach  Level 4 Inland Kayak
Kayaking Sea Beginners – sheltered. Light winds Any other sea trips	BCU Sea Instructor  Level 3 Coach Sea Level 4 Coach Sea
Canadian or Open Canoe	As Kayaking but open canoe qualifications
Surfing using Kayaks Beginners Advanced	Level 3 Coach Inland/Sea as a minimum  Level 3 Coach – Surfing
White Water Rafting Beginners – controlled site or up to Canoe Grade 2 Raft Leader  Intermediate	Raft Guide
Power Boat - minimum	RYA Powerboat Level 2
Air Activities	Consult appropriate governing body

## Section 14

### APPENDIX A – RISK ASSESSMENTS

Form 1

#### **Warrington Borough Council – the Children’s Services Directorate Health and Safety Risk Assessment – Hazards and Control Measures**

A risk assessment should be undertaken for all school ACTIVITIES with significant risks. This requires identifying the HAZARDS of these activities and listing the CONTROL MEASURES already taken to prevent accidents to employees and others. Below are examples.

<b>Hazards</b>	<b>Control Measures</b>
<ul style="list-style-type: none"><li>• Children colliding</li><li>• Children with different abilities/disabilities</li><li>• Children being wilful</li><li>• Electricity (e.g. OHPs, radio/cassettes)</li><li>• Gas, including carbon monoxide</li><li>• Bottled gas (e.g. calor gas)</li><li>• Chemicals (also asbestos)</li><li>• Lifting and handling (equipment/objects)</li><li>• Machinery with moving parts</li><li>• Equipment (e.g. teaching and cleaning)</li><li>• Vehicles (and whilst driving)</li><li>• Hot surfaces and liquids (radiators/tea/wax)</li><li>• Falling from height (e.g. from PE equipment)</li></ul>	<p><i>INFORMATION</i></p> <ul style="list-style-type: none"><li>• Written procedures/information, e.g. School Safety Policy statement, discipline procedure, bullying policy, schemes of work, teachers’ handbook, school rules, other information</li><li>• Information and rules for out of school visits</li><li>• Guidelines from Local Authority, DfES, NUT, HSE, etc</li><li>• Codes of Practice adopted by school</li><li>• Manufacturers’ instructions</li><li>• British or European Standard CE</li><li>• Equipment check/tests</li><li>• Maintenance schedule</li></ul>

<ul style="list-style-type: none"> <li>• Objects falling onto people</li> <li>• Slipping, tripping and falling over</li> <li>• The weather (e.g. ice, sun, etc)</li> <li>• Violence (to pupils and staff)</li> <li>• Dust, fumes and smoke</li> <li>• Low headroom (e.g. cellars or equipment)</li> <li>• Flammable material (solvents, petrol, etc)</li> <li>• Naked flames (e.g. Bunsen burners)</li> <li>• Animals (dogs, horses and on farms)</li> <li>• Insects (e.g. fleas, nits, wasps, etc)</li> <li>• Sharp objects (e.g. edges, glass, knives, etc)</li> <li>• No first aid box</li> <li>• Poor housekeeping/storage</li> <li>• Window glass</li> <li>• No safety signs</li> <li>• No or inadequate illumination</li> <li>• Extreme heat or cold</li> <li>• No ventilation</li> <li>• Restricted space or access</li> <li>• Steep/uneven stairs</li> <li>• No eating/brewing facility</li> <li>• No toilet or washing facility</li> <li>• Contractors on site</li> <li>• Stress and pressure</li> <li>• Lone working</li> </ul>	<p><i>TRAINING AND COMPETENCE</i></p> <ul style="list-style-type: none"> <li>• Formal education course (should include Health and Safety)</li> <li>• On the job training (e.g. NQTs or Assistant Caretaker)</li> <li>• Special course on new techniques (e.g. 3D, drama)</li> <li>• Safety, first aid or emergency training certificates, Driving Licence (and minibus training)</li> <li>• Risk Assessment</li> </ul> <p><i>PHYSICAL PROTECTION</i></p> <ul style="list-style-type: none"> <li>• Machine guards and circuit breakers</li> <li>• Fences, barriers and security devices</li> <li>• Protective clothing and equipment</li> <li>• Lifting and handling machines/devices</li> <li>• Mobile phones or panic alarms</li> <li>• Warning signs (e.g. wet floor, mind your head, etc)</li> <li>• Fume cupboards and (wood dust) extraction</li> <li>• Access equipment (e.g. step ladders, tower scaffold)</li> <li>• Shelves and storage facilities</li> <li>• Welfare facilities (eating, washing, toilet facilities)</li> </ul>
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Hazards	Control Measures
	<p><i>SUPERVISION AND MONITORING</i></p> <ul style="list-style-type: none"> <li>• Adequate staffing : pupil ratios on trips</li> <li>• Examination and testing (electric appliances and PE)</li> <li>• Safety inspections (termly) and audits (annual)</li> <li>• Other risk assessments (e.g. COSHH, lifting, etc)</li> </ul>

Hazards and Risks	Control Measures
To the instructor:	

Hazards and Risks	Control Measures
To participant/others:	

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## Appendix A – Risk Assessments

### STEPS TO BE TAKEN WHEN DOING A RISK ASSESSMENT

- **School staff should meet and discuss health and safety hazards that they are aware of that could result in accidents to pupils and/or staff.**
- **Hazards with significant risks should be selected for carrying out a risk assessment.**
- **Reference to a web site is not sufficient for a pre-visit Risk Assessment and an on site visit is required where practical.**
- **The people who carry out the Risk Assessment should be those who have most knowledge about the activity (staff on the trip).**
- **They should take a critical look at the activity and assess what can go wrong.**
- **List the hazards, the people who may be injured, and the current control measures.**
- **Discuss if further action is necessary; what can be done; and record this as “Further Action”.**
- **File the Risk Assessment forms in the Health and Safety file alongside the School Safety policy.**
- **Forward a copy of this with Form 5 to the Local Authority and take a copy with you on the trip.**
- **Communicate to all staff and pupils on the trip the “Control Measures and Further Action” required to reduce risks.**

**Form 2 - GENERIC RISK ASSESSMENT**

School \_\_\_\_\_ No. of pupils \_\_\_\_\_

Location of Visit \_\_\_\_\_ Risk Assessor \_\_\_\_\_

Activity \_\_\_\_\_ Date \_\_\_\_\_

No. of staff : \_\_\_\_\_ Trip Leader \_\_\_\_\_

1. Hazards	2. Who may be affected
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3. Control Measures	4. Further action

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### Form 3 - Risk Assessment for Outdoor Activities

Premises/Base	_____	
Location	_____	
Activity	_____	
Risk Assessor	_____ Telephone	_____

<b>Brief description of Activity</b>
<b>Personal Protective Equipment required</b>
<b>Supervision</b> Number of participants <input type="text"/> Age range <input type="text"/> Minimum requirements for supervision (ratio) <input type="text"/> Instructors <input type="text"/> Other adults <input type="text"/> Minimum qualifications/experience of Instructor required:
<b>Emergency Procedures</b>
<b>Hazards, Risks and Control Measures (see previous page)</b> <ul style="list-style-type: none"><li>Have all risks been considered and the necessary control measures taken, so far as is reasonably practicable? <span style="float: right;">Yes/No</span></li></ul>

*Signed* \_\_\_\_\_

*Name* \_\_\_\_\_

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

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

**Form 4 - Risk Assessment of Outdoor Education Centres**  
Centres and Providers

Name of Centre: \_\_\_\_\_

Address of Centre: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Postcode: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Owner of Centre: \_\_\_\_\_

## Form 4 -Risk Assessment of Outdoor Education Centres

(United Kingdom Centres must hold a licence under the Young Persons' Safety Act)

Administration/Procedures - Checklist	Provided	Adequate
1. Safety Policy		
2. Codes of Practice		
3. Fire Certificate		
4. Training Records		
5. Accident Book/Near Misses (records)		
6. Insurance Certificate		
7. Staffing of Centre (CVs/Ratios)		
8. Independent Inspector's Reports		
9. Affiliation to Outdoor Organisations		
10. HSE Reports, Notices, Prosecutions		
11. Local Authority Inspection Reports		
12. Review following recent accidents		
13. Risk Assessment for all activities to be undertaken		
14. Emergency Procedures are in place, tried and tested		



## Form 4 - Risk Assessment of Outdoor Education Centres (continued)

Grounds	Comments on Grounds	Satisfactory
25. Access		
26. Activities on site		
27. Vehicle Safety		
28. Security of Grounds		
Equipment		Satisfactory
29. Policy on issue of equipment		
30. Storage of equipment		
31. System of equipment inspection/records		
32. System of maintenance/regularity		
33. Record keeping (See note)		
<b>Comment:</b>		

**Form 4 - Risk Assessment of Outdoor Education Centres**  
**Protective equipment provided by the Centre**

<p style="text-align: center;"><b>Activity</b></p> <p style="text-align: center;"><i>List those pupils who will participate in</i></p>	<p style="text-align: center;"><b>Equipment Provided</b></p> <p style="text-align: center;"><i>Comment on size, quantity, current stage of repair</i></p>
<p>e.g. <b>Gorge Walking</b></p>	<p><b>Boots</b>  All sizes and quality for school group – in good condition</p> <p><b>Wet weather top</b>  Adequate number and sizes, satisfactory condition</p> <p><b>Wet weather bottoms</b>  (As above)</p>

**Form 4 - Risk Assessment of Outdoor Education Centres**

**Transport**

1. What transport is provided by the Centre?	
2. Which vehicles will be used for your group?	
3. Drivers checked with current licences?	
4. Vehicles suitable for transport of personnel?	
5. Number of people to be carried in vehicle?	
6. Are vehicles licensed, have MOT certificates, or if abroad meet local standards?	
7. Do they have seat belts?	
Comments:	

**Non Supervised Activities**

- 1. Identified Non Supervised Activities
  - a)
  - b)
  - c)
  - d)
  - e)
  - f)
  - g)
  - h)
  - i)

Comments:

# Form 4 - Risk Assessment of Outdoor Education Centres

## Supervision

1. Check number of Centre staff adequate for activities planned

2. Check experience of Centre staff is adequate

3. Check no supervisors under 21 years of age

4. Police checks of Centre staff?

### Centre Staff:

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Qualifications: \_\_\_\_\_

Qualifications: \_\_\_\_\_

Years' experience: \_\_\_\_\_

Years' experience: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Qualifications: \_\_\_\_\_

Qualifications: \_\_\_\_\_

Years' experience: \_\_\_\_\_

Years' experience: \_\_\_\_\_

### Comments:

## Form 4 - Risk Assessment of Outdoor Education Centres Summary

<i>OVERALL ASSESSMENT – Management of Centres</i>
Policy and Procedures
Staffing levels, qualifications and experience
Records (re accidents and how they are reviewed)
Building Safety
Grounds Safety
Protective Equipment
Transport Arrangements
<u>Decision – Is the Centre suitable for your group? YES/NO</u>

**Form 5 - Risk Assessment of Outdoor Education Centres  
- NON Local Authority PROVIDER**

**Risk Assessment Questionnaire**

Name of Company: \_\_\_\_\_

Name of Centre: \_\_\_\_\_

Communication Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Telephone Number: \_\_\_\_\_

**Name of School to which this questionnaire relates:**

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1. Does the Company/Centre or provider hold a Licence under the Adventurous Activities Licensing Scheme (Young Persons' Safety Act) United Kingdom only? Yes/No

OR

Does the Company/Centre or provider have any independent accreditation to run outdoor and adventurous activities? Yes/No

2. Do you have a written Code of Conduct to which groups should adhere? If yes please provide a copy Yes/No

Copy attached Yes/No

3. Where applicable, do all facilities used comply with relevant statutory requirements, e.g. Health and Safety at Work Act 1974; DfEE Guidance on Health and Safety of Pupils on Educational Visits (1998); Environmental Health and Transport requirements? Yes/No

4. Are premises used covered by a current Fire Certificate? Yes/No  
If not, what other Fire Authority advice has been sought and adopted?

5. Do you have Risk Assessments for all activities planned? Yes/No

6. Do you have written emergency procedures? Yes/No  
If so, please send a copy

Copy attached Yes/No

7. Will you provide on request names and address of recent users to whom reference can be made? Yes/No

8. Do you provide opportunities for preliminary visits? Yes/No

## 9. Staffing

- i. Do your designated supervisory staff have the experience and competencies appropriate to work with the group in question? Yes/No
- ii. Do you provide regular opportunities for liaison between your designated staff and visiting staff? Yes/No

## 10. Activity Staffing

- i. Where adventurous activities are provided, are all staff who will be directly supervising each activity qualified under the relevant National Governing Body? Please give details of these staff and their current qualifications and experience. Yes/No
- ii. Where no National Governing Body exists for a particular activity do you have a written Code of Practice for each such activity? Yes/No
- iii. Does this Code cover:
- Written procedural guidelines for staff?
  - Instructor:student ratios?
  - An induction course?
  - In-house training to a prescribed syllabus?

Please supply a copy of this Code of Practice with return of this questionnaire

Copy attached Yes/No

## 11. Activity Equipment

- i. Do you have a written and prescribed system of safety checks? Yes/No
- ii. Do you have a written and prescribed maintenance programme? Yes/No
- iii. Is there sufficient equipment of appropriate size for the number of pupils in the group? Yes/No
- iv. Where national standards exist, does the equipment conform to those standards? Yes/No
12. Do you hold a public liability insurance policy which will be current at the date of the proposed visit, both in relation to all directly provided and sub-contracted activity? Yes/No

Please state the limit of indemnity: £\_\_\_\_\_

13. Do you have a procedure for dealing with complaints? Yes/No  
If yes, please give details:

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14. Please give any additional information which you think will be helpful to the group leader and to Warrington Children's Services Directorate.

---

**Signed:** \_\_\_\_\_

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

**Name: (Print):** \_\_\_\_\_

**Position in Organisation:** \_\_\_\_\_  
**Form 6 - A Suggested Secondary School Code of Conduct (to be agreed with parents and pupils) for Group Study/Trip or Visit**

- The study visit that has been arranged as an important integral part of your course.
- The visit is an educational experience which requires your active participation in discussions, lectures, seminar sessions and conducted tours or visits.
- To ensure that you gain the maximum value possible from your visit it is necessary to clarify certain 'rules' before the trip.
- It is necessary that you acknowledge and accept these conditions and maintain high standards of behaviour at all times.

### **Discipline**

You are familiar with United Kingdom law, ethics and morals, but these may vary considerably in other countries, therefore it is important that you follow the teacher's instructions at all times.

From experience, and for your own safety, we have therefore developed a set of rules which all students should agree to follow.

These are in addition to any specific establishment or Tour Operator regulations and we would therefore ask you to agree to the following:

- That I will remain in the accommodation unless I have my teacher's permission to leave;
- In my free time I may leave the accommodation only after permission has been granted by my teacher, but I must ensure that I am in a group of no less than three pupils or a number specified by the teacher;
- At night, or after dark, I will only leave the accommodation with the whole group in the company of a teacher or as instructed by a teacher;
- I will only take part in sporting activities, or other events which could be dangerous with the prior permission of a teacher;
- Portable CD players, personal stereos, etc, can only be used with the agreement of the teachers.

### **GENERAL**

I therefore agree that I will:

- Co-operate with the staff and with other students to make this visit enjoyable, trouble free and educationally rewarding for all;
- Study any assignment booklet and instructions carefully prior to departure;
- Have the appropriate equipment, as necessary, with me for all visits, meetings, seminars and activities;
- When travelling, carry my passport, tickets, money and electrical equipment in my hand luggage (not suitcase);
- Clearly label my baggage both inside and out.
- Keep a record, if requested, of discussions, lectures, visits and meetings arranged during the visit.

- Participate as fully as possible in all discussions, lectures, visits and meetings arranged during the visit.
- Dress appropriately and with sensible shoes as directed by the teacher. I understand that formal dress may be required on occasions.
- Be punctual at all times, for meals and meeting, etc;
- Behave quietly and sensibly in the accommodation to avoid inconvenience to other guests or the accommodation management.
- Return to the accommodation by the agreed time.
- Remain attentive and act sensibly at all times.
- Abide by the laws of the country visited and comply with customs and duty free regulations.
- Remain alert during lectures, excursions or other organised events.
- Refrain from smoking.
- Carry out the assigned duties of any duty rosters when it is my turn to do so.
- Remain in my room until the next morning after 'lights out' unless in an emergency.
- Only allow visitors from my own group and of the same sex into my room.
- Not consume or purchase alcohol.
- I am aware that my parents/guardians will be contacted in the event of misconduct or persistent misbehaviour and if this continues I may be sent home early at my own cost, or my parents asked to collect me.

Group Leaders have a particular responsibility to students of all ages to act in loco parentis.

**Declaration**

Please study the above carefully before signing and detach the slip below and return to:

.....

**I have read and understand the Code of Conduct for the ..... residential taking place from ..... to ..... and accept the rules and regulations set out.**

**I agree to take part in any activity programme which is integral to the visit and to follow any instructors or supervisors instructions.**

Signed (Parent/Guardian if student under 19): .....

Please Print Your Name: .....

Signed (Student): .....

Please Print Your Name: .....

Date: .....

**Telephone No. in case of emergency:**

**Home..... Mobile.....**

## APPENDIX B: FORMS

- These forms are offered as examples for school use.
- They have been designed so that the addition of the school name makes them immediately useable.
- Please photocopy them and leave an original in this folder.
- Form 5 must be used to notify the Local Authority of trips or visits that include an overnight stay at least fourteen days before the date of departure. This should be completed in full and signed by the Headteacher.
- Form 6 should be used in the event of a serious accident/incident. Please note all accidents / incidents must be reported to the WBC Health and Safety Team on forms HSA1/HSA2. These forms can be accessed via the link below:

[http://w2kwebint/corpdocintranet/corporate\\_procedures/docs/HSA1.doc](http://w2kwebint/corpdocintranet/corporate_procedures/docs/HSA1.doc)

[http://w2kwebint/corpdocintranet/corporate\\_procedures/docs/HSA2.doc](http://w2kwebint/corpdocintranet/corporate_procedures/docs/HSA2.doc)

- Form 7 must be used to notify the Warrington Borough Council Youth Service of all expeditions under the Duke of Edinburgh's Award Scheme.

### Form 1

#### Visits - Record of Details/Approval Form

<b>Name of School:</b>	_____
<b>Purpose of visit:</b>	_____
<b>Type of accommodation:</b>	_____
<b>Dates:</b>	_____
<b>Type of activity:</b>	_____
<b>Number of Pupils:</b>	_____ <b>Age range:</b> _____
<b><i>Approximate cost per person:</i></b>	_____

Form 2

Annual Parental Consent Form (day trips out of school)

Name of School:

For journeys away from the school site lasting for up to one day without overnight stay.

To the Headteacher,

I am willing to allow my son/daughter\* ..... date of birth ..... to take part in activities away from the school base during the period 1 September 20... to 31 July 20....., and for the form teacher, teacher in charge or Headteacher to sign on my behalf any forms of consent required by the hospital authorities in the event of my son/daughter\* being ill or injured during the course of the journey or stay to the extent that a surgical operation or serum injection becomes necessary, provided the delay required to obtain my own signature might be considered likely in the opinion of the doctor or surgeon concerned to endanger my son's/daughter's\* health or safety.

My son/daughter\* has/has not\* received a tetanus injection in the last five years. (Please give date if known.)  
.....

He/she\* is/is not\* as far as I am aware, sensitive to penicillin.

I understand that during the period of the activities away from the school base my son/daughter\* will be under your supervision, or under the supervision of the appointed members of staff.

I understand the extent and limitations of the insurance cover provided.

Signed: \_\_\_\_\_ Parent/Guardian

Address: \_\_\_\_\_  
\_\_\_\_\_

Tel No: Home \_\_\_\_\_ Mobile \_\_\_\_\_ Work \_\_\_\_\_

If not available at above, please contact:

Name: \_\_\_\_\_ Tel No: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Name, Address and telephone \_\_\_\_\_  
Number of family Doctor: \_\_\_\_\_

\* Delete as necessary

# Form 3

## Parental Consent Form (overnight stay)

Name of School: \_\_\_\_\_

**For journeys away from the school site lasting for up to one day (or longer if necessary) and including overnight stays.**

**To the Headteacher,**

**I have received and read the information the school has provided for me outlining the proposed visit to \_\_\_\_\_ I understand the reasons for the visit and the nature of the activities to be undertaken.**

**I am willing to allow my son/daughter\* \_\_\_\_\_ to take part in planned activities.**

**I give my permission for the teacher in charge to sign on my behalf any forms of consent required by the hospital authorities in the event of my son/daughter\* being ill or injured during the course of the journey or stay to the extent that a surgical operation or serum injection becomes necessary, provided the delay required to obtain my own signature might be considered likely in the opinion of the doctor or surgeon concerned to endanger my son's/daughter's\* health or safety.**

I understand that during the period of the activities away from the school base my son/daughter\* will be under your supervision or under the supervision of the appointed members of staff.

**I understand the extent and limitations of the insurance cover provided.**

Signed: \_\_\_\_\_ Parent/Guardian

Address: \_\_\_\_\_  
\_\_\_\_\_

Tel No: Home \_\_\_\_\_ Mobile \_\_\_\_\_ Work \_\_\_\_\_

If not available at above, please contact:

Name: \_\_\_\_\_ Tel No: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Name, Address and telephone \_\_\_\_\_  
Number of family doctor: \_\_\_\_\_

**\* Delete as necessary**

## Form 4

### Medical Information

Please complete the medical questionnaire for your son/daughter\*

1. **Has your child been immunised against tetanus in the last five years?  
(please give date if known)** **Yes/No**
  
2. **Is your child sensitive to penicillin?** **Yes/No**
  
3. **Does your child suffer from fainting attacks or blackouts?** **Yes/No**
  
4. **Does your child suffer from fits or epilepsy?** **Yes/No**
  
5. **Does your child suffer from any allergy, asthma or hay fever?** **Yes/No**
  
6. **Does your child take any medication for the condition?** **Yes/No**
  
6. **Does your child suffer from diabetes?** **Yes/No**
  
  
7. **Does your child suffer from ear trouble?** **Yes/No**
  
  
8. **Does your child suffer from any illness, and/or injury not mentioned above?  
If yes, please give details including any infectious/contagious illness in the last  
  
three months and details of other recent illness/injuries or physical disabilities.** **Yes/No**  
  

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9. **Are your child's teeth in good condition?  
If you are not sure, please get your dentist to check your child's teeth on a  
  
regular basis.** **Yes/No**

10. Is your child on any sort of medical treatment at the present time, is the treatment self-administered? If yes, please give details: Yes/No

Name of medicine \_\_\_\_\_

How often taken? \_\_\_\_\_

11. Please indicate any special dietary requirements due to medical, religious or moral reasons. Yes/No

\_\_\_\_\_

12. Does your child suffer from travel sickness? Yes/No

13. Does your child suffer from incontinence problems? Yes/No

14. Can your child swim? Yes/No How far? \_\_\_\_\_

15. Are there any activities in which your child may not participate? Please give reasons:

\_\_\_\_\_

16. Is there any other information which school should be aware of, e.g. suffers from vertigo, claustrophobia or is frightened of the dark, etc?

\_\_\_\_\_

Signed \_\_\_\_\_ Parent/Guardian Date \_\_\_\_\_

Form 5

Pre-Visit Notification to Local Authority – Overnight Stay

This form should be photocopied and used to notify the Local Authority of journeys/visits involving any overnight stay at least fifteen days before the date of departure.

NB Schools are asked to note that completion of this form does not imply Local Authority approval of the visit. The information required is for the use by the Strategic Director of the Children's Services Directorate or his representative in the case of emergency (see Section 5 and Appendix J). Schools may wish to consult the National Governing Bodies (see Section 13) or seek advice from the Local Authority before commencing the visit.

Name of School/Group: \_\_\_\_\_

Purpose of the visit: \_\_\_\_\_

Destination/Address of overnight accommodation and Telephone Number at the above (Essential) \_\_\_\_\_  
\_\_\_\_\_

Mobile Contact Number of Group Leader (Essential) \_\_\_\_\_

Dates: From: \_\_\_\_\_ To: \_\_\_\_\_

Number of Students Involved Male \_\_\_\_\_ Female \_\_\_\_\_ Age Range \_\_\_\_\_

Are there any children with disabilities? Yes/No

If yes what are the disabilities? \_\_\_\_\_

Name of Party Leader \_\_\_\_\_

Accompanying Teachers (Must be named) Male \_\_\_\_\_

Female \_\_\_\_\_

Accompanying Adults (Non-teachers) (Must be named) Male \_\_\_\_\_

Female \_\_\_\_\_

Have the above accompanying adults been CRB checked Yes/No

If no, have arrangements been made to ensure that these adults are not left alone with the children Yes/No

**Guidance on appropriate staffing ratios for various activities is given on page 50 of the Local Authority guidance and also on page 13 of the Dcsf (now Dcsf) Health and Safety of Pupils on Educational Visits 1998**

**Adults other than teachers: Guidance on vetting the suitability of parents/volunteer is found in section 9 of the Local Authority guidance and also on pages 13/14 of Health and Safety of Pupils on Educational Visits 1998.**

**THIS GUIDANCE SHOULD BE CAREFULLY CONSIDERED PRIOR TO INVITING NON-TEACHERS TO ATTEND THE TRIP.**

Have you carried out a detailed 'Risk Assessment' regarding the trip Yes/No

and the activities to be undertaken (see Section 4 of Risk Assessment)

Please attach a copy of your risk assessment  
Attached

Yes/No

Have you adequate insurance to cover all staff, pupils and helpers on the trip and for specific activities they may undertake, e.g. Skiing, Water Sports, Outdoor and Adventurous Activities, etc?

Yes/No

If using a provider of outdoor and adventurous activities do they hold a licence under the Activities Licensing Scheme? (Young Person's Safety Act 1995) (See appendix F and Section 4.4)

Yes/No/NA

If travelling abroad, have you accessed the contact details of the nearest British Consulate (See Appendix 15j)

Yes/No/NA

Please give the name, address and telephone numbers of two emergency school contacts (both should be senior members of staff)

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Please enclose a copy of your risk assessment with this form

Signed: \_\_\_\_\_ Party Leader

Signed: \_\_\_\_\_ Headteacher

This form should be completed and forwarded to Governor and Advisory Support, Children's Services Directorate, New Town House, Buttermarket Street, Warrington, WA1 2NJ, at least 14 days before the date of departure.

In the case of foreign visits and visits with activities of a hazardous nature, then the Local Authority needs information well in excess of 15 days as approvals must be given before a visit takes place.

Form 6

Accident/Incident Report Form

<b>School:</b>	_____
<b>Name of staff:</b>	_____
<b>Date of incident:</b>	_____
<b>Place:</b>	_____
<b>Incident facts:</b>	_____ _____ _____ _____
<b>Action decided upon, taken and by whom:</b>	_____ _____ _____ _____ _____

Signed: \_\_\_\_\_

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

Designation: \_\_\_\_\_

Please note all accidents/ incidents must be reported on return to WBC Health and Safety Team on form HSA1 or HSA2. These forms can be accessed via the link below:

[http://w2kwebint/corpdocintranet/corporate\\_procedures/docs/HSA1.doc](http://w2kwebint/corpdocintranet/corporate_procedures/docs/HSA1.doc)

[http://w2kwebint/corpdocintranet/corporate\\_procedures/docs/HSA2.doc](http://w2kwebint/corpdocintranet/corporate_procedures/docs/HSA2.doc)



WARRINGTON BOROUGH COUNCIL  
DUKE OF EDINBURGH'S AWARD SCHEME

**NOTIFICATION OF EXPEDITION  
(ALL EXPEDITIONS WHETHER PRACTICE OR ASSESSMENT)**

**THIS FORM MUST BE SENT TO THE BOROUGH CO-ORDINATOR FOR THE AWARD SCHEME FOUR WEEKS IN ADVANCE OF THE EXPEDITION**

**A FORM MUST BE COMPLETED FOR EACH AWARD GROUP  
(WHICH WILL CONSIST OF 4-7 YOUNG PEOPLE)**

1. Name of Unit.....

2. Nature of Expedition  
(a) Practice (b) Assessment

3. State which Award Level:  
(a) Bronze (b) Silver (c) Gold

4. Expedition:  
Date.....Duration.....

Area/location/terrain.....O.S. Map No.....

Purpose of Journey.....

Route (map ref) with escape routes to be used if necessary.....

NOTE – Attach tracing or photocopy of route and route plan  
Type of Expedition: Foot/canoeing/cycling/horseback/Other Adventurous Project

5. Copy of **Risk Assessments** (use separate sheet)

6. Names and addresses and telephone numbers of participants (with ages); asterix those for assessment (use separate sheet)

7. Are leaders satisfied that all participants have suitable clothing and footwear for the terrain to be covered?  
(a) Yes (b) No

8. Does each young person have an identity card as supplied with Entrance Pack fully completed with telephone numbers?  
(a) Yes (b) No

9. Are all participants for assessment fully trained, with the necessary practice expeditions completed?

(a) Yes

(b) No

10. IN THE CASE OF GOLD AWARD EXPEDITION IN 'WILD COUNTRY' HAVE YOU NOTIFIED/CONSULTED THE APPROPRIATE ASSESSMENT PANEL?  
6 WEEKS BEFORE THE VENTURE IN ASSESSMENT  
4 WEEKS FOR NOTIFICATION

(a) Yes

(b) No

11. Name, address and contact telephone number of instructor/supervisor

.....  
.....

Qualification/relevant experience (courses attended, experience of leading parties etc)

.....  
.....

Has instructor/supervisor previous knowledge of route? (Give date and time of year)

.....  
.....

12. Name and address of adult accredited assessor A MUST FOR 'WILD COUNTRY AREAS'

.....  
.....

13. Name and address of supervisor in locality/base whilst expedition is underway

.....  
.....

Telephone number.....

14. Name and address of Home Contact Person (24 hour) whilst expedition is underway

.....  
.....

Telephone number.....

15. Signature of Instructor/Supervisor.....

Signature of Headteacher/Youth Leader/Unit Leader.....

**PLEASE NOTE ALL EXPEDITIONS ARE SUBJECT TO INSPECTION WITHOUT NOTICE FROM THE OPERATING AUTHORITY**

## APPENDIX C - USEFUL INFORMATION/NATIONAL GOVERNING BODIES

### The Duke of Edinburgh's Award Scheme, Churchgate House

If the contact details of a specific sport/activity is not included here, please contact Sport England Information Unit on 020 7273 1500, or Sport England North West, Astley House, Quay Street, Manchester, M3 4AE. Telephone: 0161 834 0338

	<b>Northern Federation of Anglers – North West</b>	<b>Mr David Crookall</b> <b>12 Wincombe Street</b> <b>Rusholme</b> <b>Manchester M14 7PJ</b>  <b>Tel: 0161 225 9768</b>
	<b>Northern Anglers Association</b>	<b>Mr A G Brown</b> <b>10 Dale Road</b> <b>Golborne</b> <b>Warrington WA3 3PN</b>  <b>Tel: 01942 726917</b>

	<b>Grand National Archery Society</b>	<b>Lillyshaw National Sports Centre</b> <b>Near Newport</b> <b>Shropshire TF10 9AT</b>  <b>Tel: 01925 677888</b>
	<b>Lancashire Archery Association</b>	<b>Mr R Stretton</b> <b>46 Dorsett Avenue</b> <b>High Crompton</b> <b>Shaw, Oldham LO2 7DS</b>  <b>Tel: 01706 881984</b>
	<b>Lancashire Archery Coaching Group</b>	<b>Mrs D Clarke</b> <b>27 Valley View</b> <b>Walton-le-Dale</b> <b>Preston, PR5 4LU</b>  <b>Tel: Email: <a href="mailto:di@blazon.screaming.net">di@blazon.screaming.net</a></b>

	<b>North West Balloon and Airship Club</b>	<b>Caroline Jones</b> <b>16 Beech Avenue</b> <b>Kirkham</b> <b>Preston</b> <b>Lancs, PR4 2UE</b>  <b>Tel: 01772 681101</b>
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<p style="text-align: center;"><b>BOWLS</b></p> <p style="text-align: center;"><b>NEFRG NZWORC</b></p>	<p><b>Bowls – Crown Green</b></p>	<p><b>Mr Crowther</b>  <b>84 Fisher’s Lane</b>  <b>Pensby, CH61 8SB</b></p> <p><b>Tel: 0151 648 5750</b></p>
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<p style="text-align: center;"><b>UZOZAC</b></p>	<p><b>British Canoe Union</b></p>	<p><b>Adbolton Lane</b>  <b>West Bridgeford</b>  <b>Nottingham, NG2 5AS</b></p> <p><b>Tel: 0115 982 1100</b></p>
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<p style="text-align: center;"><b>UZOZAC</b></p>	<p><b>British Cycling Federation</b></p>	<p><b>National Cycling Centre</b>  <b>Stuart Street</b>  <b>Manchester, M11 4DQ</b></p> <p><b>Tel: 0161 230 2301</b></p>
	<p><b>Cycling Project for the North West</b></p>	<p><b>Hermaine Briffa</b>  <b>Agecroft Enterprise Park</b>  <b>Agecroft Road</b>  <b>Pendlebury</b>  <b>Manchester, M27 8WA</b></p> <p><b>Tel: 0161 9099</b></p>
	<p><b>Cycles Touring Club – Manchester</b></p>	<p><b>Cycling Touring Club</b>  <b>Cotterell House</b>  <b>69 Meadrow</b>  <b>Godalming</b>  <b>Surrey, GU7 3HS</b></p> <p><b>Tel: 01483 417217</b></p>

<p style="text-align: center;"><b>GZHCZHF</b></p>	<p><b>British Fencing Association – North West Region</b></p>	<p><b>Mrs Linda Kent 205 Abbey Hills Road Oldham, OL4 1RF</b></p> <p><b>Tel: 0161 678 8203</b></p>
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<p style="text-align: center;"><b>GZHKHF</b></p>	<p><b>British Microlight Aircraft</b></p>	<p><b>The Bullring Deddington Banbury Oxford, OX15 0TT</b></p> <p><b>Tel: 01869 338888</b></p>
	<p><b>Popular Flying Association - North West Strut</b></p>	<p><b>Publicity Officer Mr D Dunn Brookdale Cottage Croppers Lane Bickerstaffe</b></p> <p><b>Tel: 01695 422550</b></p>

<p style="text-align: center;"><b>GZHDFG</b></p>	<p><b>British Gliding Association</b></p>	<p><b>Kimberley House 47 Vaughan Way Leicester LE1 4SE</b></p> <p><b>Tel: 0116 253 1051</b></p>
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<p style="text-align: center;"><b>H GZNDHG</b></p>	<p><b>British Hang Gliding and Paragliding Association</b></p>	<p><b>Mrs Burdett The Old Schoolroom Loughborough Road Leicester, LE4 5PJ</b></p> <p><b>Tel: 01533 611322</b></p>
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<p><b>H O V E R  C R A F T I N G</b></p>	<p>North West Branch of Hovercrafting Club of Great Britain</p>	<p>Rev W G Spedding 26 Milverton Close Lostock Bolton BL6 4RR  Tel: 01204 841248</p>
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<p><b>M O T O R C Y C L E  S P O R T S</b></p>	<p>Trial Riders Fellowship – Lancashire</p>	<p>Mr K Westly 6 Briars Lane Lathom Ormskirk, L40 5TG  Tel: 01704 893215  MUST BE OVER 16 AND ROAD LEGAL</p>
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<p><b>M O N T A I N I N G  G Z I R I N G</b></p>	<p>See Climbing</p>	
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**OR  
FEDERATION**

**British Orienteering Federation**

**National Office  
"Riversdale"  
Dale North Road  
Darley Dale  
Matlock**

**Tel: 01629 734042**

**P  
ARACHUTING**

**British Parachuting Association**

**Mike Carruthers  
Bank House Cottage  
Kirkby-in-Furness  
Cumbria, LA17 7TR**

**Tel: 01229 889516**

**R  
AMBLERS**

**Ramblers Association –  
Manchester Area**

**Mrs M Gregory  
5 Brindley Street  
Walkden, M28 5DG**

**Tel: 0161 790 6179**

**GZHR**

**British Horse Society – North West**

**Mr Dickon Carus  
12 Stamford Drive  
Whittle-le-Woods  
Chorley  
Lancs, PR6 7HP**

**Tel: 01257 263125**

**GZWR**

**North West Rowing Council**

**Ms Di Binley  
8 De fords Ave  
Broughton  
Chester, CH3 5UP**

**Tel/Fax: 01244 343008**

**Coaching and Development Office  
North West**

**Tim Donovan  
46 Princes Gardens  
Highfield Street  
Liverpool, L3 6LQ**

**Tel: 0151 227 1867**

**GZHS**

**Royal Yachting Association**

**RYA House  
Romsey Road  
Eastleigh  
Hants, SO50 9YA**

**Tel: 0238 0627400**

**Royal Yachting Association  
- North West**

**Mr W Rhodes  
114 Long Meadow Road  
Knowsley  
Prescot, L34 0HT**

**Tel: 0151 546 5826**

**GZWS**

**English Ski Council**

**English Ski Council  
Area Library Building  
Queensway Mall  
The Cornbow  
Halesowen, B63 4AJ**

**Tel: 0121 501 2314**

**SUB  
AQUA**

**British Sub Aqua Club**

**Mrs Mary Tetley  
Telford's Quay  
South Pier Road  
Ellesmere Port  
South Wirral  
Cheshire, CH65 4FL**

**Tel: 0151 350 6200**

**TRIATHLON**

**British Triathlon Association  
- North West**

**Mark Tweedy  
Sports Development Officer  
Warrington Water Sports Centre  
Warrington Quays  
Warrington, M5 2SQ**

**Tel: 0161 873 7538**

**WATER  
SKIING**

**British Water Ski Federation**

**39 City Road  
London, EC1V 2QA**

**Tel: 020 7833 2855**

**WINDSURFING**

**Royal Yachting Association**

**Jon White  
Royal Yachting Association  
RYA House  
Romsey Road  
Eastleigh, SO50 9YA**

**Tel: 023 8062 7496**

## APPENDIX D - ADVENTUROUS ACTIVITIES LICENSING SCHEME REGULATIONS

- **When planning to use adventure activity facilities offered by a commercial company or another Local Authority the group leader must check:**
- **whether the provider is legally required to hold a licence for the activities it offers; and**
- **that the provider actually holds a licence.**
- **Over 900 providers currently hold licences. The relevant legislation is the Activity Centres (Young Person's Safety) Act 1995 and the associated Adventure Activities Licensing Regulations 1996. A licensed provider does not necessarily have to hold a licence for all its activities. Other activities offered may be accredited under non-statutory schemes. The provider can give information on what activities are licensed. A licence is one of the main Risk Assessment control measures you should use.**
- **It is illegal for a provider of licensable status to offer a licensable activity without a valid licence. Teachers should check on the licence status of the provider. The address of the Adventure Activities Licensing Authority is 17 Lambourne Crescent, Llanishen, Cardiff, CF4 5GG. Their Internet site is <http://www.aala.org>.**
- **A licensed provider does not necessarily have to hold a licence for all its activities. Many of the activities that pupils take part in will be covered by health and safety legislation alone. However the following activities (where undertaken by young people under 18 years of age and unaccompanied by a parent), need a licence:**

**Caving: the exploration of underground passages, disused mines, or natural caves which requires the use of special equipment or expertise;**

**Climbing: climbing, sea-level traversing, abseiling or scrambling over natural terrain or certain man-made structures which requires the use of special rock climbing or ice climbing equipment or expertise;**

**Trekking: going on foot, horse, pony, pedal cycle, skis, skates or sledges over moorland, or on ground over 600 metres above sea level when it would take 30 minutes to reach an accessible road or refuge. Off piste skiing also requires a licence;**

**Watersports: this comprises sailing, canoeing, kayaking, rafting and windsurfing, on the sea, tidal waters, inland waters at a location where any part of those waters is more than 50 metres from the nearest land, and turbulent inland waters. Rowing is exempt.**

- **Not all providers are required to hold a licence. Voluntary bodies are schools providing their own members and pupils are exempt, but a Risk Assessment is required.**
- **Teachers who use providers for adventurous activities should request sight of, and assess the details of, the provider's Risk Assessment for those activities. For teachers who are leading the activity, the Warrington Risk Assessment pro formas (See Section 4) should be used. This requires information about the activity, protective clothing, supervision, emergency procedures, hazards and control measures (listed on the reverse side).**

- **Knowledge of the adventurous activity should help teachers to identify hazards and control measures. It is essential to recognise that people can be killed participating in a wide range of activities, e.g. falling from height in rock climbing, drowning in waterborne activities, roof collapse in caving, being thrown from horse in trekking, crashing from height in airborne activities, etc, so hazards must be identified and control measures put in place. The control measures will identify how a death can be prevented. The checklist highlights information regarding training and competence, physical protection, supervision and monitoring which help control hazards and reduce potential risks.**
- **A Risk Assessment identifies “what further action is necessary” to reduce risks. If the teacher feels that further action or information is required, then the adventurous activity must not take place until this is provided.**

## APPENDIX E - USING A TOUR OPERATOR/LEGAL REQUIREMENTS OF THE SALE OF AIR TRAVEL

*From DfEE Health and Safety of Pupils on Educational Visits 1998 (page 36)*

**Before using a tour operator, group leaders should ensure it is reputable. Ascertaining this should form part of the risk assessment. The Civil Aviation Authority licenses travel organisers and tour operators selling air seats or packages with an air transport element (Air Travel Organisers' Licence or ATOL). The licence is a legal requirement and provides security against a licence holder going out of business.**

**A Travel Agent does not need to be an ATOL holder if acting only as an agent of an ATOL holder. But the group leader must check whether or not the whole package being supplied is covered by ATOL. If it is not, the organiser must show evidence of other forms of security to provide for a refund of advance payments and the costs of repatriation in the event of insolvency.**

**There are seven bonding bodies approved by the Department for Trade and Industry. Party leaders should check with them if their tour operator is reputable.**

- **Association of British Travel Agents (ABTA)**
- **Federation of Tour Operators Trust (FTOT)**
- **Association of Independent Tour Operators Trust (AITOT)**
- **Passenger Shipping Association (PSA)**
- **The Confederation of Passenger Transport (CPT)**
- **Yacht Charter Association (YCA)**
- **The Association of Bonded Travel Organisers Trust (ABTOT)**

Sources of further advice for school travel abroad

- **The Department of Trade and Industry – for the regulations governing operators: 1 Victoria Street, London, SW1H 0ET. Telephone: 0207 215 5000.**
- **The Schools' and Group Travel Association (SAGTA) is an independent association with a members' code of good conduct and safety rules. All its members are in ABTA, Katepwa House, Ashfield Park Avenue, Ross-on-Wye, HR9 5AX. Telephone: 01989 567960.**
- **Alternatively there are voluntary bodies established to promote school journeys, such as the School Journey Association: 48 Cavendish Road, London, SW12 0DG. Telephone: 0208 675 6636.**
- **Headteachers or group leaders who decide to arrange travel independently may also seek the advice and help of the Foreign and Commonwealth Office's (FOC) Travel Advice Unit. The Unit's purpose is to help intending travellers to avoid trouble abroad. It can provide information on threats to personal safety arising from political unrest, lawlessness, violence, etc. Consular Division, 1 Palace Street, London, SWE1 5HE. Telephone: 0207 238 4503/4504.**

A further list of advice for schools travelling abroad can be found in DfEE Health and Safety of Pupils on Educational Visits (1998).

## **APPENDIX F - ACCOMMODATION STANDARDS FOR PERMANENT RESIDENTIAL CENTRES**

**It is recognised that not all establishments will provide residential accommodation and that on many occasions activities will include overnight stays in outdoor areas, mountain huts, bunk houses, under canvas, bivouacs, etc. However, where permanent accommodation is provided at a centre, or where providers use other Organisations/establishments on a sub-contract basis to provide residential accommodation, it should meet the following guidelines and be checked out whenever possible prior to the visit.**

- **There should be adequate provision for the storage of clothes, rucksacks and other outdoor equipment.**
- **There should be one washbasin (with hot and cold water and mirror) for every ten participants in close proximity to sleeping areas.**
- **Centres must be adequately heated.**
- **Sleeping areas should have at least one external window providing adequate ventilation.**
- **All bedroom and bathroom windows should have opaque blinds or curtains or equivalent.**
- **Sleeping areas must be adequately lit.**
- **The centre must make provision for luggage storage.**
- **A separate room should be available for the storage of special clothing and equipment. Provision must also be made for the drying of clothes.**
- **There should be adequate provision/arrangements for safekeeping of valuables.**
- **There should be adequate provision/arrangements for sick/infirm participants.**
- **There should be one bath or shower (with hot and cold water) for every 15 people and one WC for every 10 people in close proximity to sleeping areas.**
- **There must be at least 75cm between bed or set of bunks and adequate circulation space to allow for easy access to all facilities in the room.**

**NB Residential Centres are inspected by the Borough Council in which they are situated. If in doubt check with the local council if the centre has passed this annual inspection.**

**Whilst the list below is not intended to be exhaustive, Centres/providers will be expected to demonstrate compliance with the following areas of legislation, where appropriate:**

- **Fire Certification**
- **Food Safety/Hygiene**
- **Health and Safety**
- **The Children Act**
- **Road Transport**

## APPENDIX G - JOINT/SHARED ACCOMMODATION

**If you are considering using a facility which results in joint or shared accommodation within a centre or which has public access, e.g. a hotel or youth hostel you must be able to ensure the safety of the pupils in your charge. Areas to consider include:**

- **Do all rooms/dormitories lock?/Who holds the keys?**
- **Do pupils have to leave the rooms to access the toilet/bathroom?**
- **How close are the rooms of group leaders to all pupils' rooms/dormitories?**
- **What instructions have pupils been given if they have to leave their room during the night?**
- **Have all adults been Police checked?**
- **Are all rooms used solely by the school party?**

**This should have been covered as part of your risk assessment when planning the visit.**

If the organiser cannot assure the safety of all pupils then the venue/accommodation should be changed.

## **APPENDIX H - CONTINGENCY ARRANGEMENTS AND EMERGENCY PROCEDURES**

**An essential feature in the planning and preparation of any educational activity involving overnight stay is to plan procedures, lines of communication and contacts in case of an accident or emergency. The Headteacher must ensure that prior to any visit taking place a contact person and at least one deputy contact person is designated, both should be senior members of the establishment concerned. It is essential that staff are fully aware of emergency procedures put in place beforehand which are geared to a rapid and effective response.**

**During the period of the visit, the party leader should be able to access contact person(s) by telephone (day and night) who should have available the following information:**

- **names, addresses and telephone numbers of all participants' next of kin;**
- **the work place and home telephone number of the Chair of Governors, Headteacher, and Deputy Headteacher of the school.**
- **Details of the group's itinerary and telephone numbers at which the group leader may be contacted.**
- **The name, address and telephone number of any travel agent involved in the arrangements of the visit.**
- **The 24 hour emergency telephone numbers provided by the Local Authority enabling contact with the Strategic Director of the Children's Services Directorate are as follows; during office hours telephone 01925 442977; outside office hours-telephone 01925 444400.**

**The role of this contact person is to ensure that if a member of the group becomes ill or is injured their next of kin can be informed as soon as possible.**

**At the conclusion of the visit the group leader should inform the contact person that they have returned.**

**The names, work places and home telephone numbers of the contact persons should be notified to the Strategic Director of the Children's Services Directorate as information to be included on Form 5 – Pre-Visit Notification to Local Authority - overnight stay.**

**For school visits abroad, the group leader should obtain from the Consular Section of the Foreign Office, London (Tel 0207 270 1500), the address and telephone number of the British Consul in the relevant locality. In an emergency, the group leader can then make rapid contact with the British Consul and thus be assured of help from an English-speaking person with knowledge of local services and regulations and access to emergency funds.**

### **Action in an Emergency**

**In the event of an emergency arising whilst a group is on an overnight stay or abroad, it is recommended that the advice contained in this section be followed.**

**A. ACTION TO BE TAKEN BY THE PARTY LEADER (or by another member of staff on behalf of the party leader)**

- **Assess the situation**
- **Protect the party from further injury or danger**
- **Render first aid**
- **Call Rescue Services (999) and/or Police. (The Police have a responsibility for investigating all serious accidents or fatalities whether on the highway or in the hills. If in the United Kingdom, the Police will endeavour to withhold the identities of casualties until parents have been informed. This is not always possible abroad and it may be that parents will first learn of the event through the news media.)**
- **Phone the home based contact person and state the nature of the emergency, your name, address/location and telephone number followed by:**
  - **the location of the incident;**
  - **the nature of the incident;**
  - **the names of the individuals concerned;**
  - **the condition of those involved and where they are located.**
- **If staff and children are in a state of shock, remove the remainder of the party to secure accommodation and place them under the care of a member of staff able to protect them from the attention of the press/media**
- **Do not make any statements to press/media or allow anyone else to make statements. In any initial comment it will be important to demonstrate human concern for what has happened but under no circumstances should blame be ascribed**
- **Refer all press/media to the Local Authority (Tel No 01925 442140)**
- **The party leader should prepare a written report for the responsible authority of the accident or emergency at the earliest opportunity and while events are readily recalled. Note the names, addresses and telephone numbers of any independent witnesses. The Health and Safety at Work Act has implications regarding the reporting of accidents. The party leader should be familiar with the current regulations**

**B. ACTION TO BE TAKEN BY THE CONTACT PERSON**

**The contact person shall:**

- **Immediately notify the next of kin of the participant(s) concerned, the Headteacher, or Deputy Headteacher and the Chairman of Governors.**
- **Inform the Strategic Director of the Children's Services Directorate (during office hours on 01925 442977, outside office hours on 01925 444400) with the name of the school party, the location of the incident, the names of the individuals involved, their condition and their current location.**
- **Make arrangements for all parents to be contacted regarding the safety of their particular child(ren). Any further information will be issued through the Local Authority office dealing with the incident.**

**C. ACTION TO BE TAKEN BY THE LOCAL AUTHORITY**

- **The recipient of the emergency call from the party's home contact person will ensure all relevant information (as described in B.2 above) has been received.**
- **The Strategic Director of the Children's Services Directorate (or his/her representative) will be immediately informed.**
- **The Strategic Director of the Children's Services Directorate will appoint a designated senior officer to co-ordinate the response to the emergency. He/she will:**
  - **Contact the Press Officer to secure support in dealing with the media**
  - **Establish contact with the Headteacher**
  - **Establish an operations' centre within the Children's Services Directorate**
  - **Establish contact with the group's leader to channel advice and support**
  - **Contact the Police to determine relative roles and channels of communication**
  - **Ensure swift and sensitive communication with parents**
  - **Arrange early press statement in brief and general terms**
  - **Alert Chief Executive, Portfolio Holder of the Children's Services Directorate and appropriate Members.**
- **The Strategic Director of the Children's Services Directorate may wish to contact the Authority's Health and Safety Adviser and Solicitor as soon as possible.**
- **The emergency arrangements outlined above should secure prompt assistance if adhered to.**
- **See above for 24 hour emergency numbers:** It is stressed that these emergency numbers must not be used for any other purpose than those described in this section.

## **APPENDIX I - 'UNACCOMPANIED' GROUP ACTIVITIES/EXPEDITIONS (LAND BASED AND IN OPEN COUNTRY)**

**Unaccompanied expedition groups in open country must be prepared thoroughly to enable them to maximise the outdoor opportunities available to them. It is a logical development of a progressive programme of outdoor education.**

**Preparations must be made as a group under the direct supervision of an agreed qualified/experienced adult practitioner.**

**Before the expedition takes place, there must be clear evidence that the following criteria have been dealt with by the group to the satisfaction of the supervisor.**

- **Negotiated aims and objectives;**
- **Negotiated site of venue;**
- **Negotiated time of year.**

**The individual group members must be trained and assessed prior to the expedition (by the leader or documented person) on their individual knowledge or abilities in the following areas:**

- **Navigation;**
- **Route planning and escape routes;**
- **Appropriate equipment;**
- **Campcraft skills;**
- **First Aid;**
- **Safety equipment (and its uses);**
- **Safety procedures;**
- **Weather;**
- **Recording;**
- **Country Code.**

**The area in which knowledge is assessed must be linked with the activity requirements. In training and assessing the above criteria, the group must demonstrate teamwork and leadership qualities with group safety at all times a priority. If any individual fails to fulfil any requirement of the assessment, then that individual's membership of that team should be reviewed.**

**During the expedition there must be checks on the welfare and behaviour of participants. The frequency will be determined by the capabilities of the group and the nature of the expedition.**

**Reference should be made to the Duke of Edinburgh Award Scheme through the handbook "*Duke of Edinburgh's Award Handbook and Expedition Guide*", or by contacting the Duke of Edinburgh's Awards Scheme direct.**

## APPENDIX J - ACTIVITIES ABROAD/FOREIGN LAWS AND CUSTOMS

**Visits abroad will usually need to be planned at least one year in advance.**

**The trip may be:**

- **A reciprocal exchange with children staying in private homes;**
- **A self-organised trip staying at one centre, e.g. Youth Hostel;**
- **A package tour organised by a company specialising in such trips;**
- **A tour with a specific purpose, e.g. Concert Tour, Sport Tour, etc, with children staying either with families or together (See Section 4.9).**

**As with all trips, thorough preparation is essential for visits abroad.**

**Passports – If travelling on a collective passport, check nationality and place of birth of all group members and parents, as some may need individual passports.**

**Numbers for a collective passport are normally a minimum of 5 and a maximum of 50 but do check as regulations change and differ between countries, e.g., a minimum of 10. The leader and deputy leader of the party must be over 21 and have a valid “British” Passport. (It is recommended to have a copy of the collective passport available.)**

**Visas – may be required in some countries and must be applied for in good time.**

**Insurance/Health Cover (See Section 7)**

**Do not leave the United Kingdom without evidence of your insurance cover and carry the emergency medical cover card provided by the insurers at all times. If visiting an EC country, each person should complete and take a Medical Form E111 obtainable from Post Offices.**

**Check if any inoculations are required for the countries to be visited and passed through.**

**Rabies occurs in most parts of the world. If bitten or scratched by cat, dog, fox or farm beast, wash the wound at once with soap and water or detergent and water – at the very least flush the wound with clean water. If possible apply alcohol to the wound.**

**Report the incident to the nearest police station. Go without delay to the nearest doctor or hospital and report to your family doctor on your return.**

**The Political Climate**

**Party leaders must make an assessment of the political climate of the countries to be visited or passed through. Information as to the suitability of countries for school travel and the current political situation can be obtained by contacting the Foreign Office, on telephone 020 7270 1500.**

**Foreign Laws**

**Laws and customs vary between countries. Party leaders should make all party members aware of laws and customs specific to the country which may impact on the conduct/behaviour of the group. This can be checked by contacting the Foreign Office on telephone 020 7270 1500.**

## Prosecution under foreign law

**School trips, visits and activities, undertaken within the United Kingdom, fall within the requirements of the Health and Safety at Work etc Act 1974 and other associated health and safety regulations. Enforcement of these laws by the United Kingdom courts are applied in practice to United Kingdom residents and visitors alike and form part of this country's criminal legislation. Hence, it is often a criminal offence to breach these laws, punishable by fines and/or imprisonment.**

**Similarly any school activity which entails foreign travel, or participation in an organised event abroad, will also attract the requirements of that country's own safety legislation.**

**Whilst there is some overlap and common agreement in place between EEC countries, under common market legislation and within the remit of the Court of Human Rights in the Hague, for many foreign countries our rules and regulations do not apply.**

**It is therefore essential when planning a foreign trip to make substantial additional enquiries concerning the visited countries' health and safety laws and arrangements. For example, some countries may have more strict requirements for supervision ratios of staff for pupils or different rules for driving. It should be remembered that it is not possible to ensure against a person's criminal liabilities in any country.**

## Foreign Insurance Requirements

**Some foreign event organisers may offer group insurance, and may require dispensation forms to be signed. In addition, some insurance policies, for say £1,000,000 worth of cover, may be high for example in the USA, South America and Middle Eastern countries. An incident which requires treatment and care for neurological symptoms can soon expend vast sums of money when abroad.**

**Full consultation with the Council's Safety Officers, Insurance Officer, Insurers and Legal Section is advised if organisers are in any doubt about the application of legislation in any country to be visited. (See Section 7)**

## Items for the Journey

**The necessity for the party leader to comply with the checklist "Items on the Journey" (Section 12) cannot be overemphasised. Each member of the supervisory team (particularly the assistant leader) should have:**

- **A copy of the collective passport and visas (if applicable);**
- **A copy of the full list of the party (including adults and those who may not appear on a collective passport) with their details;**
- **A copy of a photograph of each group member (particularly useful when trying to track down a "lost" child);**
- **A copy of the detailed itinerary and the telephone numbers of admin contacts in the country to be visited;**
- **A copy of the emergency medical insurance cover card provided by the insurers.**

## Organising a venture abroad

**It is suggested that leaders discuss ideas/arrangements with someone who has already successfully completed a similar experience in order to enhance their knowledge and skills. Detailed reference should be made to Section 4.10: Visits Abroad.**

## APPENDIX K – SOME ACTIVITY SPECIFIC RISK ASSESSMENTS

ACTIVITY	<p>1. GENERIC RISK ASSESSMENTS FOR ALL OUTDOOR ACTIVITIES</p> <p>This must be read in conjunction with the activity risk assessments that follow.</p>
HAZARDS	<ul style="list-style-type: none"> <li>• Road traffic accidents</li> <li>• Falls from height</li> <li>• Objects falling from height</li> <li>• Cold related conditions and injuries</li> <li>• Heat related conditions</li> <li>• Getting lost</li> <li>• Abuse</li> <li>• ‘Unplanned’ entry into water, drowning</li> <li>• Burns</li> <li>• Substance abuse, alcohol, drugs</li> </ul>
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• Current First Aid</li> <li>• Approved minibus driver</li> <li>• Relevant National Governing Award or ‘Signed Off’</li> </ul>
CONTROL MEASURES	
<p><u>ANY ACTIVITY SHOULD BE PLANNED WITH THE FOLLOWING CONSIDERED</u></p> <ul style="list-style-type: none"> <li>• Time of year of activity</li> <li>• Prevailing and forecast weather conditions</li> <li>• Daylight hours available</li> <li>• Times and extent of tides if a coastal activity</li> <li>• Relevant local knowledge</li> <li>• Ability and previous experience of accompanying staff</li> <li>• Age, ability and previous experience of young people/pupils</li> <li>• Swimming ability and water confidence if activity is in, on or near water</li> <li>• Pupils with SEN, medical conditions or requiring particular attention</li> <li>• Staff to pupil ratio, defined groups and regular head counts</li> <li>• Communications between staff and back to school or base</li> <li>• Personal protective equipment available to pupils and staff, waterproofs, footwear, etc</li> <li>• It is good practice to involve young people/pupils both in the risk assessment process and in the safety precautions to be followed</li> </ul>	
NOTES	
<ul style="list-style-type: none"> <li>• Accidents to young people, including several fatalities, highlight the need for great care in or near water. Particularly hazardous (and not allowed) is the unplanned entry into water by, for instance, a walking group on a hot day</li> <li>• Each excursion must be risk assessed on an individual basis – no reliance on last year’s details. Recent accidents have occurred to parties led by staff that have run incident free activities for many years</li> <li>• The risk assessment <u>process</u> is most important, the final assessment on paper should only be a record that reflects that process</li> </ul>	

ACTIVITY	<b>2. DRY SLOPE SKIING</b>
HAZARDS	<ul style="list-style-type: none"> <li>• Falls, collisions</li> <li>• Ski tow</li> <li>• Hand and thumb injuries</li> <li>• Leg injuries</li> <li>• Head injuries</li> </ul>
RATIOS	<ul style="list-style-type: none"> <li>• 1:10</li> </ul>
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• Artificial Ski Slope Instructor</li> </ul>
<b>CONTROL MEASURES</b>	
<ul style="list-style-type: none"> <li>• Before commencement of the session, pupils must be reminded of the safety precautions to be followed</li> <li>• Pupils should warm up before skiing</li> <li>• The use of mittens or gloves and long sleeved clothing to cover arms is essential</li> <li>• Standard operating procedures of the English Ski Council or Snowsport Wales apply</li> </ul>	
<b>NOTES</b>	
<ul style="list-style-type: none"> <li>• Pupils may overestimate their skiing ability and thus should not head straight for the top of the slope at the start of the session</li> </ul>	

ACTIVITY	<b>3. PISTE SKIING</b>
HAZARDS	<ul style="list-style-type: none"> <li>• Falls, collisions</li> <li>• Cold-related injuries</li> <li>• Avalanches</li> <li>• Getting lost</li> <li>• Snow blindness</li> <li>• Sun burn</li> <li>• Effects of altitude</li> <li>• Inappropriate contact with strangers</li> </ul>
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• Ski Course Organiser (SCO1): Minimum for at least one of the party leaders</li> <li>• Alpine Ski Course Leader: recommended for party leader</li> <li>• BASI 3 (Min) or Instructor approved by the local ski school at the resort for teaching skiing</li> </ul>
<b>CONTROL MEASURES</b>	
<ul style="list-style-type: none"> <li>• Before commencement of the session, it is recommended that pupils should ‘warm up’</li> <li>• Before commencement of the session, pupils must be reminded of the safety precautions to be followed</li> <li>• The use of mittens or gloves, long sleeved protection and eye protection is essential</li> <li>• Pupils must not be allowed to ski unsupervised</li> <li>• Only qualified ski technicians may adjust bindings</li> <li>• Pupils should be made familiar with the ‘Skiway Code’</li> </ul>	
<b>NOTES</b>	
<ul style="list-style-type: none"> <li>• At least one of the party leaders must hold the SCO Award Part 1 and have 5 years of experience. Visit leaders are strongly advised to hold the Alpine Ski Leader’s Award (formerly the SCO II). Ski Tour companies may offer attendance on these courses in place of inspection visits. SCO II holders can upgrade to ASLA, details from the English Ski Council on 0121 501 2314.</li> <li>• Visit leaders are advised to opt for full instructional provision of 4 or 5 hours per day.</li> <li>• The use of helmets with novice skiers is increasing annually. It is seen as good practice that helmets be worn.</li> <li>• Accidents on skiing visits often happen outside of skiing activities. Tobogganing, sledging, ‘poly bagging’ and ice skating all have their own associated safety issues which should be carefully considered before inclusion in a programme.</li> <li>• Serious accidents and fatalities have occurred as a result of misuse of hotel balconies. Balconies also present possible unauthorised entry and exit points for pupils and/or unwelcome visitors.</li> </ul>	

## STAFF SUPERVISED SKI SESSIONS

The following guidelines must be applied:

- Most staff-supervised sessions will usually take place following formal instructional sessions, normally towards the end of a skiing day. It is essential to recognise the likelihood of fatigue and plan accordingly.
- Sessions should only be undertaken on local, easy slopes familiar both to pupils and leaders and should be of short duration.
- Where skiing is supervised from a static position, then that teacher should have sight of the whole slope and ski tow and pupils that fail to ski under control be excluded from the session.
- Under no circumstances should groups be taken off piste, on pistes unfamiliar to pupils or leaders, or on expeditions from piste to piste.
- Most staff will not be qualified to instruct and should avoid any attempt to introduce new skills.
- Teachers who wish to ski with their groups beyond the definitions above should hold the Alpine Ski Course Leader Award.

ACTIVITY	<b>4. ROCK CLIMBING AND ABSEILING</b>
HAZARDS	<ul style="list-style-type: none"> <li>• Falls, OBJECTS FALLING</li> <li>• Incorrect belay technique or use of belay device</li> <li>• Hand injuries</li> <li>• Leg injuries</li> <li>• Equipment failure</li> </ul>
RATIOS	<ul style="list-style-type: none"> <li>• 1:10 Supervising single pitch</li> <li>• 1:3 Multi pitch</li> </ul>
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• Indoor and artificial walls: SPA training and signed off by Technical Adviser</li> <li>• Single pitch climbs on non remote or non tidal cliffs: Single Pitch Award</li> <li>• Multipitch climbs: Mountain Instructor's Award</li> </ul>
<b>CONTROL MEASURES</b>	
<ul style="list-style-type: none"> <li>• Before commencement of the session, pupils must be reminded of the safety precautions to be followed.</li> <li>• Pupils should warm up before climbing.</li> <li>• Jewellery and rings must be removed, long hair tied back to avoid entrapment in belay and abseil devices</li> <li>• All participants on outdoor crags and artificial walls should wear helmets.</li> <li>• A releasable abseil rope system must be used with abseiling sessions, together with a secondary safe system for the participant.</li> <li>• Non-participants must not wait directly under the crag nor be in the 'arrival' area for abseilers.</li> <li>• Standard operating procedures of the activity apply (BMC, MLTB).</li> <li>• Appropriate protective clothing.</li> <li>• Careful supervision of belaying should take place with novices.</li> </ul>	
<b>NOTES</b>	
<ul style="list-style-type: none"> <li>• Serious accidents and fatalities have occurred as a result of accidentally clipping main climbing rope into gear loops sewn on harnesses.</li> <li>• Few, if any, belay devices can be considered foolproof. There are a number of accidents and near misses recorded with the use or misuse of gri-gris for instance.</li> <li>• This activity requires prior approval from the Local Authority even if the party leader is qualified.</li> </ul>	

ACTIVITY	<b>5. HILL WALKING, NOT WINTER CONDITIONS</b>
HAZARDS	<ul style="list-style-type: none"> <li>• Falls</li> <li>• Rock falls</li> <li>• Getting lost</li> <li>• Sudden changes in weather conditions</li> <li>• Lightning</li> <li>• Hypothermia/Hyperthermia</li> </ul>
RATIOS	<ul style="list-style-type: none"> <li>• 1:10 with another responsible adult</li> </ul>
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• Walking Group Leader for remote upland and hilly terrain</li> <li>• Summer Mountain Leader Award for mountain terrain</li> <li>• Basic Expedition Leader Award for lowland terrain</li> </ul>
<b>CONTROL MEASURES</b>	
<ul style="list-style-type: none"> <li>• Before commencement of the session, pupils must be reminded of the safety precautions to be followed</li> <li>• Careful route selection</li> <li>• Detailed weather forecast</li> <li>• Appropriate protective clothing</li> <li>• Maps, compasses and the ability to use them in poor visibility</li> </ul>	
<b>NOTES</b>	
<ul style="list-style-type: none"> <li>• Unaccompanied walks (or ‘remote supervision’ expeditions such as those undertaken by DofE groups) are seen as a separate and distinct activity. As such they will require different strategies, preparation and route choice.</li> <li>• They must carry their own emergency equipment.</li> <li>• They must have clear and concise instructions for emergency procedures and have emergency contact numbers. These in turn must be permanently manned by a person who has a clear idea of the necessary action to be taken.</li> <li>• It is good practice for each group member to have a waterproof card with contact numbers and the names of the other group members plus an emergency action plan.</li> <li>• Mobile phones are frequently out of range in the hills and although useful at times, must thus be regarded as just another layer of cover.</li> <li>• This activity requires prior approval from the Local Authority even if the leader is qualified.</li> </ul>	

ACTIVITY	<b>6. MOUNTAIN WALKING, WINTER CONDITIONS</b>
HAZARDS	<ul style="list-style-type: none"> <li>• Falls</li> <li>• Cold-related injuries</li> <li>• Avalanches</li> <li>• Getting lost</li> <li>• Sudden changes in weather conditions</li> <li>• Snow blindness</li> <li>• Benightment</li> </ul>
RATIOS	<ul style="list-style-type: none"> <li>• 1:6 with another responsible adult</li> </ul>
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• Winter Mountain Leader Award</li> </ul>
<b>CONTROL MEASURES</b>	
<ul style="list-style-type: none"> <li>• Before commencement of the session, pupils must be reminded of the safety precautions to be followed.</li> <li>• Careful route selection.</li> <li>• Detailed weather forecast, weather history and avalanche report if available.</li> <li>• Appropriate protective clothing.</li> <li>• Ice axe, crampons and the ability to use them safely and appropriately.</li> </ul>	
<b>NOTES</b>	
<ul style="list-style-type: none"> <li>• The safe use of ice axe and crampons must be taught before venturing into terrain where they may be necessary to make safe progress. Participants in ‘snow craft’ training sessions must wear helmets and the site carefully selected for a safe run out for ice axe braking practice.</li> <li>• The British climate is dangerously unpredictable. At sea level, winter conditions can be present as early as October and remain until May. Such weather conditions can occur at any time of the year on the higher ground whilst there are occasional mild periods in winter which are free from snow and ice conditions.</li> <li>• Climatic and underfoot conditions during the winter months are compounded by short daylight hours and the consequent implications for route length and group fitness.</li> <li>• ‘Winter conditions’ cannot be defined by exact dates and the term therefore includes: <ul style="list-style-type: none"> <li>i. All occasions when the route or any part of it is covered in snow or ice;</li> <li>ii. Times when the existing or the forecast weather conditions for a route include near freezing temperatures with strong winds or persistent rain or snow.</li> </ul> </li> <li>• Mobile phones are frequently out of range in the hills and although useful at times, must thus be regarded as just another layer of cover.</li> <li>• This activity requires prior approval from the Local Authority even if the leader is qualified.</li> </ul>	

ACTIVITY	<b>7. WINTER CLIMBING</b>
HAZARDS	<ul style="list-style-type: none"> <li>• Falls</li> <li>• Rock falls</li> <li>• Belay failures</li> <li>• Cold related injuries</li> <li>• Avalanches</li> <li>• Getting lost</li> <li>• Snow blindness</li> <li>• Benightment</li> </ul>
RATIOS	<ul style="list-style-type: none"> <li>• 1:3 Gully climbing grades 1-3</li> </ul>
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• Mountain Instructor Certificate</li> <li>• British Mountain Guide</li> </ul>
<b>CONTROL MEASURES</b>	
<ul style="list-style-type: none"> <li>• Before commencement of the session, pupils must be reminded of the safety precautions to be followed.</li> <li>• Careful route selection.</li> <li>• Detailed weather forecast, weather history and avalanche report if available.</li> <li>• Appropriate protective clothing.</li> <li>• Helmets for all participants.</li> <li>• Ice axe, crampons and the ability to use them safely and appropriately.</li> </ul>	
<b>NOTES</b>	
<ul style="list-style-type: none"> <li>• Mobile phones are frequently out of range in the hills and although useful at times, must thus be regarded as just another layer of cover.</li> <li>• This activity requires prior approval from the Local Authority even if the leader is qualified.</li> </ul>	

ACTIVITY	<b>8. GORGE WALKING/GHYLL SCRAMBLING/SEA LEVEL TRAVERSING</b>
HAZARDS	<ul style="list-style-type: none"> <li>• Falls</li> <li>• Rock falls</li> <li>• Belay failures</li> <li>• Sudden changes in weather conditions</li> <li>• Sudden changes in water levels</li> <li>• Hypothermia</li> <li>• Belay failure with tensioned ropes</li> </ul>
RATIOS	<ul style="list-style-type: none"> <li>• 1:10 plus another responsible adult</li> </ul>
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• Mountain Instructor Award for technical gorges/sea level traverses</li> <li>• A lifesaving award if entry into deep water is likely</li> </ul>
<b>CONTROL MEASURES</b>	
<ul style="list-style-type: none"> <li>• Before commencement of the session, pupils must be reminded of the safety precautions to be followed.</li> <li>• Careful route selection.</li> <li>• Detailed weather forecast and water level report if available.</li> <li>• Appropriate protective clothing.</li> <li>• Climbing helmets for all participants.</li> <li>• Buoyancy aids for all venues where a fall into deep water is possible.</li> <li>• Judicious belay selection and care constructing Tyrolean traverses.</li> </ul>	
<b>NOTES</b>	
<ul style="list-style-type: none"> <li>• These activities can require a depth of expertise, experience and technical ability in more than one activity.</li> <li>• Where entry into water is likely, leaders must carefully consider methods of safeguarding and retrieving any participant in the water.</li> <li>• This activity requires prior approval from the Local Authority even if the leader is qualified.</li> </ul>	

ACTIVITY	<b>9. MOUNTAIN AND OFF-ROAD BIKING</b>
HAZARDS	<ul style="list-style-type: none"> <li>• Falls</li> <li>• Collisions</li> <li>• Traffic</li> </ul>
RATIOS	<ul style="list-style-type: none"> <li>• 1:10, plus another responsible adult</li> </ul>
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• No single nationally agreed award at the time of writing</li> </ul>
<b>CONTROL MEASURES</b>	
<ul style="list-style-type: none"> <li>• Before commencement of the session, pupils must be reminded of the safety precautions to be followed.</li> <li>• Careful route selection appropriate to the whole group.</li> <li>• All participants must wear helmets.</li> <li>• Appropriate protective clothing, guards/pads, gloves are recommended.</li> <li>• Strict group control methods shared with all participants before departure.</li> <li>• Caution on long, downhill sections.</li> <li>• Initial practical test of group ability and bike safety before departure from start point.</li> <li>• Safety checks to include brakes, wheels and headsets.</li> <li>• Leadership ability, experience and technical skills higher than those required for the chosen route.</li> <li>• Follow the Country Code and the Mountain Biking Code.</li> </ul>	
<b>NOTES</b>	
<ul style="list-style-type: none"> <li>• This activity carries a significantly higher likelihood of risk of injury. It is often falsely assumed that if an individual can ride a bike then they can ride off road safely.</li> <li>• Effective group control is more difficult than other activities.</li> <li>• The term ‘mountain’ biking can give a false impression of the terrain best suited to this activity.</li> <li>• Leaders planning to cycle with groups in wild country areas must hold the relevant walking leadership award for the terrain, i.e., WGL or Summer ML.</li> <li>• Mountain biking may be perceived as having greater environmental impact than other activities. It is important to cycle only on designated bridle paths and byways and not to contravene local agreements.</li> <li>• The Forestry Commission has created a variety of mountain bike trails in a number of forest areas. These are generally well planned, graded and mapped.</li> </ul>	

ACTIVITY	<b>10. UNDERGROUND EXPLORATION</b>
HAZARDS	<ul style="list-style-type: none"> <li>• Falls, trips</li> <li>• Rock falls</li> <li>• Getting lost</li> <li>• Bad air poisoning</li> <li>• Exposure to Radon</li> <li>• Rapid change in water levels</li> <li>• Drowning</li> <li>• Light failure</li> <li>• Failure of props, stopes, false floors, etc</li> </ul>
RATIOS	<ul style="list-style-type: none"> <li>• 1:6, plus another responsible adult</li> </ul>
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• Cave Leader Award, Level 1 or 2 as appropriate</li> <li>• Mine Leader Award</li> </ul>
<b>CONTROL MEASURES</b>	
<ul style="list-style-type: none"> <li>• Before commencement of the session, pupils must be reminded of the safety precautions to be followed.</li> <li>• Careful route selection.</li> <li>• Detailed weather forecast, and water level prediction.</li> <li>• Appropriate protective clothing.</li> <li>• Helmets for all participants.</li> <li>• Familiarity of venue to leader.</li> <li>• Reserve method of lighting.</li> <li>• Extreme caution in old mineral mines.</li> <li>• Limited exposure in high Radon areas.</li> </ul>	
<b>NOTES</b>	
<ul style="list-style-type: none"> <li>• This activity requires prior approval from the Local Authority even if the leader is qualified.</li> </ul>	

ACTIVITY	<b>11. CAMPING</b>
HAZARDS	<ul style="list-style-type: none"> <li>• Burns and scalds</li> <li>• Hypothermia/Hyperthermia</li> <li>• Slips, falls and trips</li> <li>• Head injuries from falls with heavy rucksacks</li> <li>• Excessive loads</li> <li>• Sickness/hygiene related illness</li> <li>• Abuse/inappropriate contact with strangers</li> </ul>
RATIOS	<ul style="list-style-type: none"> <li>• 1:15, plus another responsible adult (male/female if mixed group)</li> </ul>
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• BELA if lowland terrain, or suitably experienced</li> <li>• WGL in moorland/hill country</li> <li>• Summer ML if in mountainous areas</li> </ul>
<b>CONTROL MEASURES</b>	
<ul style="list-style-type: none"> <li>• Before commencement of the session, pupils must be reminded of the safety precautions to be followed.</li> <li>• Detailed weather forecast.</li> <li>• Serviceable tents, sleeping bags and ground insulation.</li> <li>• Careful selection of campsite, taking into consideration other users, likelihood of flooding.</li> <li>• In remote areas, careful briefing regarding areas for drinking water, personal washing, washing dishes and visiting toilets.</li> <li>• Careful briefing emphasising the importance of personal hygiene and the implications of not following advice!</li> </ul>	
<b>NOTES</b>	
<ul style="list-style-type: none"> <li>• There is a perceived risk of groups lowland camping being vulnerable to intrusion by unwanted visitors.</li> <li>• Different upland or ecologically sensitive areas may have their own policy regarding the management of human waste and it would be prudent to check this prior to the trip.</li> <li>• Perhaps the greatest hazard is of fire and the group leader should establish safety procedures and a risk assessment of which all campers are made aware.</li> <li>• With fixed camps, the kitchen area is particularly at risk and should have its own water and sand buckets to hand.</li> <li>• All containers of inflammable liquids should be so marked and safely stored.</li> <li>• Adequate separation between tents is important.</li> <li>• Prohibit running and ball games in the vicinity of stoves and tents.</li> <li>• Cooking inside lightweight tents should be avoided whenever possible. When it is necessary, appropriate safeguards should be taken.</li> <li>• Stoves should not be stored in sleeping areas in tents.</li> </ul>	

ACTIVITY	<b>12. ORIENTEERING</b>
HAZARDS	<ul style="list-style-type: none"> <li>• Falls, trips</li> <li>• Cuts, scratches, abrasions</li> <li>• Getting lost</li> <li>• Traffic</li> <li>• Abuse/inappropriate contact with strangers</li> </ul>
RATIOS	<ul style="list-style-type: none"> <li>• 1:10, plus another responsible adult</li> </ul>
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• TOPS training for school grounds and local park recommended.</li> <li>• BOF Instructor for woodland, forest and larger areas recommended.</li> </ul>
<b>CONTROL MEASURES</b>	
<ul style="list-style-type: none"> <li>• Before commencement of the session, pupils must be reminded of the safety precautions to be followed.</li> <li>• Weather forecast.</li> <li>• Appropriate protective clothing, long trousers and long sleeves for forest 'Orienteering'</li> <li>• Distinctive sound signal for 'return-to-base'.</li> <li>• Participants have whistles, watches and return-to-base times.</li> <li>• Types of event to match venue and group ability.</li> <li>• Groups of two or three initially, not a solo event from the outset.</li> </ul>	
<b>NOTES</b>	
<ul style="list-style-type: none"> <li>• Star courses' events will give immediate feedback as to pupil's ability and thus reduce the likelihood of getting lost.</li> <li>• Briefings should include cut off times, emergency procedures, relocation strategy, out of bounds areas, etc.</li> </ul>	

ACTIVITY	<b>13. HORSE RIDING AND PONY TREKKING</b>
HAZARDS	<ul style="list-style-type: none"> <li>• Falls</li> <li>• Collisions</li> <li>• Traffic</li> <li>• Bites</li> <li>• Hygiene</li> </ul>
RATIOS	<ul style="list-style-type: none"> <li>• 1:10, plus another responsible adult</li> </ul>
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• BHS Instructor</li> </ul>
<b>CONTROL MEASURES</b>	
<ul style="list-style-type: none"> <li>• Before commencement of the session, pupils must be reminded of the safety precautions to be followed.</li> <li>• All participants must wear helmets.</li> <li>• Appropriate protective clothing.</li> <li>• Approved BHS provider, a member of Association of British Riding Schools.</li> <li>• Careful route selection appropriate to the entire group.</li> <li>• Strict group control methods shared with all participants before departure.</li> <li>• Caution on long downhill sections.</li> <li>• Safety checks to include harnesses, bridles, saddles, etc</li> </ul>	
<b>NOTES</b>	
<ul style="list-style-type: none"> <li>• The provider should be registered with and inspected by the Environmental Health Officer of the local council.</li> </ul>	

ACTIVITY	<b>14. FIELDWORK</b>
HAZARDS	<ul style="list-style-type: none"> <li>• Falls</li> <li>• Falling objects</li> <li>• Proximity to water</li> <li>• Rise in water levels, rivers or incoming tides</li> <li>• Hypothermia/Hyperthermia</li> <li>• Weils disease</li> <li>• Traffic</li> <li>• Abuse/inappropriate contact with strangers</li> </ul>
RATIOS	<ul style="list-style-type: none"> <li>• 1:15, plus another responsible adult (dependent on year group, terrain, etc)</li> </ul>
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• BELA, WGL or Summer ML if in remote terrain</li> <li>• Current First Aid</li> </ul>
<b>CONTROL MEASURES</b>	
<ul style="list-style-type: none"> <li>• Before commencement of the session, pupils must be reminded of the safety precautions to be followed.</li> <li>• Party Management appropriate to location.</li> <li>• Detailed weather forecast, including tide times for coastal locations.</li> <li>• Helmets for all participants near cliff areas (geology excursions).</li> <li>• Eye protection if using geology hammers.</li> <li>• Appropriate clothing and footwear.</li> <li>• Extreme caution with river studies in anything other than ankle deep water.</li> <li>• Briefing on dangers of road traffic, etc, in urban fieldwork.</li> <li>• Care with high walls on castle and fortified town visits.</li> <li>• (Be) prepared to change planned activity in adverse conditions.</li> <li>• Care with equipment, ranging poles, etc.</li> </ul>	
<b>NOTES</b>	
<ul style="list-style-type: none"> <li>• River study sites should be carefully chosen beforehand and not used if water levels rise in a short period of time.</li> <li>• The impact of fieldwork groups is an issue in more environmentally sensitive areas. The digging of soil pits and use of geology hammers on rocks, for instance, should be avoided, particularly in sensitive areas.</li> </ul>	

## Water Activities

ACTIVITY	<b>15. KAYAKING AND CANOEING</b>
HAZARDS	<ul style="list-style-type: none"><li>• Drowning</li><li>• Lifting injuries</li><li>• Slips, trips and falls</li><li>• Hypothermia</li><li>• Drifting offshore</li><li>• Collision with fixed objects</li><li>• Trailer accidents</li><li>• Sudden changes in weather and water levels</li></ul>
RATIOS	<ul style="list-style-type: none"><li>• 1:6, plus another responsible adult</li></ul>
QUALIFICATIONS	<ul style="list-style-type: none"><li>• BCU Level 3</li></ul>
<b>CONTROL MEASURES</b>	
<ul style="list-style-type: none"><li>• Before commencement of the session, pupils must be reminded of the safety precautions to be followed.</li><li>• Buoyancy aids/Lifejackets as appropriate.</li><li>• Water confidence of participants ascertained.</li><li>• Helmets recommended for all sessions with risk of collisions with others or fixed objects.</li><li>• Detailed weather forecast.</li><li>• Throwlines carried for moving water trips.</li><li>• Careful handling of trailers and lifting heavy weights.</li><li>• Rafted open boats can provide a stable platform for initial paddling sessions or to cater for young people with particular needs. However, capsizes of rafted open boats, although unlikely, can present more problems in righting and emptying.</li></ul>	
<b>NOTES</b>	
<ul style="list-style-type: none"><li>• Detailed weather forecast should help ensure avoidance of offshore winds on open water.</li><li>• Local access agreements must be adhered to.</li><li>• Prior approval from the Local Authority is required.</li></ul>	

ACTIVITY	<b>16. DINGHY SAILING</b>
HAZARDS	<ul style="list-style-type: none"> <li>• Drowning</li> <li>• Capsizes, entrapment</li> <li>• Lifting injuries</li> <li>• Head injuries (especially from Booms)</li> <li>• Trapped fingers (winches, etc.)</li> <li>• Slips, trips and falls</li> <li>• Hypothermia</li> <li>• Drifting ashore</li> <li>• Collision with fixed objects</li> <li>• Trailer accidents</li> <li>• Ropeburns</li> <li>• Sudden changes in weather and water conditions</li> </ul>
RATIOS	<ul style="list-style-type: none"> <li>• 1:6, plus another responsible adult</li> </ul>
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• RYA Dinghy Instructor</li> </ul>
<b>CONTROL MEASURES</b>	
<ul style="list-style-type: none"> <li>• Before commencement of the session, pupils must be reminded of the safety precautions to be followed.</li> <li>• Buoyancy aids/Lifejackets as appropriate.</li> <li>• Water confidence of participants ascertained.</li> <li>• Helmets recommended for single-handed craft with risk of collisions with boom (e.g. Toppers, Lasers).</li> <li>• Detailed weather forecast.</li> <li>• Defined and agreed sailing areas.</li> <li>• Effective fleet communication.</li> <li>• Safety boat.</li> </ul>	
<b>NOTES</b>	
<ul style="list-style-type: none"> <li>• Prior approval from the Local Authority is required.</li> </ul>	

ACTIVITY	<b>17. OPEN WATER SWIMMING/SWIMMING POOLS WITH NO LIFEGUARDS</b>
HAZARDS	<ul style="list-style-type: none"> <li>• Drowning</li> <li>• Cramp</li> <li>• Effects of cold/hypothermia</li> <li>• Drifting offshore</li> <li>• Cuts, stings and bites (e.g. jellyfish)</li> </ul>
RATIOS	<ul style="list-style-type: none"> <li>• 1:8 minimum of 2 staff</li> </ul>
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• National Beach Lifeguard</li> <li>• National Rescue Award for Swimming Teachers and Coaches</li> <li>• Aquatic Rescue Test for Outdoor Activity Supervisors</li> <li>• Emergency Response Open Water</li> <li>• The RLSS is in the process of drafting a site-specific award, more relevant to supervising this activity</li> <li>• Current First Aid (and resuscitation)</li> </ul>
<b>CONTROL MEASURES</b>	
<ul style="list-style-type: none"> <li>• Before commencement of the session, pupils must be reminded of the safety precautions to be followed.</li> <li>• Conduct the activity in suitable conditions.</li> <li>• Water should be free from pollution.</li> <li>• Local knowledge is essential.</li> <li>• A tightly defined, controllable area should be identified.</li> <li>• Good water clarity is essential.</li> <li>• Swimming is up to waist-deep water only.</li> <li>• Diving should not be permitted</li> <li>• No eating for at least 1 hour beforehand.</li> <li>• Lifesaving equipment to hand, throwline, floats, etc, plus a whistle.</li> <li>• First Aid kit to hand including bivi bag/space blanket.</li> <li>• Non swimmers must be identified and excluded.</li> <li>• Careful briefing, including distress signals and ‘everyone out’ signal.</li> <li>• Pupils counted in and out of the water – regular head counts.</li> <li>• Pupils with epilepsy constantly observed.</li> <li>• If the party is staying at a location with a swimming pool where no lifeguard provision is made (e.g. some overseas hotels), one of the party must hold the National Rescue Award for swimming teachers and coaches or equivalent life guarding qualification.</li> </ul>	

## NOTES

- Swimming in open water is potentially hazardous, requires very careful assessment by a qualified person and must always be adequately supervised.
- Swimming in the sea increases problems caused by variable factors such as currents, rips, waves and longshore drift.
- People that are good swimmers in pools are not necessarily as capable in open cold water. Sudden immersion can have a disabling effect.
- As with other outdoor activities, parents should be informed and their approval sought prior to the visit.
- Prior approval from the Local Authority is required.