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Educational Visits Policy

Revised and applicable from 13th November 2017

Signed:

A handwritten signature in black ink, which appears to read "Irene Papadopolou". The signature is written in a cursive style with a long horizontal stroke at the end.

Chair of Governors

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1. GENERAL PRINCIPLES

1.1 Introduction

Young people can benefit enormously from taking part in educational visits with their school, setting or service. In particular, they are given the opportunity to undergo experiences they may not otherwise have. Visits help to develop young people's skills, confidence and independence as well as enhancing their learning.

Most visits organised by schools and settings or services take place without any incident or injuries occurring. Following a number of tragic incidents involving young people in the last few years, concern has grown among staff and parents/carers about the safety of young people when they are learning off site. Health and safety measures should help young people to do this safely, not stop them.

No amount of planning can guarantee that a visit will be totally incident free, but good planning and attention to safety measures will reduce the number of accidents and lessen the seriousness of those that do happen.

The Department for Education (DfE) published guidance to Local Authorities, Head Teachers, staff and governing bodies, which will assist schools and other settings or services and LAs with establishing educational visits policy to ensure that young people stay safe and healthy on visits. The guidance replaces a number of documents including *Health and safety responsibilities and powers* (2001) and *Health and safety of young people on educational visits* (HASPEV 1998). The new information and advice has been incorporated here, so that this document reflects national guidance and gives our local interpretation. This gives all settings or services to children and young people in Newham the support they need to plan, prepare, carry out and evaluate educational visits safely.

All settings or services must state in their own policy and procedures that they follow SP54 for all educational visits. These must take into account the advice and guidelines that are included within this document and other aspects of LA guidelines, such as those included within the London Borough of Newham health and safety management system.

In the main, the guidance, references, models and examples contained in this Standard Procedure refer to schools. Visits organised by other Newham settings and services have clear parallels to school visits and this guidance should be used by them and adapted to meet their needs. In some cases, adaptation will involve a change of wording to reflect the type of provision, in others the substance will need to be adjusted to reflect the specific nature of the work of the setting, service or provider,

1.2 Types of visit

The following are recognised types of educational visits that may be organised by schools, settings or services: -

- Extension of the classroom (e.g. a visit that can be accomplished with or without transport within a morning and/or afternoon session).
- A half or whole day visit that may require the use of transport
- A visit that requires one or more night's residential accommodation.
- A day visit abroad.
- A visit abroad requiring one or more night's residential accommodation.
- An out of hours learning (extra-curricular) activity (e.g. a sports fixture at another school/

- provider).
 - Activities that are hazardous, within the UK or abroad (e.g. skiing, water sports, mountaineering, adventure programmes, etc.).
- * DfE advice on legal duties and powers for LAs, Head Teachers, staff and governing bodies (Feb 2012)

1.3 Roles and Responsibilities

The following describes structures for LA maintained schools as a model. Other settings or services will be able to apply the guidance here to the structure(s) in their own context, so that roles and responsibilities are clear,

1.3.1 Role of the governing body

The governing body is responsible for ensuring that young people benefit fully from visits and those experiences are positive and they remain free from harm. They will normally do this by defining the category of visit that requires their approval and adopting a policy statement. Approval to individual educational visits can be made in the following ways: -

- By the full governing body
- by a committee
- by a named governor
- by the Head Teacher
- by the educational visits coordinator (EVC)
- by other named school staff member(s)

Governors must make clear the appropriate levels of approval that they require for each of the recognised categories of visits set out in paragraph 1.2 above.

1.3.2 The role of the Head Teacher

Normally, governing bodies will delegate to the Head Teacher the responsibility to establish detailed procedures consistent with the LA's guidance. These procedures will amongst other things cover the following:

- Approval of an educational visit.
- Arranging and obtaining consent.
- Charging policy.
- The level of acceptable supervision and ratios.
- Insurance arrangements.
- Qualifications and experience of leader.
- Planning procedures.
- Conduct and safety.
- Information to parents/carers and young people.
- Medical consent.
- Emergency procedures including first aid arrangements and Plan B.
- Risk assessment.
- Arrangements for residential visits.
- Evaluation and monitoring.
- Arrangements for visits abroad.
- Arrangements for and approval of activities involving particular risk (e.g. outdoor and adventurous activities (OAA)).
- Arrangements for young people with disabilities and special educational needs (SEN).

In schools, the governing body would expect that the Head Teacher, or in some circumstances a deputy Head Teacher or the education visits co-ordinator or EVC (see paragraph 1.3.3 for more information about this role), will thoroughly scrutinise the arrangements for each visit that had been submitted for approval (irrespective of whether the governing body or the Head Teacher was to give formal approval).

1.3.3 The role of the educational visits co-ordinator (EVC)

It is a requirement of London borough of Newham that every school and educational setting, as well as any other service or provider organising visits for young people has an EVC.

An EVC is a named individual who undertakes the following duties: -

- ensuring educational visits meet the employer's and school's requirements
- supporting the Head Teacher and governors with approval and other decisions
- assessing competence of prospective leaders and staff
- ensuring risk assessments meet requirements
- organising training and induction
- ensuring parents/carers are informed and give consent
- organisation of emergency arrangements
- keeping records of visits, accident or incident reports
- reviewing systems, monitoring practice and evaluating

Because of the nature and scope of these duties, it is essential that the EVC has appropriate seniority in the school or service. It may be appropriate that, for example, the administrative duties are shared with another member of staff, but the named EVC should always lead the work.

2. Educational Visits Policy Statement

The governing body of Plashet School believes that young people benefit enormously from taking part in educational visits with the school. In particular, they have the opportunity to undergo a wide range of experiences not available in the classroom and such visits help to develop a young person's skills and confidence as well as enhancing their learning. Health and Safety measures should help young people to do this safely, not stop them. Longer visits in particular encourage greater independence.

The governing body delegates to the Head Teacher the responsibility for establishing the school's detailed procedures, consistent with the Local Authority guidance.

These detailed procedures will encompass the following:

- Approval of an educational visit.
- Arranging and obtaining consent.
- Charging and remissions policy.
- The level of acceptable supervision and ratios.
- Insurance arrangements.
- Competence of the group leader.
- Planning procedures.
- Conduct and safety.
- Information to parents/carers and young people.

- Medical consent.
- Emergency procedures including first aid arrangements and Plan B.
- Risk assessment.
- Arrangements for residential visits.
- Evaluation and monitoring.
- Arrangements for visits abroad.
- Travel on public transport.
- Hire of minibuses.
- Use of own minibus.
- Use of private cars.
- Young people travelling unaccompanied.

The governing body requires the Head Teacher to maintain, monitor and review the educational visits procedures, when necessary amend them and refer back to the governing body as appropriate.

The governing body delegates the approval of educational visits as follows:

- i. Extension of the classroom (e.g. a visit that can be accomplished without transport and within a morning and/or afternoon session) must be approved by the Head Teacher and Educational Visits Coordinator.
- ii. A half or whole day visit that requires the use of transport must be approved by the Head Teacher and Educational Visits Coordinator.
- iii. A half or whole day visit that requires one or more night's residential accommodation must be approved by the Head Teacher and Educational Visits Coordinator.
- iv. A day visit abroad must be approved by the Chair of Governors, the Head Teacher and Educational Visits Coordinator.
- v. A visit abroad requiring one or more nights residential must be approved by the Chair of Governors, Head Teacher and Educational Visits Coordinator.
- vi. An OSHL activity (e.g. a sports fixture at another school) must be approved by the Head Teacher and Educational Visits Coordinator.
- vii. Activities that are hazardous, within the UK or abroad (e.g. skiing, water sports, mountaineering, adventure programmes, etc.) must be approved by the Chair of Governors, Head Teacher and Educational Visits Coordinator.

3.0 LA INSURANCE

3.1 General

The purpose of this note is to set out clearly for Head Teachers/Leadership Team members and council officers the position regarding the insurance in relation to activities within the school and during an educational visit, whilst young people are under care of school or Newham Council staff.

3.2 Public liability

Newham Council arranges public liability insurance with an appropriate insurance provider and offers this to schools as part of a service level agreement (SLA). This means that the Council is covered for any action(s) of negligence by its staff which result(s) in injury to a young person, or loss of, or damage to, their property. In such circumstances of negligence by the council, the parents/carers of young people may claim compensation for the injury that has been suffered.

This insurance covers all activities in, and off site whilst in the care of school or council staff.

Newham schools are required to pay for public liability insurance through the SLA. If schools make arrangements with another insurer, they must be to a comparable standard to that offered by the council. This must be approved by Newham's Insurance Manager. (See IB167 for a copy of the current policy)

3.3 School journey insurance

The council has also arranged comprehensive insurance that will include cancellation and medical repatriation and will compensate for injuries or other loss which may generally occur in the course of an educational visit in the UK or abroad where there is no negligence by the council's staff. Full details are given in SP106 *Insurance on off-site visits for schools and other Educational Establishments*. If parents/carers wish to have additional insurance cover, they must make their own arrangements.

Newham schools are required to pay for school journey insurance through their SLA.

3.4 Information for parents/carers

Parents/carers should be advised of the general position on insurance by the inclusion in the school prospectus and/or handbook of the details given in Appendix 1.1.

3.5 Vehicle insurance

Head Teachers must ensure that appropriate insurance is in place when transport such as minibuses, private vehicles, etc. is either hired or driven by teachers or other adults. See Section 3, Paragraph 3 Minibuses.

4.0 CHARGING POLICY

4.1 Aims

Sections 449-462 of the Education Act 1996 sets out the law on charging for school activities maintained by local authorities in England*. Charges for school activities maintain the right to free school education and establish that activities offered wholly or mainly during the normal teaching time should be available to all young people regardless of their parent/carer's ability or willingness to help meet the cost. Provision is also made for the discretion to charge for optional activities wholly or mainly outside school hours, and the right to invite voluntary contributions for the benefit of the school or in support of any activity organised by the school whether, during or outside school hours.

Any charge must not exceed the cost of the activity. This means in practice, the following:

4.1.1 Day visits

Charges for day visits must be voluntary and parents/carers must be made aware of the fact. No child should be omitted because of insufficient funds but it must be understood that these activities will not take place if insufficient voluntary contributions are forthcoming. Any charge made must not exceed the price of the activity.

4.1.2 After school clubs (taking place off-site)

These take place outside school hours (lunch time or after school) and are optional extras for which parents/carers choose to allow their children to take part in, they must agree in advance to meet any charges.

4.1.3 Residential Journeys

(In school time)

Charges may be made for transport and board and lodging on a voluntary basis. Parents/carers who are in financial hardship and support this with a simple letter stating that they cannot afford to pay will receive full remission of charges.

(Out of school time)

Parents/carers may be charged for transport board and lodging on residential visits as well as the full costs when a visit is deemed as an "optional extra". An optional extra will fall mainly or wholly outside school hours; is not part of the national curriculum; not part of a syllabus towards a prescribed public examination and not in scope of the statutory requirements relating to religious education. However, parents/carers must agree to pay in advance.

5. CONSENT

5.1 General

Written consent from the parent/carer is not required for young people to take part in the majority of off-site activities organised by a school as most of these activities take place during school hours and are a normal part of a child's education at school.

5.2 Parent/carer consent

The DfE has advised that parents/carers should be asked to give consent for their child to take part in educational activities offsite once only, at the beginning of the child's time at the school. This means that parents/carers can be informed that their child is going on a visit but not expected to give consent for each visit separately. Parents/carers must be given sufficient written information on proposed visits and should be invited to briefing sessions if appropriate.

Parents can request in writing that their child does not take part in the school visit and an alternative school based educational activity will be organised by the school. NB: There may be occasions when school policy requires additional or specific consent, e.g. visits involving a higher level of risk or one or more overnight stays.

5.3 Consent forms

The department has prepared a "one-off" consent form which schools can ask parents/carers to sign when a child enrolls at the school. This will cover a child's participation in any of these types of activities throughout their time at the school. These include adventure activities, off-site sporting fixtures outside the school day, residential visits and all off-site activities for nursery schools which take place at any time (including during school holidays or at the weekend). Parents/carers must be told in advance of each activity and must be given the opportunity to withdraw their child from any particular school trip or activity covered by the form.

Head Teachers or group leaders should seek specific consent for the following:

- adventure activities
- visits abroad
- other residential visits
- visits including remote supervision.

5.4 Medical consent

This should form part of the consent form. Parents/carers should be asked to agree to their child receiving emergency treatment, as considered necessary by the medical authorities.

Doctors can be expected to carry out necessary medical treatment in an emergency, without parent/carer consent but it is possible that a surgeon in another country might be reluctant to operate on a young person unless assured that the group leader had parent/carer authorisation to agree to such treatment. It is sensible to include a translation of the medical consent, as signed by the parent/carer, in the relevant foreign language.

5.5 The Consent Form

A model consent form is provided in Appendix 1.2, which must be completed by the parent/carer when a young person joins the school and will last until the young person leaves. Schools must have appropriate arrangements in place to complete the forms for those young people joining mid-phase.

A model specific parent/carer consent form for visits other than those covered by this consent form is attached in Appendix 1.3.

If parents/carers withhold consent the young person must not be taken on the visit but the curricular aims of the visit should be delivered to the young person in another way. If parents/carers give conditional consent the Head Teacher will need to consider whether the young person is taken on the visit or not.

There will be some circumstances where schools would wish to seek parent/carer consent for a non-standard visit, in which case a consent form must be completed for each young person in the group. Besides conveying consent, it could also form the basis for obtaining details required. If a tour operator is used it may be sensible to ask them what information is required and include this in the consent form. General issues to consider include:

- the parent/carer home and daytime phone numbers and addresses
- an alternative contact, with their phone number and address
- any allergies/phobias the young person may have
- any medication the young person is taking (if so what the dosage is and who is to administer it)
- whether the young person administers their own medication
- any contagious or infectious diseases suffered within the family during the preceding 4 weeks, and any other recent illnesses suffered by the young person
- the name, address and phone number of the young person's GP
- any special/medical dietary requirements
- whether the young person suffers from travel sickness
- information on any toileting difficulties
- whether the young person has any night time tendencies such as sleepwalking (for residential visits)
- the young person's ability to swim in the pool or sea and their level of water safety awareness (stating a minimum standard if required)
- any other information which the parent/carer thinks should be known
- the young person's awareness of common dangers.

Section 1

Appendices

Insurance of Young People on Educational visits

Statement for Parents/Carers

This note sets out for parents/carers the position regarding the insurance of young people in relation to activities within the school and on educational visits, whilst under the care of school staff.

The council has public liability insurance. This means that the council is covered for any actions of negligence by its staff, which results in injury to young people or loss of, or damage to, their property. In such circumstances of negligence by the council, the parents/carers of young people may claim compensation for the injury that has been suffered. This insurance covers all activities whilst in the care of school staff.

The council has arranged school journey insurance that may compensate for injuries or other loss which may occur in the course of an educational visit in the UK or abroad where there is no negligence by the council's staff. This insurance also covers medical expenses and cancellation where valid. Parents/carers who wish to have additional insurance must make their own arrangements.

CONSENT FORM FOR EDUCATIONAL VISITS AND OTHER OFF-SITE ACTIVITIES

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

- a) To take part in school visits and other activities that take place off school premises; and
- b) To be given first aid or urgent medical treatment required during any school trip or activity.

Please note the following important information before signing this form:

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

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

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

MEDICAL INFORMATION

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

.....
.....

Signed.....

Date.....

SPECIFIC PARENT/CARER CONSENT FOR A SCHOOL VISIT

School/Group: _____

1. Details of visit**to:** _____

From: _____ Date/Time: _____ To: _____ Date/Time: _____

I agree to _____ (name)

taking part in this visit and have read the information sheet. I agree

to _____'s participation in the activities described. I acknowledge the need for _____ to behave responsibly.

2. Medical information about your child

- a) Any conditions requiring medical treatment, including medication YES/NO
If YES, please give brief details

- b) Please outline any special dietary requirements of your child and the type of pain/flu relief medication your child may be given if necessary:

For residential visits and exchanges only

- c) To the best of your knowledge, has your son/daughter been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that may be contagious or infectious?
YES/NO

If YES please give brief details:

- d) Is your son/daughter allergic to any medication? YES/NO

If YES please specify:

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

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

3. Declaration

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

Contact telephone numbers:

Work: _____ Home: _____

Home address: _____

Alternative emergency contact:

Name: _____ Telephone number: _____

Address: _____

Name of family doctor: _____ Telephone number: _____

Address: _____

Signed: _____ Date: _____

Full name (capitals): _____

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

Section 2

Planning, Risk Assessing & Preparing for a Visit

1.0 PLANNING A VISIT

1.1 Introduction

Visits provide valuable opportunities to enrich young people's learning across a wide range of curriculum areas. The residential visit, in particular, provides a powerful vehicle both for concentrated study and activity and also for personal and social development.

The principles and advice contained in this section refer to all visits, whether day or residential, and whether or not they involve recognised adventurous outdoor activities. All activities with young people out of their school or provider admit the possibility of misadventure. The greater the potential hazards posed by the environment in which the visit takes place, the greater the attention which must be paid to young people's safety.

It is not possible to issue regulations which will guarantee total safety. Even where experienced teachers adhere carefully to the best principles of safe practice it is still possible that a young person may meet with an accident. However it is important that staff leading visits are given the training they need so they can keep themselves and young people safe and manage risks effectively.

1.2 Before the visit: Planning and preparation

Careful planning and preparation are essential to the success and safe conduct of any visit. It is vital to allow the sufficient time for preparation; for some residential visits planning may need to begin more than a year in advance. It may be helpful, right at the start of planning, to draw up a timetable with appropriate deadlines for action. The flow chart in Appendix 2.1 is a useful aid for staff).

Head Teachers and other leaders and managers taking responsibility for visits must ensure that they are familiar with the provisions of this document. Notification deadlines stated in that document should be incorporated into the timetable of planning.

1.3 Objective(s) and learning outcome(s)

Clear objectives and outcomes, appropriate to the stage of development of the young people that contribute to their safety as well as to the educational benefits of the visit must be identified at the outset. Clarity of objectives will ensure:

- an appropriate purpose, structure and discipline to the visit
- maximum motivation
- a choice of environment and activity appropriate to the participants and their learning
- that account is taken of the maturity and experience of the young people
- that evaluation of the success of the visit can be planned for.

This statement of objectives and outcomes for the visit should be drawn up at the start of the planning process although they may change/develop through the process. The statement should include where the visit sits within the broad curriculum of the school, setting or service.

To realise certain objectives, it may be necessary to travel to a distant location. However, when contemplating a long journey, the question must always be asked whether the same objectives might be more simply and economically achieved closer to home.

Some objectives entail working in an environment which presents potential hazards. Such environments should only be visited if the young people are of sufficient maturity and experience to understand the nature of the hazards involved. As a general rule, young people should not be exposed to potential hazards if the same objectives can be achieved at an alternative, safer location.

1.4 Preliminary visit

A preliminary visit by the party leader is recommended in the planning process as it contributes to the safe conduct and education value of the visit. A preliminary visit must be undertaken in cases when:

- all or most of the staff member team are unfamiliar with the area
- young people with special needs are to be included
- the environment presents particular potential hazards.

1.5 Approval

All visits must be approved by the signature of the appropriate person, in line with the school/setting/service EV Policy (Section 1, Para 2).

A model approval form for teaching staff to use for proposed local or UK visits is enclosed in Appendix 2.2 "Educational visit approval form". Schools/settings/services may wish to use this, or to use as a model to devise their own approval form. An appropriate form must be completed and submitted to the Head Teacher/senior manager prior to the visit in line with the EV Policy.

2.0 RISK ASSESSMENT

2.1 Introduction

DfE guidance (Summer 2011) states that common sense should be used in assessing and managing the risks of any activity. Health and safety procedure should always be proportionate to the risks of an activity.

Undertaking a risk assessment is an important step in protecting staff, young people and others on educational visits in line with the legal duty of care. It will help identify the risks that have the potential to cause harm and give the means to implement simple, economical and effective measures to ensure staff, young people and others are protected.

The law does not expect that all risk is eliminated, but requires that all that is reasonably practicable to prevent harm coming to any member of the group during a visit is considered. All activities and visits involve a level of risk and experiencing and managing risk is one of the key elements in young person learning and development. However, this must be undertaken in a controlled way so that risks are managed at reasonable and acceptable levels.

For every educational visit a separate risk assessment must be completed. This includes every activity that involves young people leaving the school site from a visit to the local park to a visit abroad.

2.2 What is a risk assessment?

Risk assessment involves the systematic identification of hazards associated with an activity, and the evaluation of the risks associated with those hazards. The process of risk assessment also involves the establishment of control measures to reduce the risk of a hazard causing harm to a reasonable and acceptable level.

What is a "hazard"? Anything with the potential to cause harm (e.g. Deep water)

What is meant by "risk"? The likelihood that someone may be harmed by the hazard (e.g. High/Med/Low risk)

The Health and Safety Executive (HSE) have produced a simple guide "Five Steps to Risk Assessment", which will be useful to all staff in explaining how to assess risks. This can be accessed through the HSE website. Guidance is available from your school health and safety co-ordinator. Risk assessment training is also available from the corporate health and safety team.

2.3 What is risk management?

Risk management involves the identification and application of control measures (precautions) to reduce the risk of a hazard causing harm to a reasonable and acceptable level (e.g. the wearing of lifejackets to reduce the risk of drowning). One can never eliminate risk altogether, but it might be possible to reduce it to a reasonable and acceptable level.

The process of risk assessment and management examines what could cause harm and judges whether precautions make the activity acceptable.

Different people perceive hazards and the levels of risk differently, so it is always good practice to discuss risks and management strategies with the other leaders to establish a more objective and reasonable opinion.

Advice and guidance could also be sought from someone with relevant technical knowledge, good local knowledge (e.g. coastguard) or the LA outdoor education adviser.

2.4 Why do visit leaders need to undertake risk assessments?

Risk assessments are a legal requirement and schools have a legal duty of care for their young people. They must therefore carry out an assessment of the hazards involved during an educational visit, and ensure that risks are managed at reasonable and acceptable levels and appropriate written evidence of this process should be provided.

The process of risk assessment should be a positive means of raising awareness of hazards and prompting constructive discussion regarding the best means of risk management - it should be of real practical value to the group leaders and group members, not just a paper exercise.

2.5. How detailed must a risk assessment be?

Whilst group leaders might recognise and maintain an awareness of a wide range of potential hazards, only significant and foreseeable hazards need to be recorded on a written

risk assessment. The level of attention and detail should be proportionate to the risks involved.

The written risk assessment should be comprehensive in identifying all the main hazards and control measures, but not overly complicated. If a risk assessment is too long or complex, it is likely to defeat its own purpose.

All reasonable steps are taken to identify hazards and control risks; the assessment should be appropriate to the nature of the activity and take account of changing circumstances.

Group leaders can only be expected to put in place control measures that are reasonably practicable.

A risk assessment therefore should be suitable (address all the hazards) and sufficient (controls the risks adequately).

2.6 Who should carry out a risk assessment?

No specific qualification is needed to carry out a risk assessment, however, the person conducting the risk assessment needs to be competent to do so and this means that they should have sufficient training and experience or knowledge appropriate to the hazards and risks encountered.

2.7 Levels and types of risk assessment?

2.7.1 A written generic risk assessment

These highlight commonly identified hazards and control measures associated with general locations, events or activities. They can be helpful in providing the foundation for a risk assessment. The LA makes available a wide range of generic risk assessments, but other versions can be used instead, providing they are adequate. Schools/services/settings are strongly advised to refer to relevant generic risk assessments in planning and conducting visits. Generic risk assessments require leaders to complete and amend the form to suit their own circumstances, to evaluate and accept the levels of risk involved, and to sign in agreement (see Appendix 2.4).

Written generic risk assessments which identify most hazards and management strategies associated with the most common visits and off-site activities have been attached to this guidance. See SP54 (Generic Risk Assessment appendix).

2.7.2 A written specific visit risk assessment

The assessment of the particular risks of the venue and programme, the medical and behavioural needs of the group and the expected environmental conditions during the visit, is the responsibility of the school. The risk assessment is usually completed by the group leader, with advice and guidance from the EVC (see Appendix 2.4).

2.8 What is the process of risk assessment?

If schools are unsure about this process, or wish to improve risk awareness amongst staff, they should encourage staff to participate on one of the practical risk assessment and management training courses provided by the Local Authority.

The main stages of risk assessment and management are described in more detail below:

For each visit, the group leader and EVC must consider the sample LA generic risk assessments and decide whether any apply to their visit. If schools are planning a visit or activities not covered by generic risk assessments, the EVC should attempt their own.

For example, for a day visit to the coast, the group leader might refer to the following generic risk assessments: *Travel by coach* and *Visits to coast*.

2.9 Adapting generic risk assessments

Risk assessments still require leaders to complete and amend the form to their own circumstances to take into account both the general likelihood and seriousness of the hazard.

The form should be discussed with the other group leaders (and also with young people, if appropriate) and amended to ensure that all control measures are appropriate, applicable and acceptable (by ticking or crossing the relevant control measures).

2.10. Accepting and agreeing generic risk assessments

Group leaders should then decide if the risk assessment is complete and the levels of residual risk are accurate and acceptable, and then sign in agreement at the bottom of the form. There may be visits (e.g. skiing) where the risk could be medium or high, but the potential benefits are perceived to still outweigh the risks involved (e.g. adventurous activities). However, the risks must be adequately controlled and so, if the risk remains high after the controls are put in place, this is not acceptable.

2.11 How often should generic risk assessments be completed and signed?

If the visit is a one-off or occasional activity, the form should be completed as the basis for each particular visit, before adding a specific visit risk assessment.

If such visits are organised frequently during the school year, it is acceptable for leaders to sign the relevant generic risk assessments just once to apply to all the year's visits. However, in such circumstances, EVC's should ensure that a copy of the risk assessment is accessible to all group leaders (e.g. in the staff room) for reference during the year, and leaders should refer to it at appropriate times to remind them of the hazards and agreed control measures.

It is good practice for group leaders to review and update all the generic risk assessment forms annually, when there is any significant change affecting its validity and to renew signatures of agreement.

2.12 During the visit

Group leaders must have discussed and decided what the hazards are, and how they will manage them, before departure.

During the visit, group leaders must ensure that the agreed control measures are followed in respect of the specific visit. It may be appropriate to take a copy of the risk assessments on the visit for staff to refer to.

2.13 Specific visit risk assessments

For each visit, group leaders should also complete a **specific visit risk assessment**, dealing with issues specific to the particular group, activities, or locations involved. The specific visit risk assessment should not repeat the generic risk assessments but should follow on from the points raised in the generic risk assessments.

After referring to the relevant generic risk assessments, the relevant staff, including usually the group leader, will normally pre-visit and inspect the location/activities and carry out a written specific risk assessment for the visit.

Many schools complete the specific visit risk assessment by logically thinking through the visit from beginning to end and detailing, in date order, any additional hazards not mentioned in the generic risk assessment. All members of the group may have a valuable contribution to this risk assessment, therefore the more people that can make a contribution, the more aware the party will be, and the stronger the risk assessment is likely to be.

The specific visit risk assessment should also examine the risks that may be posed by particular individuals on the visit, and should establish suitable control measures. Some individuals may need additional staff support or closer supervision, whilst others might require specific medication. This assessment should form a useful framework for the planning for the supervision and arrangements for the visit.

The detail of the specific risk assessment should reflect the complexity of the visit as short local visits need less planning than longer residential visits to a distant location.

2.14 On-going (or "Dynamic") risk assessments due to unforeseen circumstances

While written risk assessments must be completed before the visit, risk assessment does not end as the visit begins. The on-going risk assessment is a process which is the responsibility of all group leaders and participants throughout each visit.

If circumstances change radically i.e. in a way in which could not have been reasonably foreseen then leaders must respond according to each circumstance, and make sensible judgements to manage risks as they occur during the visit. Leaders must continue to monitor how effective their new control measures are, and change, adapt and revise them as required.

All group members should be encouraged to take responsibility for their actions and to be alert to dangers that might affect themselves or others.

2.15 Changing circumstances – controlling on-going risks

Leaders must ensure any subgroups are informed of changing circumstances they may not be aware of.

To control on-going risks, it is good practice for leaders to:

- think ahead
- seek local knowledge
- not make promises they may not be able to keep
- have an alternative activity available - Plan B

- be prepared to say “no”
- have effective emergency procedures in place;

For example, leaders may need to:

- check the forecast and monitor the weather, water levels, conditions underfoot, traffic levels
- monitor young people’s and leaders’ response and motivation
- adapt outdoor programmes because of, for example, high winds, high water levels, low temperatures or young people’s reactions
- change from planned remote supervision to close supervision (e.g. because a city centre is busier or weather is more extreme than expected)
- change a programme because of non-availability of a provider (e.g. a lifeguard for a swimming pool does not arrive as requested);
- alter an activity because of reduced staffing (e.g. the behaviour, illness or injury of a young person requires the attention of one or more adults).

2.16 Involving young people in the risk assessment and management process

It is an important educative process for young people to learn how to assess and manage risks that are a normal part of life, so every opportunity should be taken for them to discuss and decide on appropriate actions – this is often far more effective and valuable than merely telling young people what is dangerous and what they must not do. Therefore group leaders should involve young people at all stages of the risk assessment and management process. This involvement encourages and enables them to:

- gain a better awareness and understanding of dangers
- learn how to assess and manage risks sensibly
- appreciate and accept restrictions and control measures that may be imposed
- take responsibility for their own actions
- take responsibility for others.

For many visits (especially involving older groups), it is important for young people to be an integral part of discussions throughout the planning stages, and to take some responsibility for decisions and judgements made.

For other groups, young person involvement in the risk assessment process might be more appropriate at the briefing meeting on arrival at the residential base (for example, by asking young people themselves what they think should be the best measures to reduce the risk of fire in the building).

2.17 What are the significant hazards to consider?

A hazard is anything that can cause harm e.g. a fast flowing stream, the top of a cliff, a busy road. Significant risks such as death or serious disabling injury from falls or traffic, drowning, fire, over exposure to sun, heat or cold, poisoning, infection, injury from animals, moving machinery, abduction, abuse and getting lost should be considered.

For a specific risk assessment, the following examples of hazards should be considered:

2.17.1 Travel

Specific hazards need to be planned for such as, breaks in journey, road crossings, use of private cars.

2.17.2 Transport

Vehicle break down, particularly abroad. Contingency arrangements, taking into account alternative accommodation or on-going transport.

2.17.3 Accommodation

Hazards at the accommodation including fire hazards, building standards, stairs, balconies, hygiene; security of accommodation (including risk of intruders) hazards in the grounds or immediate location.

2.17.4 Location

The type of location (e.g. city centre, beach, river, country walk, farm). Any specific hazards e.g. water, fast traffic, crowds, contact with animals or machinery etc. which will require specific consideration. For visits abroad, the hazards specific to the country (The Foreign and Commonwealth Office website <http://www.fco.gov.uk/en> provides up to date information).

2.17.5 Activity(ies)

All activities to be undertaken and the appropriate level of risk assessment carried out, both in advance and during each activity.

2.17.6 Hazards during "informal" activities

Arrangements for any activities under remote or indirect supervision; evening, recreational or "down time" activities; night-time arrangements.

2.17.7 Medical, behavioural and special needs

Individual young people's behaviour and special educational or medical needs (take advice from the school's special needs co-ordinator and from parents/carers via the parent/carer consent form). Some individual young people with special needs may have, or may require, their own specific risk assessment, especially for illness or injury particularly if this could occur away from immediate medical assistance. If abroad, health hazards specific to the country to be visited need to be taken into account.

2.17.8 Supervision

The age and ability of the young people (the control measures will include the number and competence of staff required and the rules for young people's behaviour) will govern decisions about supervision; if indirect or remote supervision is proposed the specific control measures should include the plan for this. Also considered should be issues of child protection and personal safety; homes used for exchange visits.

2.17.9 Other significant hazards specific to the visit

Any similar previous visits and any "near-miss" reports held by the EVC. Any other significant hazards not covered above.

2.17.10 Changeable factors

For example, if weather could affect the programme, control measures should include obtaining a forecast and being able to change plans if necessary; include an alternative "Plan B" which is also risk assessed.

2.17.11 Emergency plan

Incident or emergency - control measures should include planned emergency procedures.

2.18 Approval of risk assessments

Copies of the specific risk assessment should be submitted for consideration by the EVC, the Head Teacher/senior manager and the governing body or management board, as required. The form should also state which generic risk assessments have been referred to and agreed by the group leaders. In most cases, the LA will not require risk assessments to be submitted, unless they are specifically requested as part of the Council's monitoring process.

Approving bodies may also wish to see copies of the completed generic risk assessments, but in many circumstances, they will also do this on a spot check monitoring basis. EVCs and Head Teachers, however, should have clear written assurances from the group leader that appropriate generic risk assessments have been referred to, completed, and signed.

2.19 Post Visit Review (see also Sections 3 & 4 on monitoring and evaluation)

The post-visit review should be seen as part of the risk assessment process. Leaders should:

- discuss and record any accidents, incidents or near-misses
- establish and record what can be learned for future visits
- ensure others are made aware of newly identified hazards or of management
- identify strategies that were not effective
- share with others successful strategies and good practice.

2.20 Risk assessment training

Risk assessment training is provided as part of the EVC induction programme and supplemented from time to time at briefings/network meetings. However, if you require general risk assessment advice or training contact the corporate health and safety team by emailing - CYPS-Schools.H&S@newham.gov.uk"

3.0 PREPARING FOR A VISIT

3.1 Briefing Staff

The Head Teacher/EVC must ensure that the group leader and accompanying staff, including additional adults, are fully briefed and conversant with their responsibilities including risk assessment, prior to the visit. This may be informal e.g. regular swimming visits or a formal meeting attended by the Head Teacher or a member of the senior management team.

At this part of the briefing the group leader should ensure:

- that everyone is familiar with and supports the visit's objectives
- that staff are aware of emergency arrangements of the expectations of the young people, procedures, hazards, first-aid, timetable/activities/equipment, etc., particular needs of young people, e.g. asthma/special needs
- that everyone is aware of and accepts the nature of the responsibilities which they will be asked to assume
- that everyone is advised as to their position with regard to personal liability
- that those teachers or other adults supervising young people on the school visits have a duty of care defined as in "loco parentis". This implies that the actions of the teacher should correspond to those expected of a careful and prudent parent/carer, bearing in mind the age and known propensities of the particular children
- that a senior member of the staff is identified as a link within the school.

Group leaders should in addition take into account:

- that young people in a group will frequently behave differently than the same children with their parents/carers
- that in respect of what is "careful and prudent", parents/carers reasonably have a greater expectation of teachers than they would have of themselves
- that everyone be made aware of the conduct and behaviour expected of them during the visit, particularly in regard to issues such as:
 - smoking
 - alcohol/drug use
 - free -time
 - sleeping arrangements
 - evening/night-time supervision
 - travel arrangements
 - child protection issues
 - sexual relations.

3.2. Briefing parents/carers

3.2.1 Information to parents/carers

In conjunction with the process of gaining parent/carer consent for educational visits (Section 1), parents/carers should be informed, ideally in writing, of any off-site activity or visit.

Before residential visits, or when the young people are to travel abroad or engage in adventure activities, parents/carers should be invited to attend a briefing meeting where written details of the proposed visit should also be provided. There must be alternative arrangements for parents/carers who cannot attend or who have difficulty with communication in English.

Parents/carers need to be aware that the group leader and other adult supervisors on the visit will be exercising the same care that a prudent parent/carer would. The following information on matters that might affect young person health and safety should be given to parents/carers:

- dates of the visit
- visit's objectives
- times of departure and return-parents/carers must have agreed to meet their child on return

- the location where the young people will be collected and returned
- mode(s) of travel including the name of any travel company
- the size of the group and the level of supervision including any times when remote supervision may take place
- details of accommodation with security and supervisory arrangements on site
- details of provision for special educational or medical needs
- procedures for young people who become ill
- names of leader, or other staff and of other accompanying adults
- details of the activities planned and of how the assessed risks will be managed
- standards of behaviour expected in respect of, for example, alcohol, sexual behaviour, smoking and general group discipline including prohibited items. This information may take the form of a code of conduct which parents/carers or perhaps even the young people should sign
- what young people should not take on the visit or bring back
- details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents/carers need to arrange additional cover
- clothing and equipment to be taken
- money to be taken
- the information to be given by parents/carers and what they will be asked to consent to
- on exchange visits, the details of the host families. For example, whether they have hosted any of the school's young people before
- details on the cost of the visit.

A model checklist is attached in Appendix 2.5 which can be adapted for visits.

3.2.2 Early return

A clear statement of the arrangements for the early return of a young person whose conduct gives cause for concern on a visit should be provided, including financial responsibilities. A written agreement will be necessary.

3.2.3 Contact with parents/carers during the visit

The Head Teacher/EVC should ensure that parent/carer can contact their child either via a school representative or the group leader in the event of a home emergency, and that they have a number to call for information in the event of an incident during the visit or a late arrival home. Parents/carers should therefore:

- know the destination details
- be aware of the emergency contact arrangements at school (particularly important during holiday periods when the school may be closed) and at all the venues the group will visit
- provide contact numbers for day and night use in an emergency.

This is best done by means of the consent form.

3.2.4 Young people' contact with parents/carers

Group leaders should arrange for parents/carers to be told by the school of the group's safe arrival. One way of doing this by a 'telephone tree' whereby one parent/carer contacts an agreed group of others who then contact a further group, and so on.

3.2.5 Information retained at the school

Full details of the visit should be retained at school/setting 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/carers and next of kin
- copies of parent/carer consent forms
- copies of travel documents, insurance documents, medical papers
- a copy of the contract with the centre/hotel etc. if appropriate
- LA emergency contact numbers.

It is the Head Teacher's/EVC'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.

3.3 Briefing young people

Young people need to be made aware of the purpose of the visit and of the demands which will be made upon them. Staff are advised to avoid the use of the word "holiday" or "trip" in connection with any school visit.

Young people need to be made aware of the code of behaviour which is expected of them during the visit, and of the importance for their own safety of carefully following instructions.

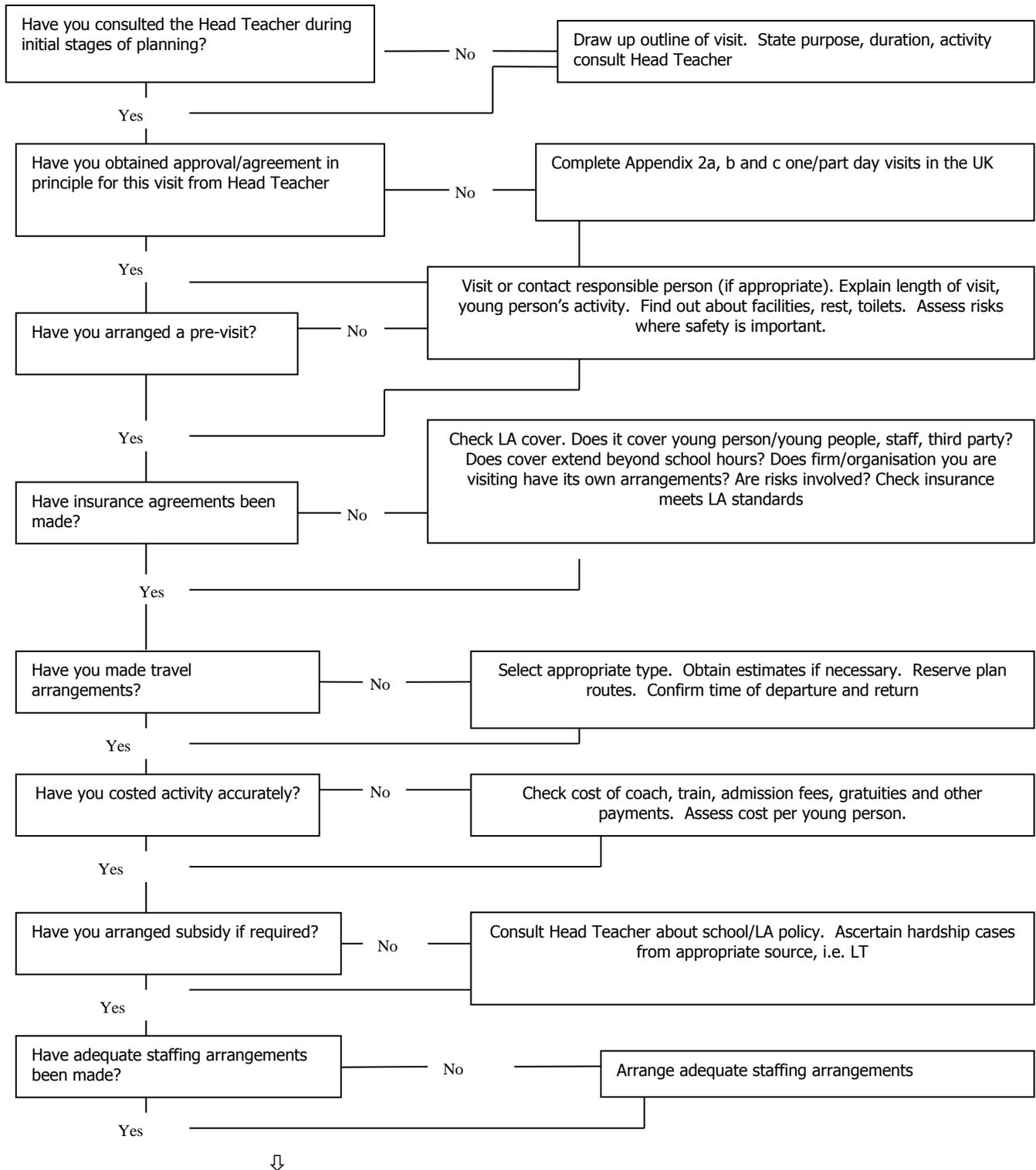
A useful activity for young people preparing to go on a visit is attached in Appendix 2.6, which can be adapted for use.

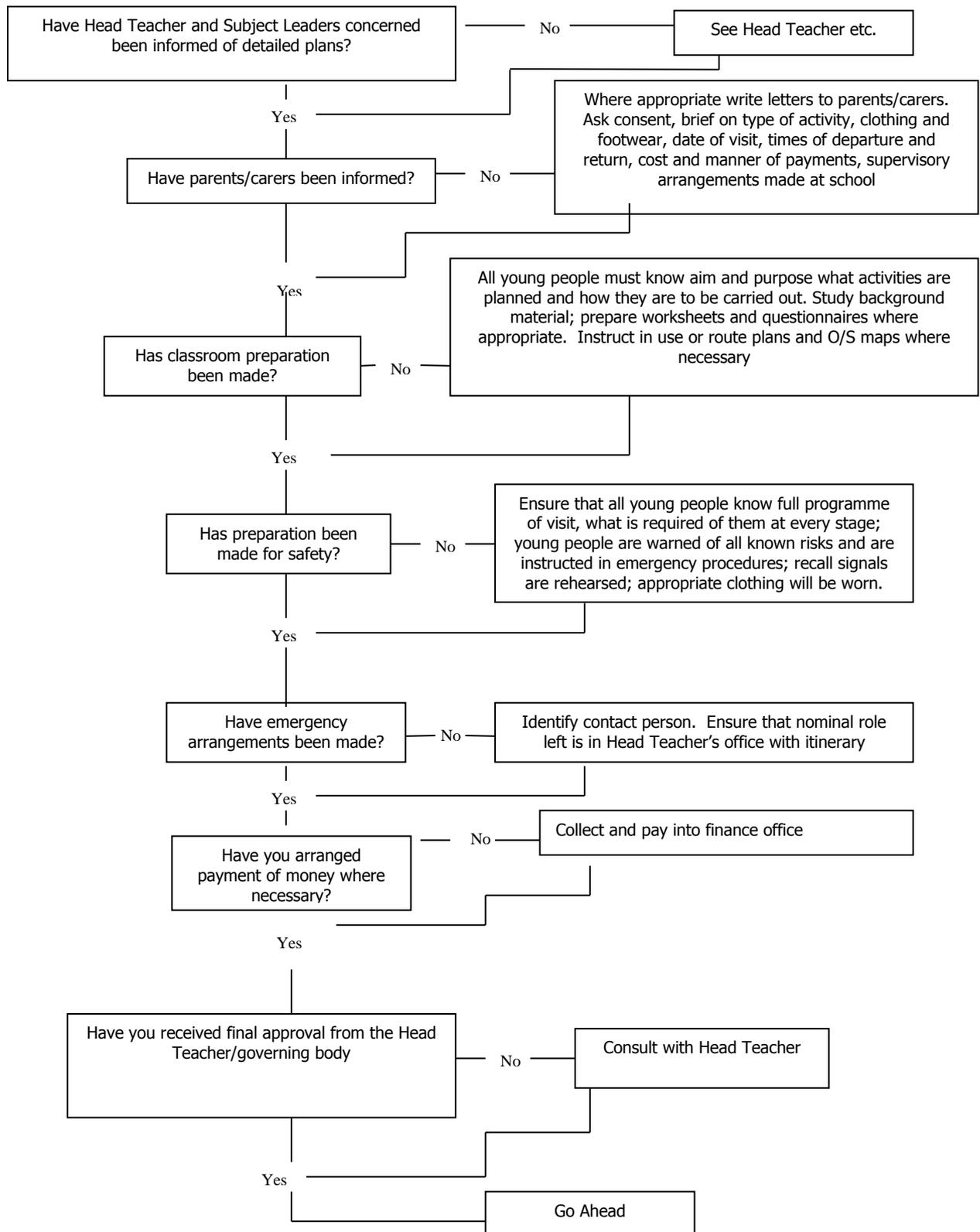
Appendices

Section 2

Appendix 2.1

Planning and Preparation Flow chart for group leaders





Appendix 2.2a

PLANNING AN EDUCATIONAL VISIT- sections in bold must be completed first and then the form must be given to the Head Teacher

All other parts of the form must be completed after confirmation from LT and before the visit and a copy given to the Office for reference.

PLACE TO BE VISITED (name, address and phone number)	EDUCATIONAL VALUE (how the visit fits in your mid-term planning)
PROPOSED DATE (S) DEPARTURE: RETURN:	CLASSES INVOLVED / NUMBER OF YOUNG PEOPLE
PROVISIONAL COSTS PER CHILD PROVISIONAL COSTS PER ADULT	INTENDED ROUTE MODE OF TRANSPORT
PRE - VISIT ARRANGEMENTS	VISIT PROPOSAL VALIDATED BY LT Signature..... <hr/> SMT check PARENT/CARER BRIEFING
VISIT DATE IN SCHOOL DIARY (tick when details are entered)	LETTER SENT TO PARENTS/CARERS (tick)
NAMED VISIT LEADER	COST TO YOUNG PEOPLE
PHONE CONTACT ON VISIT	
ACCOMPANYING ADULTS AND CONTACT NUMBERS	COSTS TO BE CLAIMED
	IS ANYONE ON PLAYGROUND DUTY? (Arrange swaps)
	COOK INFORMED AND PACKED LUNCHES ORDERED (cook's signature)
YOUNG PEOPLE WITH PARTICULAR NEEDS (include care plan)	FIRST AID ARRANGEMENTS ANY ISSUES e.g. MEDICATION
	TIME OF RETURN PROCEDURES IF DELAYED

PLAN B (IF NOT INCLUDED IN RISK ASSESSMENT)

What would you do if the destination station or the place to be visited were closed?

What would you do if you were required to leave your mode of transport before your destination?

What would you do if a young person were taken ill during the journey or at your destination?

What would you do if a member of a young person's family met you during the visit and asked to take their child with them?

What would you do if you found a young person was missing from your group?

Appendix 2.2b

EDUCATIONAL VISIT APPROVAL FORM

	Comments
Completed forms should be forwarded to the School Educational Visits Co-ordinator, the Head Teacher and the governor representative (if appropriate) for assessment approval.	
OUTLINE OF EDUCATIONAL VISIT	
Departure date	
Departure time	
General title/subject of visit (e.g. Outdoor/Activity week)	
Key educational objectives and outcomes of visit (e.g. Personal and Social development)	
YOUNG PEOPLE INVOLVED	
Total number of young people involved	
Does the group include young people not from your organisation e.g. staff family members or children from another school? (If yes, give details on separate sheet)	
Age range or Year group of young people involved (e.g. Year 6) or (10 to 11)	
Are there significant medical/special needs to consider? (If yes, please specify, on separate sheet if necessary, but do not include names)	
Has full up-to-date group list been given to Head Teacher and home contact?	
GROUP LEADER	
Name of the group leader	
Has the visit been organised in accordance with school policy and the LA guidelines?	
DEPUTY AND ASSISTANT LEADERS	
Name of the deputy leader	
Number of other assistant (employed staff) leaders, excluding leader/deputy	

Number of other adult volunteer leaders (parents/carers etc.)	
Have up-to-date checks been carried out by the Criminal Records Bureau regarding the suitability of the other leaders to work with young people?	
Are there a sufficient number of appropriately trained and currently qualified first aiders amongst the staff?	
STAFF RATIOS AND SUPERVISION	
Total number of adult leaders (including group leader and deputy)	
Do staffing ratios comply with LA guidelines?	
Are staffing ratios appropriate for the specific group/location?	
ACCOMMODATION/VENUE	
Name of venue/residential centre/accommodation base (if a number of different bases are to be used, attach details on separate sheet)	
Telephone contact(s) of venue/residential centre/accommodation base	
Have external settings or services been checked as providing a suitable and safe service? e.g. secure overnight accommodation, fire certificate, safety management systems, etc.	
Has the venue been pre-visited and found to be safe and suitable?	
PROGRAMME/ACTIVITIES	
Are there clear and valid educational aims/objectives?	
Are there suitable contingency plans in place to take account of changes in circumstances e.g. weather conditions?	
Have appropriate measures been taken to include/involve all members of the group? (e.g. access for wheelchair user)	

	Comments
RISK ASSESSMENTS	
What generic risk assessment forms have been referred to – that have been shared with and signed by group leaders to agree compliance?	
Has a specific risk assessment been completed and recorded, in relation to the particular venue, activities and individuals involved?	
Have the details of the risk assessment and management plan been shared with and agreed by the other leaders?	
TRAVEL & TRANSPORT ARRANGEMENTS	
What forms of transport are to be used during the trip?	
Have the credentials and safety arrangements of any external travel companies been checked? (e.g. PSV Operator's licence)	
Are there suitable and sufficient qualified/approved drivers for any planned minibus journeys?	
Is there a contingency plan in the event of an incident or a change in plans – e.g. an accident, breakdown, delay or early return?	
PARENT/CARER INFORMATION AND CONSENT	
Have parents/carers been fully informed in writing about all significant aspects of the visit – e.g. travel arrangements, hazardous activities, contact details, etc.?	
Are the leaders aware of any medical/specific needs within the group and have these been suitably addressed?	
Has parent/carer consent and contact information been obtained?	
STAFF BRIEFING & EMERGENCY PROCEDURES	

Are adult leaders fully briefed and appropriately trained regarding the programme, risk assessment and management measures, roles/responsibilities, standards of behaviour, head counts, etc.?	
Is there a suitable and reliable system for communication between staff? (e.g. mobile phones with all other leaders' numbers stored)	
Do all staff on the visit understand the emergency procedures and have access to relevant phone numbers in the event of an emergency?	
Have suitable and sufficient first aid arrangements been made?	
Have other staff and work colleagues been notified and informed of absences?	
BRIEFING FOR YOUNG PEOPLE	
Have the young people been fully briefed regarding all aspects of the visit e.g. clothing/equipment, groupings, rendezvous and contact procedures, codes of conduct/behaviour, hazards, relevance to learning, required action if lost/separated from group etc.?	
FOLLOW UP	
Is there a clear procedure for the recording/reviewing/reporting of any accidents/near misses?	

Documentation

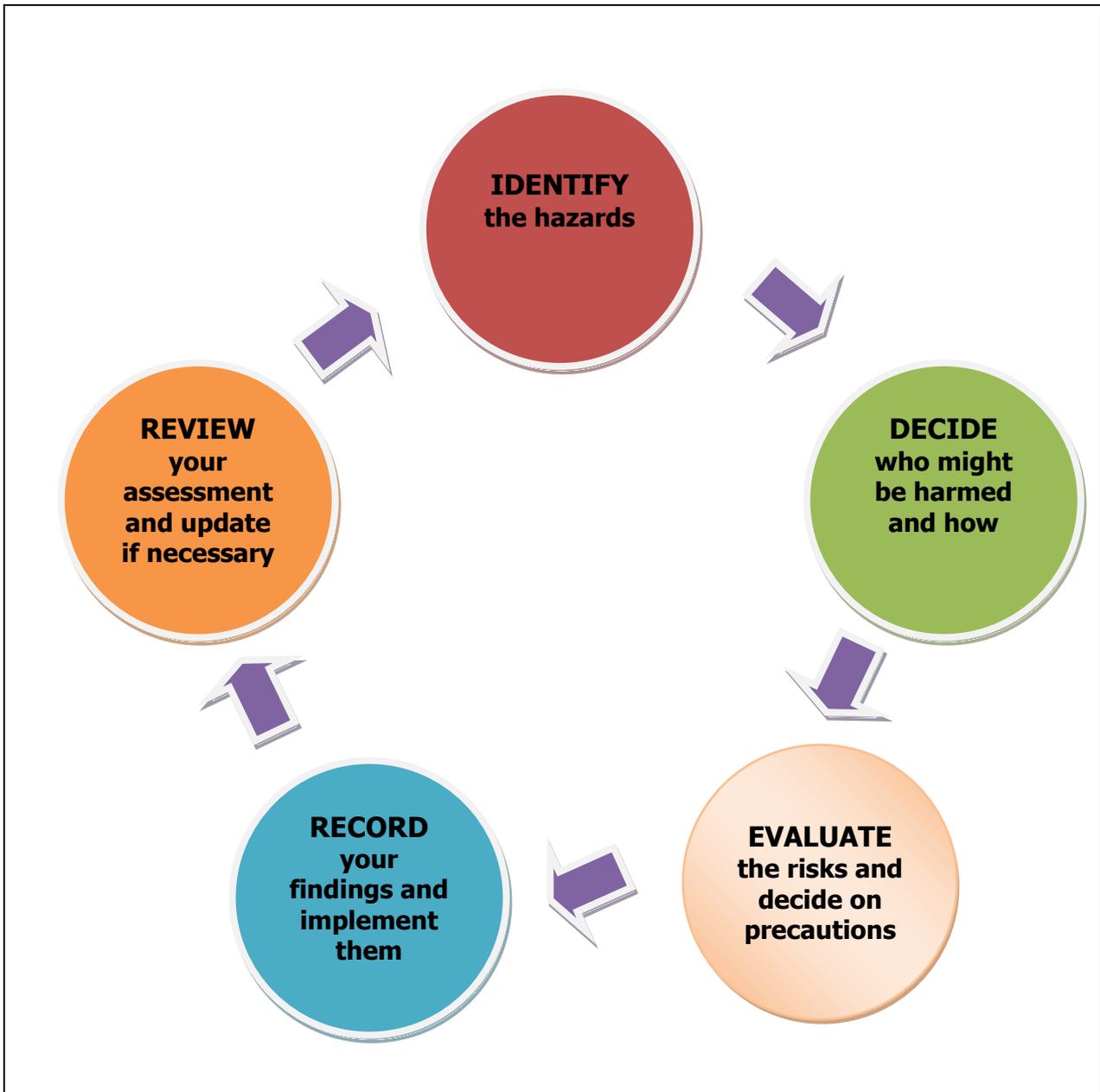
Copies of these documents must be presented to and assessed internally by the EVC and Head Teacher (and governing body representative, if school policy).

- Copy of specific risk assessments:
- Copy of parent/carer letter(s):
- List of all the group members' names, together with name, contact telephone of parent/carer and any special needs.
- List of all leaders' names/qualifications/relevant experience, including first aid and date of last validation:
- Copy of programme/itinerary (including unsupervised times):
- Copy of visit specific emergency procedure:

- **INTERNAL APPROVALS**
Write date and signature on stored hard copy
- Date/signature indicating approval advised by the EVC
- Date/signature of approval by the Head Teacher
- Date/signature of approval from the chair of governors (if school policy requires)

Appendix 2.3

STEPS TO FOLLOW WHEN ASSESSING RISKS





Generic Risk Assessment for Educational Visits

General Considerations

Name of School/Educational Establishment: **on (date):**

Signed and Accepted by (Educational Visits Co-ordinator):

Signed and Accepted by (Head Teacher on behalf of Governing Body):

The aim of a generic risk assessment is to provide general information on the type of hazards employees and pupils (as well as others who may be involved) are exposed to.

The list given is by no means an exhaustive one. Hazards which are not listed but are specific to your visit should be recorded on the blank assessment form.

Hazard	Risks before control	Control Measures to be implemented	Person	Target	Completion	Revised
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observed	measures implemented		responsible	date	date	risk rating
All eventualities	High	<ul style="list-style-type: none"> Group leaders will be familiar with and will follow LA Offsite Visits Policy and Guidelines All staff will be appropriately trained, experienced and qualified to competently fulfil their leadership roles and responsibilities All leaders will meet prior to departure to discuss and share risk assessments and implement management plans All leaders to be made aware of roles and responsibilities prior to departure Leaders will brief young people regarding hazards and involve them in the risk assessment and management process 				
		<ul style="list-style-type: none"> The establishment has an emergency plan for dealing with an incident on an offsite visit, and knows how to contact sources of help Ensure sufficient supervisors to deal with an incident and take charge of the rest of the group At least one leader will carry a mobile phone (with ready charged battery and call credits if "pay as you go") N.B. Mobile phones may not work in some areas due to weak signal Leaders and Establishment Contact will have immediate access to a copy of Emergency Procedures, (Emergency Event cards) including all emergency contact numbers, a list of young people and contact details of parents, group leader, school and, if appropriate head / establishment contact's after-hours number Leaders will have an appropriate level of first aid training as determined by the nature of the visit and accessibility of the venue for paramedics A complete first aid kit (and travel sickness equipment) will be checked and taken with group The first aid kit will be easily accessed by all leaders Any personal medication to be kept secure and accessible only to leaders Leaders will have prepared a contingency plan in the event of an incident or other cause for a change to the original plan 				
Exposure to adverse effects of weather cold injury, heat injury, over exposure to sun etc		<ul style="list-style-type: none"> plan appropriate programme, and ensure that young people are aware of clothing and equipment required Specialist personal protective clothing and equipment will be made available to group members if appropriate Staff will plan and make provision for young people who may not bring suitable kit, including a check before departure and/or bringing spares Staff will obtain daily weather forecast and adjust plans accordingly 				
Young people lost or separated from group, inadequate supervision		<ul style="list-style-type: none"> Ensure supervising staff are competent and understand their roles and are aware of any risk assessments Staffing ratios will be in line with LA guidance Leaders to use suitable group Control measures (e.g. buddy systems, large groups split in small groups each with named leaders) Staff will discuss itinerary and arrangements with young people Young people will be briefed as what to do if separated from group e.g. meeting points 				

		<ul style="list-style-type: none"> • Leaders to conduct regular head counts, particularly at arrival/departure points, and when separating and reforming groups • Group members to have picture taken with digital camera so there is an up-to-date photograph to give to emergency services if required. (Images to be deleted after the trip.) 				
Special needs of specific young people – medical and other		<ul style="list-style-type: none"> • Obtain information from parents/carers and/or GP/Consultant as appropriate • Young people (and parents in letter) will be reminded to bring personal medication if required • Individual risk assessments to be carried out if required • Additional supervision to be arranged if required • Young people will have written parental consent and will inform leaders if medication taken or required • Visit leader will carry information regarding medical conditions and relevant medication carried • Young people will be briefed / assisted to eat and drink sensibly 				
		<ul style="list-style-type: none"> • The programme / itinerary will be arranged with due regard to the mobility and special needs of all members of the group • Particular care will be given to access and inclusion issues e.g. for wheelchair users • Additional staffing to be arranged if required 				
Misbehaviour		<ul style="list-style-type: none"> • Staffing supervision levels conform to LA guidance and will be sufficient to maintain good behaviour • Code of Conduct/Behaviour agreed with young people beforehand, with clear understanding of likely consequences if this is breached. • Individual risk assessments to be carried out if required • Advice to be taken from SENCO where appropriate • Additional supervision to be arranged if required 				
Animals, insects, poisonous plants etc		<ul style="list-style-type: none"> • Avoid known high risk situations • Take necessary avoidance action if encountered • Ensure those with known allergies carry medication 				
Inappropriate provision, activity or actions by provider/ provider's staff		<ul style="list-style-type: none"> • Only bona fide, reputable providers will be used • Where appropriate, prior written assurance will be obtained from the company that it has suitable and sufficient safety management and quality-control systems in place 				
Confrontation with a member of public		<ul style="list-style-type: none"> • Young people will remain in pairs, groups or buddy systems at all times, including visits to toilets, restaurants etc. • Seats will be booked, wherever possible, in a single block to enable easier supervision 				
Whilst on activity: Inappropriate behaviour, injury to self, other party members, or		<ul style="list-style-type: none"> • Staffing supervision is within LA recommended ratios, sufficient to meet pastoral needs and maintain good behaviour • Overall party divided into smaller groups for more effective supervision by staff • Young people appropriately briefed to include the following: - <ul style="list-style-type: none"> ○ Purpose and duration of activity ○ Expected standards of behaviour and pertinent safety rules – follow instructions / directions from provider's staff where applicable 				

passers-by		<ul style="list-style-type: none"> Emergency procedures - what to do if there is an incident or they become lost or separated from group 				
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School/Establishment Identified Risks for General Considerations:

Hazard Observed	Risks Before Control Measures Implemented	Additional Control Measures to be implemented	Person Responsible	Target date	Completion date	Revised Risk Rating

Generic Risk Assessment for Educational Visits

General Considerations

Name of School/Educational Establishment:

on (date):

.....

Signed and Accepted by (Educational Visits Co-ordinator):

.....

Signed and Accepted by (Head Teacher on behalf of Governing Body):

.....

The aim of a generic risk assessment is to provide general information on the type of hazards employees and pupils (as well as others who may be involved) are exposed to.

The list given is by no means an exhaustive one. Hazards which are not listed but are specific to your visit should be recorded on the blank assessment form.

Hazard Observed	Risks Before Control Measures Implemented	Control Measures to be implemented	Person Responsible	Target date	Completion date	Revised Risk Rating

School/Establishment Identified Risks for General Considerations:

Hazard Observed	Risks Before Control Measures Implemented	Additional Control Measures to be implemented	Person Responsible	Target date	Completion date	Revised Risk Rating

CHECKLIST OF INFORMATION TO PARENTS/CARERS

How much of the information below will obviously depend on the proposed visit. Information must be supplied to parents/carers at an early stage in planning and be of a realistic and fair presentation before parents/carers become committed financially.

- Dates
- Times of departure and return
- Mode of travel, including name of travel company, if any
- Destination with full address and telephone number
- Emergency contact arrangements
- Name, school contact details or person at school to contact in emergency.
- Supervision arrangements
- Names of group leader, accompanying school staff and other adults (as appropriate)
- Purpose of visit and activities planned (any activity involving special risk must be clearly specified)
- Cost; what it covers and does not cover
- Methods of payment and cancellation arrangements. Advice on spending/pocket money
- Insurance
- Clothing/footwear and other items to be taken. Prohibited items
- Code of conduct; details relating to the standard of behaviour expected from the young people during the visit.

CHECKLIST FOR YOUNG PEOPLE GOING ON A VISIT

DO I KNOW? (Write in Answer)

Who will be the group leader in charge?

Where am I going to visit?

The address and telephone number of place/s I shall be staying at?

How to contact my group leader?

How to use the phone if I need to?

What to do if I am worried or unhappy about anything?

Where I am to sleep and where I am to dress?

What are the safety arrangements?

How to keep myself and other people safe?

What to do if I get lost or into difficulties when not with the group leader?

Any necessary safety rules such as security arrangements? e.g. areas that are out of bounds, that I need to be with at least two other young people or one known adults at all times

How to behave (house rules) where I am staying?

The code of conduct for my visit?

Where my money and valuables are safe?

What special clothing do I need?

DO I HAVE ANY QUESTIONS TO ASK MY GROUP LEADER? (Write on the back of the sheet)

Section 3

During and after a visit

1.0 SUPERVISION

1.1 Staffing the visit

The Head Teacher/EVC must satisfy themselves that the group leader is suitably competent and empowered to act on the Head Teacher's behalf for the duration of the visit.

In addition to the group leader there should be enough competent adult supervisors to manage the visit effectively, including an emergency (See ratios).

1.2 Supervision of young people – general

The group leader must ensure that at all times during the visit:

- each member of staff knows for which young people, if any, he or she is responsible; including whilst colleagues are taking rest breaks (on longer visits/residential)
- each young person knows which member of staff is in charge of his or her group;

When no such instruction has been given, it is assumed that the group leader is responsible for the whole party. It is not satisfactory to assume an undefined, shared responsibility for a group of young people between several members of staff.

On residential visits staff cannot be expected to supervise for long periods. Appropriate rest breaks must be programmed and supervision cover arrangements made.

The following steps should be taken to ensure adequate supervision:

- young people must be given clear instructions that they are to stay in their group, or within a defined area in sight of the member of staff in charge;
- the responsible adult in charge must regularly check by head count that all young people in his or her group are present;
- young people must be given clear instructions as to where they may go, what they may do, and when they must return;
- staff must have a reasonable expectation that these instructions will be obeyed, based on knowledge of the previous behaviour of the young people;
- for visits involving an overnight stay an adult of the same gender as the young people should be included in the staff team.

1.3 Ratios

It is important to have a high enough ratio of adult supervisors to young people for any visit. The factors to take into consideration include:

- gender, age and ability of group
- young people with special educational or medical needs
- nature of activities
- experience of adults in off-site supervision
- duration and nature of the journey
- type of any accommodation

- competence of staff, both general and on specific activities
- requirements of the organisation/location to be visited
- competence and behaviour of young people
- first aid cover.

Schools will need to set their own levels of supervision for off-site visits, taking the above factors into consideration as part of the risk assessment. Staffing ratios for visits are difficult to prescribe as they will vary according to the activity, age, group, location and the efficient use of resources. However, a general guide for visits to local historical sites and museums or for local walks, in normal circumstances, might be:

- 1 adult for every 6 young people in school years 1 to 3 (under 5s reception and nursery classes should have a higher ratio)
- 1 adult for every 10-15 young people in school years 4 to 6
- 1 adult for every 15-20 young people in school year 7 onwards
- one to one support assistants for young people with SEN must not count as part of the ratio for the whole group.

The above are examples only. Group leaders must assess the risks and consider an appropriate safe supervision level for their particular group. There must be a minimum of one teacher in charge.

In addition to the teacher in charge there need to be enough supervisors to cope effectively with an emergency. When visits are to remote areas, involve hazardous activities, or where there are specific inclusion issues, the risks may be greater and supervision levels should be set accordingly. The same consideration should be given to visits abroad or residential visits. Some non-residential visits with mixed groups will need a teacher from each gender.

1.3.1 Parents/carers/volunteers

Where there is more than one teacher/supervisor a group leader should be appointed who has authority over the whole group. If more than one school is involved an overall group leader should be identified, usually the person with the most experience in leading such visits.

Where a high adult: young person ratio is required, it is not always feasible to use school staff alone. Parents/carers/volunteers may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and ideally to the young people involved. Adult supervisors who have not had a DBS check should ensure that, other than in an emergency, they are not alone with a young person (see below).

Ref: afPE "Use of volunteers and paid coaches (contractors) in PE and School Sport.

1.3.2 Vetting suitability

The group leader needs to be clear about procedures for vetting volunteers who wish to be supervisors or drivers, in particular for residential visits. The suitability of potential supervisors must be assessed by the group leader and Head Teacher/EVC at an early stage of the planning process. Where there is any doubt about suitability further investigations will need to be made and if any doubt remains the adult must not be allowed to help supervise the visit.

The DfES document "Safeguarding children and safer recruitment in Education" came into force on 1st January 2007, gives advice on preventing people who are barred by the Secretary of State from being directly employed by an LA, school or further education college from getting round the ban by either:

- working as a volunteer
- working in a business that is contracted to provide services to schools, further education institutions, or young people attending them.

The amendment means that List 99 checks must be carried out on volunteers and staff employed by contractors who will have regular contact with children and young people attending the school or college either on or off the premises. Schools can check a copy of List 99, by contacting the Schools HR Section.

Volunteers or parents/carers who only accompany staff and young people on one-off visits that do not involve overnight stays, or who only help at a specific one-off event need not be checked. However, for the protection of both adults and young people, all adult supervisors should avoid being alone with a young person wherever possible.

1.3.3 Supervisors' responsibilities

All adult supervisors, including teachers and parent/carer/volunteer helpers, must be clear about their roles and responsibilities. It may be helpful to put this in writing. In particular, all supervisors must be aware of any young people who may require closer supervision, such as those with special needs or those who need additional support to manage their behaviour. Teachers retain overall responsibility for the group at all times.

1.3.4 Competencies if leading an adventure activity

If the school is leading an adventure activity, the LA or governing body must ensure that the group leader and other supervisors are suitably competent to lead or instruct young people in the activity, bearing in mind that some young people may be novices. Competencies should be demonstrated by holding the relevant National Governing Body (NGB) award where it exists. See section 8.

Reference: afPE Safe Practice in Physical Education – 2012 Edition.

2.0 YOUNG PEOPLE WITH MEDICAL NEEDS AND SPECIAL EDUCATIONAL NEEDS

As an inclusive local authority, Head Teachers must make every effort to include young people with medical or special educational needs in school visits. Special attention must be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

2.1 Young people with special educational and medical needs

Educational visits may pose additional difficulties for a young person with SEN and the behaviour of some young people may prove challenging. The following factors should be taken into consideration:

- is the young person capable of taking part in and benefiting from the activity?
- can the activity be adapted to enable the young person to participate at a suitable level if necessary?
- will additional/different resources be necessary?
- is the young person able to understand and follow instructions?
- will additional supervision be necessary?
- can the objectives or visit be met with an alternative visit, more suitable to include this young person.

It will often be helpful to the young person if one of the supervisors already knows them well and appreciates their needs fully. The group leader needs to discuss the visit with the parents/carers of young people with SEN to ensure that suitable arrangements are put in place to ensure their safety.

For wheelchair users, ramps may not be available in certain places, the organiser may wish to arrange to take portable ramps. The group leader should at an early stage assess whether manual handling skills will be needed and, if so, whether training should be provided.

All teachers supervising the visit should be given the opportunity to talk through any concerns they may have about their ability to support the young person(s). Extra help should be requested if necessary, e.g. a teacher assistant, volunteer, parent, etc.

If teachers are concerned about whether they can provide for a young person's safety or the safety of other young people on a visit because of a medical condition, they should seek general medical advice via the Head Teacher from the school nurse and / or further information from the young person's parent/carer.

2.1.2 Medicines

The teacher in charge must ensure that:

- Only prescribed medicines are administered by the teacher in charge, on receipt of a signed letter from parents/carers explaining the dose
- Prescribed medicines are handed to the teacher in charge before departure together with a note explaining the dose. (Schools may wish to draw up a list of acceptable medicines such as insect repellent, antihistamines, indigestion remedies etc. Advice can be sought from the school nurse.)
- Medicines will be looked after by the group leader and returned to parent/carer at the end of the visit
- If a member of support staff (e.g. Teaching Assistant) is present, prescribed medicines may be administered by them, if not, a key person who has been trained to administer medication and be responsible in an emergency is acceptable
- Young people have sufficient medication for the duration of the visit
- All staff are aware of the young person's needs and how to deal with an emergency
- The young person's needs have been discussed with a parent/carer/carer
- The venue has wheelchair access if required – if not take portable ramps.

Reference: Managing Medicines in Schools and Early Years. Newham Health and Safety Management System Settings, Standard Procedure 98.

3.0 EMERGENCY PROCEDURES

Serious accidents and incidents that have occurred on educational visits, both in this country and abroad, have shown that schools need to develop an appropriate policy and action plan to deal with the situations that could occur. This is especially required in circumstances where there is media interest and the involvement of the police or other emergency services.

A serious accident or incident could be defined as a fractured arm or leg or any other illness or injury requiring medical treatment and/or hospitalisation. It could be a civil emergency due to terrorist action or a natural disaster due to a flood. This may or may not have resulted in a loss of life.

Many visits, such as adventurous activities, by their very nature will demand detailed emergency arrangements to be in place as the risk of injury or things going wrong are increased.

3.1 Why do Group Leaders need to consider an emergency procedure?

- Leaders and group members know immediately what is required, and can act calmly and efficiently, following a clearly laid-out plan
- There is less panic and more clarity of thought, allowing for sensible judgements to be made
- Any casualties are dealt with quickly and effectively
- No further accidents occur
- External help is accessed quickly
- Only essential and factually correct information is passed on, to the right people
- Parents/carers and other key personnel are informed at the correct time, and by appropriate staff;
- The initial shock and trauma experienced by the rest of the group and staff is kept to a minimum;
- The long-term impact of the incident may be softened for all
- Any later investigation into the incident would clearly demonstrate the preparedness and foresight of leaders, and their effective management of the incident.

3.2 Preparing in advance for emergencies during educational visits?

Schools must prepare for emergencies during educational visits by establishing:

- An overall school policy for dealing with emergencies and managing critical incidents (including during educational visits)
- An action checklist for Leaders to follow if an incident occurs during a visit, including a template for recording all emergency contact numbers
- An "Accident and emergency procedure flowchart"
- An action checklist for Head Teachers and/or emergency home contacts to follow in the event of a group leader reporting an emergency during a visit
- An incident log sheet for recording telephone calls and actions.

3.3 Newham Emergency and Security Services Contact numbers

The LA provides the following Emergency 24-hour Contact telephone lines:

Tel: 020 8249 6970

Fax: 020 7345 1896

Mob: 07770 227094

Email: alan.merry@npw.so

Press Office: 020 3373 4728

The following numbers will provide access to a wide range of LA support and guidance in the event of a serious incident. Head Teachers, EVC's and group leaders should note that for visits at weekends and during holiday periods, some of the Council's key support personnel may themselves be away and unavailable to assist in an emergency.

3.4 Being prepared for emergencies during educational visits?

Throughout the plans and preparations for a visit group leader should always give careful thought to:

- What could go wrong" (risk assessment)
- What can be done to prevent it going wrong" (risk management);
- What if it did go wrong" (emergency planning).

A common sense approach is best, with appropriate consideration given to contingencies that might be required if things went wrong. Some examples of forward thinking could include:

- travelling (e.g. a vehicle accident or breakdown, or a young person collapsing on the coach);
- staying at a centre (e.g. if a young person becomes seriously ill during the night);
- participating in an activity (e.g. an injured child in a remote location without mobile phone reception).

A small amount of thought could be given to the management of a critical incident – e.g. seeking refuge if transport fails.

Particular thought should be given to the possible implications (especially with regard to staffing and supervision levels) if a member of staff has to depart for any reason (e.g. to return home or to accompany a young person to hospital).

3.5 Emergency planning for accidents and emergencies

Group Leaders should prepare for accidents and emergencies by establishing:

- The Emergency and Accident Procedure flow chart, to act as a practical aide-memoir for group leaders to follow in the event of an incident, highlighting the key things to remember (see Appendix 3.1 for an example form),
- An "Emergency Contact" list that records all the key telephone numbers that leaders might require (see Appendix 3.2 for an example form);
- Appendix 3.3 and 3.4 has smaller Emergency Action cards that can be photocopied back-to-back so each leader keeps a copy on them throughout the visit;

- A list of parent/carer and next of kin telephone contacts (it might be helpful to establish a “telephone tree” that will allow important information to be passed on quickly);
- The adequate number of trained first aid personnel and first aid equipment – if carried, the first aid kit should include an Accident/Incident Report Form (see Standard Procedure 43
- Accident/Incident reporting) in the event of a messenger being sent for help
- Means of contacting help (e.g. mobile phone, public callbox, whistle, torch etc.)
- Spare clothing if appropriate (e.g. in cold or wet conditions)
- Emergency shelter (survival bag or both) if appropriate (e.g. in remote locations).

3.6 The Emergency Home Contact

Part of the planning for emergencies involves the establishment of one or more Emergency Home Contact(s).

3.6.1 Choosing a suitable emergency home contact

The role of the Emergency Home Contact is of vital importance in an emergency so it is important that the person chosen for this responsible position:

- is an employee of the school with good links to other staff members/governors
- is in the UK during the visit, preferably near the school or setting
- is mature, responsible and able to cope competently and calmly in a crisis
- has sufficient seniority to act on behalf of the Head Teacher and/or senior management
- has some personal knowledge of the group, the leaders, and ideally the parent/carer of the group members
- communicates well with others
- is sensitive and diplomatic
- is fully briefed to know what to do in the event of an emergency
- does not mind taking on a role which can be somewhat restrictive
- is available and accessible throughout the period that the group is away has all the relevant information to hand which may be required in an emergency.

Clearly, the Emergency Home Contact must be available 24:7 throughout the visit, so it may be that -a rota of people fulfils this role. Where needed, the rota should consist of as few people as is practicable, but enough to ensure day and night cover throughout. The Emergency Home Contact must be able to make decisions and take appropriate action back at base, so must not render themselves incompetent at any point while they are on duty in this role, e.g. by consuming alcohol or medicines strong enough to have a detrimental effect on their capacity or by being in a situation where they are unable to respond to a phone call (a meeting, conference or.

If the Head Teacher will not be accessible during a visit (e.g. because they are on holiday themselves), arrangements must be made for a competent senior staff member to deputise (someone who has the authority to make significant decisions).

The emergency home contact (or rota) should remain in place until contact is received from the group leader saying that all young people have been returned to the school or setting or have been safely returned to the care of their parent/carer or the supervision of another family member or appropriate adult. At this point the contact or rota can be stood down.

3.6.2 The role of the Emergency Home contact

The role of the Emergency Home Contact is to act as the central liaison and communications link between the group, the school, parents/carers and LA and may also involve helping to overcome any difficulties that arise during the visit which require liaison with parents/carers or the school (e.g. homesick child wants to return home etc.).

The Emergency Home Contact should be contactable at all times as they will be the first contact point in the case of an emergency and should have immediate access to all the visit details, including:

for all visits

- an accurate list of all the group members (including leaders)
- medical consent information
- the group's programme/itinerary
- contact details of the young peoples' parents/carers/guardians
- contact details (e.g. mobile phone number) of the Group Leader (and other leaders if appropriate);

for UK residential and overseas visits

- name of group's accommodation and contact details
- other details about the visit plans
- contact details of the tour operator (if applicable)
- copies of insurance documents and contracts with travel operators
- contact details of the adult leaders' next of kin
- 24-hour contact details of the Head Teacher and governor representative, and other relevant school staff;
- contact details of Newham Emergency Services.
- UK residential and overseas visits, it is recommended that the Head Teacher should also have immediate access to the same information as above.

3.7 Emergency contact information held by the Group Leader during the visit

The group leader must always have relevant group information accessible to them during a visit, and must ensure that other appropriate staff have group lists, parent/carer contact details, relevant consent form information, and emergency telephone contact details.

It is good practice for another member of the group to have a duplicate set of information of their own, but if this is not considered necessary, the original set should be accessible by staff other than the group leader at all times.

For visits abroad, the group leader is recommended to have (kept in a secure and waterproof bag) photocopies of all passport data pages, tickets and other important documents in case the originals are lost. Passport photographs of each group member might also be taken together with a copy of the current insurance policy.

Appendix 3.2 "Emergency Contact Numbers" provides a suggested format for the recording of all relevant emergency numbers.

3.8 Emergency contact information available to parents/carers during the visit

3.8 Mobile phones and Emergency contact information available to parents/carers during the visit. Arrangements should be made so parents/carers can contact the party in an emergency. Contact should normally be made via the Emergency Home Contact, but parents/carers should be given contact details of the accommodation base or the group leader so that direct contact can be made in a real emergency.

Where possible, young people should be discouraged from taking mobile phones on a visit but not prevented. The visit leader should make clear to young people that if they decide to carry a mobile phone it is entirely their responsibility and the school carries no liability. The phone must be kept concealed at all times. It can only be used for the purpose of an emergency that occurs where the student has no access to a supervising adult eg in the case where they get lost. It is essential to establish from the outset that in an emergency, young people will be required to 'hand in' their mobile phone or any other device. This is to prevent the unacceptable situation in which the family of the casualty of any emergency first heard of this through a phone call or text message from another member of the group. This rationale should be explained in advance, and the planned procedure for collection and redistribution explained, so that in the event of an emergency this happens smoothly and without incident.

3.9 Emergency procedures framework

Group leaders have a duty of care to make sure that the young people are safe and healthy and have a common law duty to act as a reasonably prudent parent/carer would. Therefore, they should not hesitate to act in an emergency, and to take life-saving action in an extreme situation.

If an accident or situation arises, 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.

3.10 Managing an emergency on a visit, areas of responsibility?

In an emergency, the group leader is the person 'on the ground' who will normally take charge and ensure that emergency procedures are in place and that back up cover is arranged. However, there are clearly other staff who will take their own responsibility and who should support the group leader by taking on the pressure of making contact with key people etc. All those involved in the school visit, including leaders, young people and their parents/carers, and senior management at the school, setting or service should familiarise themselves with the recommended procedures outlines below. This will help ensure that the right people take the right responsibilities in the event of an emergency and act accordingly.

The following include processes and procedures covering everything up to the level of an emergency where serious injury and even possibly fatality has occurred. Clearly, in the case of a lower level emergency, which happen more frequently, decisions and actions taken will stop at the appropriate point. Schools' own EV policy and procedures documents might articulate a variety of scenarios and where this stopping point might be.

3.10.1 Taking responsibility

The group leader should assess the situation and decide whether they need support in managing the emergency from the school, setting or service. If they decide they do, they should telephone the emergency home contact at the earliest opportunity.

Once this is done, the group leader's responsibility is solely for matters on the ground, while other back up and contacts etc. become the responsibility of the emergency home contact. As far as possible the group leader would be able to make one phone call back to base, in the secure knowledge that everything other than ensuring that the needs of the group are met, will be dealt with. They must of course keep in touch with the emergency home contact at appropriate intervals so that the flow of communication supports a speedy resolution of the situation.

If the group leader is unavailable, another competent person must assume responsibility.

3.10.2 Accident and emergency procedures for the group leader (see Appendix 3.1)

The group leader should be prepared to delegate responsibilities, e.g. contacting emergency services, tending the injured, etc., in order to maintain an overview and take charge until help arrives.

If an emergency occurs on a school visit the following action should be taken:

- establish the nature and extent of the emergency as quickly as possible;
- ensure that all the group are accounted for, safe and looked after;
- establish the names of any casualties and get immediate medical attention for them;
- telephone or send for external assistance (e.g. mountain rescue/ambulance) if required
- assign roles and responsibilities to other staff and group members, as appropriate;
- ensure that an adult (preferably someone they know) accompanies casualties to hospital
- ensure that contact can be maintained easily with the adult who is accompanying the child to hospital (e.g. ensure the adult has a mobile phone, and that all parties have knowledge of each other's phone numbers)
- ensure that the rest of the group are adequately supervised at all times, kept together, and returned to base at the earliest opportunity
- arrange for one responsible adult to remain at the incident site to liaise with emergency services until the incident is over
- ensure that the rest of the group have understood what has happened and appreciate
- consider the implications for the rest of the visit
- restrict group access to telephones and mobile phones until permission is given to do otherwise (news travels quickly, and distorted versions of a story can cause immense distress and damage)
- notify the police if necessary
- inform the emergency home contact. This contact number should be accessible at all times during the visit
- pass on to the emergency home contact details of the incident, these should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that

parents/carers can be reassured, share action taken so far; action yet to be taken (and by whom)

- ascertain telephone numbers for future calls. Mobile phones, though useful, are subject to technical difficulties, and should not replace usual communication procedures;
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence
- keep a written account of all events, times and contacts after the incident
- notify the British Embassy/Consulate if an emergency occurs abroad
- complete an accident report form as soon as possible.

Note that:

- no-one in the group should speak to the media, unless specifically authorised to do so
- names of those involved in the incident should not be given to the media as this could cause distress to their families
- media enquiries should be referred to a designated media contact, normally within the Local Authority
- no-one in the group should admit or discuss legal liability with other parties.

3.10.3 Considerations re emergency management (see Appendix 3.4)

Schools should bear in mind that their contact lines will become busy in the event of an incident and that alternative numbers to ring would be useful. Therefore, it might be essential in the event of an incident to establish an additional telephone line that does not accept incoming calls. As part of their overall planning for emergencies, school managers should consider establishing a separate telephone line with an unpublished emergency number (reserved for outgoing calls).

It is recommended that prior contingencies are made for this in the school's emergency and critical incident planning (See Standard Procedure 130 Dealing with critical incidents in Schools).

3.10.4 Accident and emergency procedures for the emergency home contact

Head Teachers or emergency home contacts co-ordinating the response to a serious incident back at school are recommended to use the Emergency Incident Log Sheet attached in Appendix 3.5 which provides a means for recording all relevant communications whilst dealing with an incident.

The emergency home contact should carry out the following procedures, recording all events and actions on an incident log-sheet:

- Obtain facts and information
- Provide reassurance
- Ensure that appropriate emergency services have been called for if needed
- Establish if any additional assistance is required from the school base
- Confirm who is in charge at the scene, and check if any back-up staff are available or required
- Notify and inform Head Teacher (and Chair of Governors, if appropriate) of incident details -
- Notify and inform others as appropriate, and keep them informed at all stages as reasonable and practicable. People/organisations to be notified could include -
 - LA - the LA must be informed as soon as possible of all serious incidents and should be able to offer considerable support and guidance (e.g. media liaison, emotional/psychological support etc.), if required

- Other relevant staff members (and their next of kin, if appropriate)
- Parents/carers of casualty (and the parents/carers of other group members, if appropriate)
- Establish with the Group Leader/Head Teacher/Governor/LA who will be responsible for dealing directly with the media, and who internally will liaise with the Council Press Office – for serious incidents, all enquiries should normally be referred to the Council Press Office
- Arrange a meeting to allocate tasks
- Set up a separate telephone line (with a different number) to liaise directly with those at the scene
- Liaise with media contact and ensure that names of casualties, or other incident details, are not released until authorised to do so (this will be after all relevant staff and parents/carers have been informed).
- Brief school administrative staff on the known facts. Instruct them on what information can be released or advise them to refer all calls to the Council Press Officer.

3.11 Emergency procedures - reporting and reviewing incidents

Leaders involved should prepare a full written account of the incident as soon as possible, noting all events and times.

- All relevant details should be recorded while they are still fresh in the memory.
- Accident/Incident reporting procedure should be followed. (See Standard Procedure 137 Accident/Incident/Assault reporting). The relevant report must be completed and, if appropriate, reported to the Health and Safety Executive.
- Note the names and details of any witnesses and, if possible, obtain a signed, written account from them.
- Any equipment involved in the incident must be kept for examination.

3.12 Emergency procedures - incidents on overseas visits

If abroad, it may be necessary for the group to comply with local accident reporting procedures in the country where the accident occurs. Local Police or the British Consulate should be able to advise on these procedures. If the incident involves a major injury, condition or fatality, the British Consulate should be informed.

If the incident is the subject of a police investigation abroad, the British Consulate will assist British subjects in obtaining legal advice.

3.13 Emergency procedures - insurance

For insurance purposes, receipts and other documentation relating to any possible claim should be obtained and retained. Photographs and witness statements may also be helpful.

Loss or theft of property should be reported to the local police within 24 hours of the incident and obtain written confirmation of this.

3.14 Emergency procedures - media contact

In the initial stages of a serious incident or accident, the Newham Council's Press Office should be contacted; The Council's press office is trained and experienced in media contact and will liaise with the school's emergency home contact, the Head Teacher, the group leader, the LA health and safety co-ordinator, and, where appropriate, the police and other emergency services.

If the media requests comment at the scene of the incident, enquiries should be referred to the Press Office, who will liaise with school's Head Teacher and emergency home contact.

Caution is required in the preparation of any press statement, as legal proceedings may follow an accident (e.g. against a coach company, travel operator, hotel, etc.) and under no circumstances should comments relating to liability be made.

The name of any casualty should not be given to the media until agreed by all authorities that it is reasonable to do so and young people should not speak to the media.

The press will understand that an investigation will be needed and that it is prejudicial to comment in detail at this stage. Therefore, information passed to the media must be concise and factual.

It is reasonable to express concern for those injured and demonstrate that everything possible is being done.

3.15 Emergency procedures - emotional/psychological support after a serious incident

In the event of an accident, young people will need help in coping with shock or trauma. This may also apply to leaders, families and other members of the group.

It should be emphasised that in the cases of a major emergency, a range of Newham agencies will be available to provide support and help to those concerned.

3.16 Emergency procedures - recording and learning from near accidents

After any major accident, schools should undertake a review of the incident and their emergency procedures and share the findings with the LA for the benefit of other schools.

It is also good practice to record and learn from incidents (sometimes known as "near misses"). EVCs and Head Teachers should establish a system for doing this and should consider how best to share the learning outcomes of such incidents with other colleagues in school and with the LA so that other schools can benefit from lessons learned.

4.0 FIRST AID

First aid arrangements must form part of the risk assessment. Before undertaking any off-site activities, the Head Teacher or the group leader must assess what level of first aid might be needed. All adults in the group and young people (as appropriate) should know how to contact the emergency services.

The minimum first-aid provision for a visit is:

- an appointed person to be in charge of first-aid arrangements for over 5's
- a paediatric first aid trained person for under 8's.

Other considerations when considering first-aid arrangements should include:

- the numbers in the group and the nature of the activity
- the likely injuries and how effective first aid would be
- the distance of the nearest qualified first aider / provision
- provision to contact emergency services (e.g. mobile phone).

Schools must consider in their risk assessment whether taking a travelling first aid kit is appropriate. If so, the Health and Safety Executive recommends the following minimum contents for a travelling first-aid box where no special risk has been identified:

- a leaflet giving general advice on first aid
- six individually wrapped sterile adhesive dressings
- one large sterile un-medicated wound dressing approximately 18 cm x 18 cm
- two triangular bandages
- two safety pins
- individually wrapped moist cleansing wipes
- one pair of disposable gloves
- a resuscitator (for hygienic mouth to mouth resuscitation) would also be useful.

Reference: London Borough of Newham, Health and Safety Management System Standard Procedure No. 22

5.0 EVALUATION

Evaluating educational visits provides useful feedback and informs good practice. Evaluations should record any examples of good practice and lessons learned that might assist with the planning and leadership of future visits. Evaluations also note whether or not learning outcomes were met and if not how they could be better achieved in the future.

An evaluation procedure will form part of the school's EV policy and different types of visit may be evaluated differently. Methods of evaluation may include:

- Verbal feedback to the EVC/Head Teacher, with a record made that this has taken place and note taken of key successes, concerns, incidents, learning points for future organisers.
- A regular "slot" in staff meetings where group leaders share information and findings from visits and these are recorded in the minutes.
- A summary report by teachers, year co-ordinators, group leaders or other identified staff stating their evaluation of visits over a period of time (such as a school a term)
- Completion of an evaluation form such as the example in Appendix 3.6 NB, some visits will require this type of evaluation. The school's EV policy will indicate which these are.

It is an expectation that EVCs keep evaluation records and that these inform monitoring at school and LA level, see section 6.

It is important to record and review any accidents, incidents or near misses (i.e. incidents which occurred that resulted in no injury but had the potential to do so).

Leaders may feel embarrassed and awkward about relating such incidents, especially if it implies some level of negligence on their part, but they should be encouraged to do so, in order that:

- similar incidents are avoided in the future by themselves or other leaders;

- in the event of a future incident or enquiry, there is clear evidence that proper review procedures have taken place, and appropriate lessons learned;
- For visits that involve outside settings or services (e.g. residential accommodation, outdoor activity instruction), it is also useful to review and record the quality of services provided, for future reference by other leaders.

SECTION 3

Appendices

ACCIDENT AND EMERGENCY FLOW CHART

Serious Accident/Emergency
e.g. requires outside assistance – doctor/hospital/rescue etc.

- Establish nature and extent of emergency.
- Ensure your own safety and that the rest of the group are accounted for, safe and supervised
- Provide urgent first aid required to preserve life and prevent situation worsening.
- Assign other roles/responsibilities to other staff and group members.
- Agree who will be responsible for notifying Emergency Services.
- Ensure NO unauthorised telephone calls – prevent use of mobile phones, etc.

Can the emergency services be contacted by phone from the scene of the accident?

No

Yes

- Send responsible persons (preferably more than one) with written message**
- Give incident details inc. precise location (use accident report form in first aid).
 - Ensure messengers have directions where/how to locate phone/access help.
 - Instruct action to take afterwards.

- Phone Emergency Services**
- Give incident details inc. precise location.
 - Clarify action already taken.
 - Agree what action is planned/required.
 - Do not change plans without further Notification
 - Ensure services can locate and access site.

- Phone Group Leader** (if not already present) – see telephone numbers overleaf
- Give full details, as above for Emergency Services.
 - Agree staff roles/responsibilities and strategy for safe evacuation/return of casualty and group.
 - Decide who is responsible (usually Group Leader) for further notification e.g. Head Teacher.
 - Check contact details and agree contact times. Do not change plans without further notification.

- Evacuate casualty** to doctor/hospital, accompanied by responsible adult.
- Ensure accompanying adult has money, and can contact and be contacted (e.g. check mobiles).

- Ensure continued supervision, support and reassurance for all group members.**
- Abort activity if appropriate, and return to base with rest of group.

- Do not allow anyone in the group to contact or give statements to the Media**
- Do not divulge name of casualty.
 - Do not give interviews/statements – refer all enquiries to the Press Office

The Group Leader (or delegate) should notify the following a.s.a.p. (in an order appropriate to the circumstances – keep a record of the time contact is made):

• Other leaders involved on the visit
• Emergency Home Contact(s)
• Head Teacher (or Deputy, if not available)
• The Local Authority
• The manager of the accommodation base (if applicable)
• Tour Operator/Reps (especially if abroad)
• Insurance company (especially if abroad)

- Record full written details of the incident as soon as possible afterwards**
- Include names, addresses, signatures and statements of any witnesses
 - Keep any equipment involved in the incident for any subsequent enquiry (photos may also help)
 - Notify other relevant personnel e.g. LA, HSE, Police, Embassy (if abroad)

EMERGENCY CONTACT NUMBERS

All Emergency Services 999 (UK) or **112** (mobile phone anywhere in E.U.) Time of contacts:

Local Doctor Location:

Name: _____ Tel. _____ Time of contact: _____
Nearest Hospital (with Accident/Emergency) Location:

Tel. _____ Time of contact: _____

Group Leader

Name: _____ Mobile No. _____ Time of contact: _____

Other accompanying staff/volunteers

Name: _____ Mobile No. _____ Time of contact: _____

Name: _____ Mobile No. _____ Time of contact: _____

Name: _____ Mobile No. _____ Time of contact: _____

Emergency Home Contact(s)

Name: _____ Time of contact: _____
 Home no. _____ Mobile No. _____

Name: _____ Time of contact: _____
 Home no. _____ Mobile No. _____

School Office

Tel. _____ Time of contact _____

Head Teacher

Name: _____ Time of contact: _____
 Home no. _____ Mobile No. _____

Deputy Head Teacher

Name: _____ Time of contact: _____
 Home no. _____ Mobile No. _____

School Educational Visits Co-ordinator

Name: _____ Time of contact: _____
 Home no. _____ Mobile No. _____

Chair of Governors

Name: _____ Time of contact: _____
 Home no. _____ Mobile No. _____

Tour Operator/Travel Company

Name: _____ Time of contact: _____
 Main Office no. _____ Local

Rep. _____

Accommodation Base (hotel, activity centre, youth hostel etc.)

Name: _____ Time of contact: _____
 Main Office no. _____ Manager

Insurance Company

Name: _____ Time of contact _____
 Claims _____ Legal Advice

Newham 24 hour Contact Number Time of contact: _____

Tel (24 hr line) 020 3373 2392

Newham Press Office

Tel (Office hours) 020 3373 1962

Tel (24 hr line) 020 3373 2392

Time of contact:

Newham Group Manager (School Support)

Tel. 07770 227 094

Time of contact:

Local Police

Tel (Office hours)

Time of contact:

HSE Incident Contact Centre

Tel (Office hrs) 0845 300 9923

Fax (24 hours) 0845 300 9924 Email: riddor@natbrit.com

Time of contact:

British Embassy or Consulate (in UK) UK Home Office (ask for "Consular Protection" of country)

Tel. 0870 000 1585

Time of contact:

British Embassy or Consulate (within countries visited)

Tel. _____

Location:

Time of contact:

Appendix 3.3

<p style="text-align: center;">EMERGENCY ACTION CARD</p> <ul style="list-style-type: none"> → Take charge, assess the situation, prevent worsening, deploy other staff → Ensure own safety, safeguard and supervise all other group members → Establish injuries, give first aid, call 999 or 112 (EU mobiles), if required → If no phone, send responsible person(s) to get help (give written details) → Maintain calm. Continue to reassure and care for injured and rest of group (food/shelter). Control information – DO NOT allow calls home → Evacuate casualty, accompanied by an adult (ensure remain contactable) → Inform Leaders/Emergency. Contact School/LA (Tour Rep? Insurance?) → Maintain liaison, ensure parents/carers informed, keep records/notes/photos → Agree recovery plan. NO statements – direct media to Press Office 	<p style="text-align: center;">EMERGENCY ACTION CARD</p> <ul style="list-style-type: none"> → Take charge, assess the situation, prevent worsening, deploy other staff → Ensure own safety, safeguard and supervise all other group members → Establish injuries, give first aid, call 999 or 112 (EU mobiles), if required → If no phone, send responsible person(s) to get help (give written details) → Maintain calm. Continue to reassure and care for injured and rest of group (food/shelter). Control information – DO NOT allow calls home → Evacuate casualty, accompanied by an adult (ensure remain contactable) → Inform Leaders/Emergency. Contact School/LA (Tour Rep? Insurance?) → Maintain liaison, ensure parents/carers informed, keep records/notes/photos → Agree recovery plan. NO statements – direct media to Press Office
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Appendix 3.3

CONTACT NUMBERS

Visit Leader & other contacts:

Emergency Home Contact 1 (name):

Day-time Tel:

After-hrs Tel:

Emergency Home Contact 2 (name)

Day-time Tel:

After-hrs Tel:

**LA 24hr Emergency Contact telephone
number:
0203 373 2392**

CONTACT NUMBERS

Visit Leader & other contacts:

Emergency Home Contact 1 (name):

Day-time Tel:

After-hrs Tel:

Emergency Home Contact 2 (name)

Day-time Tel:

After-hrs Tel:

**LA 24hr Emergency Contact telephone
number:
0203 373 2392**

CHECKLIST FOR HEAD TEACHER (and/or EMERGENCY HOME CONTACT) RESPONDING TO AN INCIDENT DURING AN OFF-SITE VISIT

BACKGROUND:

This checklist provides guidance for a Head Teacher (back at school) dealing with an emergency during an educational visit. Schools should integrate this advice into their school emergency plan.

When any group is on an off-site visit, the Head Teacher (or a deputy/assistant Head Teacher or appropriate member of the school management team) should provide 24-hour emergency contact for the group. **The Head Teacher or emergency home contact must have readily available details of the visit, including a list of all involved, contact arrangements with the group, and day and night contact details of parents/carers and staff next-of-kin.**

Copies of the visit approval form(s), attendance list, visit details, parent/carer consent forms and the school's staff contact list should provide the necessary information. On residential or after-hours visits, the Head Teacher or emergency home contact will need to have access to this information at home. **Make sure that emergency arrangements will work after hours, at weekends and during school holidays if visits are taking place at these times.**

PLEASE NOTE:

The nature of your response will depend on the scale and seriousness of the incident. Not all this guidance will be relevant in every circumstance.

ACTION:

1. Maintain a written record of your actions using this pro forma and attached log sheet.
2. Offer reassurance and support. Be aware that all involved in the incident may be suffering from shock and may not act rationally or in their normal manner.
3. Find out what has happened. Obtain as clear a picture as you can:

Who has informed you of the incident? (usually the group leader)

Name:	Status	Telephone Number:	Additional Tel Number (s):
Where are they now and where are they going?			

Remind the group leader to follow the advice in the Accident and Emergency Flowchart.

**occurred
(check with details included in EV Approval form):**

Location and nature of activity/visit:			
Name of overall group leader:		Contact telephone number(s) of Overall Group Leader	Accommodation base:
			Mobile:
			Phone box:
Total number of people on the visit:	Young people: Adults:	Teachers:	Other

Details of the incident:

Date and time of incident:		Location:	
What has happened?			
People affected:	Name:	Injury:	Where they are / will be taken to:
Emergency Services involved and advice they have given:			
Names and locations of hospitals involved:			
Present and planned arrangements for remainder of young people at the incident:			
Name of person in charge of the group at the incident:		Telephone Number(s)	

Who to inform

Remember:

- Keep a record of who is informed and of what on the attached log sheet so that people are not called twice.

Actions	Tick if done
Head Teacher – If not already involved/informed. Give full details	
School staff - Depending on time and scale of the incident, inform relevant school staff so that you can delegate tasks	
Parents/carers of any injured young people - Immediately inform these parents/carers of what has happened and where their son/daughter is. Record what their plans are, e.g. to travel to their son/daughter, any assistance they need and any means of communications with them (e.g. mobile phone number). In event of a major incident the police may give advice regarding naming badly injured people or fatalities. You may also need to inform next-of-kin of any staff who have been involved.	
Parents/carers of any other young people on the visit but not directly involved in the incident. Decide which parents/carers should be informed and by who and contact them as appropriate. Parents/carers should first hear of the incident from the school (or from the visit leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents'/carers'/next of kin are informed.	
Chair of Governors. Contact and inform the Chair of Governors	
The LA. Initial contact should be made via the 24 hour LA Emergency Contact line 020 3373 2392. Details of the incident will then be passed to the relevant LA officer, or other relevant Council staff. The Council will also help to co-ordinate the following support if appropriate:	
Assistance at school or at the site of the incident by LA officers, and/or others	
Provision of extra communications. In a major incident, the school may be inundated with calls from distressed parents/carers and others. Extra telephones, fax lines, radio communication and other emergency support can be made available. In a major incident, an independent outside line is vital to ensure two-way communications.	
Help with arranging travel and transport between the incident, parents/carers and the school (Passenger Transport Services Group may be able to assist) 020 3373 1488	
Contacting Council Press Office and arranging for them to deal with media enquiries and a press release (tel. 020 3373 1962)	
For an incident occurring in another UK local authority, establishing links with that authority or, for an incident occurring abroad, communication via the Foreign Office (020 7270 1500), to British Consulate and foreign police and emergency services	
Insurers (if the group is abroad). If the visit is abroad, and the incident results in substantial medical or other expense, contact Lifeline Plus Assistance – Telephone: +44 (0)20 8762 8326 (See also Standard Procedure 106 for current provider details). Any other insurers and tour operators used should be informed as soon as possible.	

1. Media Management

Introduce, if necessary, controls on school entrances and telephones	
Ask the Press Office to deal with media enquiries and prepare a press statement to be agreed by the appropriate officer or the LA, and the Head Teacher before release. Contact via the Press Office, or via the LA Emergency Contact lines (see above);	
At least initially, the school is advised to avoid responding to media enquiries and direct these to the Press Office.	

2. Reporting of accidents

<p>Tell the staff involved to prepare a written report noting events and times. Inform the Group Manager (School Support) on 07770 227 094, who will advise on reporting procedures immediately following an emergency.</p> <p>Accident report forms should be completed and, in the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Thereafter the Corporate Health and Safety Team should be consulted on 020 3373 6687</p>	
--	--

3. Next Steps

Review the incident and its implications with staff as soon as possible. Take advice from the Group Manager (School Support), and others on the range of support available to you from statutory and voluntary organisations. Arrange any immediate and longer-term support required e.g. help from the LA, counselling/ psychological support, legal advice from LA Legal Services organisations. Monitor the situation and its effect on individuals for as long as necessary.	
--	--

**EMERGENCY PROCEDURES –
INCIDENT LOG SHEET OF TELEPHONE CALLS**

(Record key information as it is received/given – photocopy for additional sheets)

NAME: _____

DATE: _____

Nature _____ **of** _____ **incident:** _____

SHEET No: _____

Time	Name	Information	Action Required	Done (tick)
	From / To			<input type="checkbox"/>
	From / To			<input type="checkbox"/>
	From / To			<input type="checkbox"/>
	From / To			<input type="checkbox"/>
	From / To			<input type="checkbox"/>

APPENDIX 3.6

Evaluation of an educational visit or off-site activity

Group leaders must complete this form for any educational visit or off-site activity which:

- Involved an external organisation
- Was notable in terms of positive outcomes
- Gave rise to significant concerns

Please complete a copy of this form and return it to the EVC.

Title of visit					
Group leader					
Group members	Young people: Age: Staff:				
Date(s) of visit					
Venue					
External organisation (if appropriate)					
Objective of visit					
Intended learning outcome 1					
Extent to which met: fully (please indicate using the diagram opposite)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%;">not</td> <td style="text-align: center; width: 50%;">partly</td> </tr> <tr> <td style="text-align: center;"> ----- </td> <td style="text-align: center;"> ----- </td> </tr> </table>	not	partly	-----	-----
not	partly				
-----	-----				
Intended learning outcome 2 (if applicable)					
Extent to which met: fully (please indicate using the diagram opposite)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%;">not</td> <td style="text-align: center; width: 50%;">partly</td> </tr> <tr> <td style="text-align: center;"> ----- </td> <td style="text-align: center;"> ----- </td> </tr> </table>	not	partly	-----	-----
not	partly				
-----	-----				
Intended learning outcome 3 (if applicable)					
Extent to which met: fully (please indicate using the diagram opposite)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%;">not</td> <td style="text-align: center; width: 50%;">partly</td> </tr> <tr> <td style="text-align: center;"> ----- </td> <td style="text-align: center;"> ----- </td> </tr> </table>	not	partly	-----	-----
not	partly				
-----	-----				
How might the learning be better achieved in the future?					

Feedback on features of the visit

Please give a rating using the following criteria for as many of the features below as were part of the visit.

For features rated as **3** or **4**, a suggested development or improvement comment is **essential**.

1 = outstanding **2** = good **3** = satisfactory **4** = inadequate

Description	Rating 1 2 3 4	Comments
Pre-visit (if completed)		
Travel arrangements		
Content of education programme		
Staffing and supervision		
Equipment or resources		
Environment (and impact on learning)		
Accommodation (if appropriate)		
Refreshments (if supplied)		
Organisation of break or 'down time'		
Communication during the visit (This could be between adult leaders, with external provider or school as appropriate)		
Other features		

Section 4

Monitoring Educational visits

1.0 MONITORING OF VISITS

Those responsible for overseeing educational visits maintain a system of monitoring as a means of quality assurance, to check that suitable standards of safe practice are upheld, and to provide a helpful and effective means of feedback and guidance.

2.0 Local Authority monitoring

The LA may undertake monitoring in the following ways:

- By arranged appointment with the Head Teacher/EVC to visit the school/establishment to review all relevant procedures and documentation including school/establishment policy, risk assessments and plans for specific visits
- By arranged appointment with Head Teacher/EVC/group leader to accompany and observe a visit in progress
- By an unannounced spot-check of a visit in progress to monitor health and safety provision
- By investigations of accidents and 'near-miss' reports.

2.1 Monitoring will normally be undertaken by the health and safety auditor and the outdoor education advisers. The selection of schools to receive monitored visits will be, in part, random and, in part, systematic.

2.2 Whilst the aim of monitoring is to maintain the highest levels of health and safety provision and quality assurance, the process will be conducted in a no blame culture, giving support and assistance to those that may need it.

2.3 During onsite visits to schools, as part of the monitoring process, the head teacher/ EVC should be able to confirm and illustrate the following:

- School policy
- EVC appointment and terms of reference /delegated responsibility
- Evidence of correct notification and approval of visits by all levels of authority
- Emergency/delayed return procedures
- Review and monitoring system;
- Accident, incident and near miss reporting/recording system
- Educational visits file
- Record of past educational visits
- Record of staff qualifications, training and experience
- Evidence of effective risk assessment and management procedures.

2.4 During the observation of a visit in progress, as part of the monitoring process, the group leader should be able to demonstrate the following:

- Careful and thorough organisation, planning and preparation
- Suitable and competent adult supervision and leadership, with clearly defined roles and responsibilities (e.g. an appointed deputy leader), and appropriately qualified and experienced leaders of activities
- Adequate assessment and management of risks, both during the planning stage and on-going during the visit (including an active involvement by the group members)
- Checking the suitability and safety of external service settings or services (if appropriate)
- Available list of names and contact details of all group member's parents/carers/next of kin; special or medical needs

- Appropriate and sufficient clothing (e.g. waterproofs) and equipment (e.g. compasses)
- Appropriate transport arrangements
- Contingency plans e.g. for delayed returns "Plan B" etc.
- Suitable first aid arrangements
- Suitable and reliable system of communication between staff
- Clear knowledge of emergency procedures
- Established emergency home contact(s) with group and visit details
- An itinerary that is suitable for the age, experience and aptitude of the group members
- Contact details of the FCO and British Embassy (where appropriate)
- Suitable vetting and briefing of host families where appropriate (for Homestay/Exchange visits)
- Appropriate precautions taken against health risks.

School internal monitoring

3.1.1 Each school has a responsibility to have an active self-monitoring process that is integral to the school's safety management system. This can be achieved in the following ways:

- By occasionally checking to see if the written responses made by group leaders when sending visit details for approval are indeed correct, and that actual practice matches learning outcomes
- By checking systems and feedback from the end of visit review, or evaluation information
- By carrying out their own announced or unannounced checks on their off-site visits and activities at regular intervals.

3.1.2 It is normally most appropriate for the EVC/Head Teacher to undertake this internal monitoring.

3.1.3 It is good practice to maintain a written record of all cases of monitoring, and this is important should an investigation of the school's procedures ever be required.

Section 5

Transport

1.0 General

Checking transport arrangements is part of the approval process. See Section 1 paragraph 1.5.

The group leader must give careful thought to planning the transport arrangements made for young people and the safest route.

1.1 The main factors to consider include:

- passenger safety
- the competence of the driver
- 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 i.e. motorways?
- contingency arrangements in case of breakdown/emergency
- appropriate insurance cover
- journey time and distance
- stopping points on long journeys for toilet and refreshments
- supervision.

NB: Plans may need to be amended on the day of the visit to take account of factors such as weather conditions and traffic.

1.2 Legal

The driver is responsible for the vehicle during the visit.

Seat belts: All minibuses and coaches which carry groups of three or more people must be fitted with a seat belt, or appropriate restraints system for each passenger. The seats must face forward and seat restraints must comply with legal requirements.

(Reference: Newham Health and Safety Management System. Standard Procedure Number 96 (revised) and Child Restraints and the law - Seat Belts)

1.3 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. Teacher / driver supervision may be sufficient if a small number of older young people are being taken on a short journey. All group members should be made aware of the position of the emergency door. The group leader and all adults should also be aware of alternative routes or means of travel in the event of delay or cancellation as well as first-aid and fire fighting equipment on 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 on buses, tubes, trains, ferries and boats – the group leader should make clear to young people how much or little freedom they have to 'roam'. Misbehaviour is a main cause of accidents to young people on such means of transport. Appropriate supervision and discipline needs to be maintained at all times. Young people must also be made aware of what to do in an emergency and where emergency procedures are displayed
- booking transport – the group leader needs to arrange for seats to be reserved well in advance to ensure that the party can travel together
- safety of young people whilst waiting at pick-up and drop-off points and when getting on or off transport, particularly when using UK vehicles abroad. Young people must be made aware of safety rules and expected standards of behaviour
- safety while on stops or rests during the journey – group leaders must 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 must 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
- young people must be made aware that they are not allowed access to the driving area at any time
- school staff must be made aware that travel sickness tablets must only be administered to a young person with previous authorisation from the parents/carers
- vetting non-teacher drivers.

1.4 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 young people must ensure that the operators have the appropriate public service vehicle (PSV) operators' licence. When booking transport, the group leader needs to consider the availability of seat belts for young people and adults. Whilst seat belts must be fitted on coaches who carry groups of young people, they are not legally required on buses. Buses where seat belts are not fitted are not normally appropriate for visits involving long journeys.

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

1.5 Transport and young people

Young people using transport on a visit must be made aware of basic safety rules including:

- Arrive on time and wait for the transport in a safe designated place
- Do not rush towards the transport when it arrives

- Wear your seatbelt and stay seated whilst travelling on transport
- Never tamper with any of the vehicle's equipment or driving controls
- Bags must not block aisles or cause obstructions
- Never attempt to get on or off moving transport.

2.0 Public Transport

Travelling by public transport poses particular hazards and may necessitate an increased staffing ratio. Consider other users of public transport; noise level of group, blocking pathways; approaches to getting on and off buses, underground trains, moving as a group on escalators.

2.1 Buses

Ensure group members are accounted for when boarding and alighting; supervise young people climbing stairs. Ensure a responsible adult is at the front of the group to organise seating arrangements, and monitor young people as they alight from bus. Find a safe place to assemble group until all are present.

2.2 Underground and other trains

Waiting for trains.

- When entering or leaving trains delegate a responsible adult to:
- keep the group together and well away from edge of platform.
- be at front of group to organise seating and keep group together; if standing is necessary ensure all young people have hand holds.
- Warn young people about movement of train and need to "hold on".
- stand at open door to ensure door does not close before all party are boarded
- count all young people entering and leaving train – easier if they all use same doors
- ensure no child is left on platform
- leaving train – check no child is left on train and ensure a safe place to assemble group.

It is beneficial to split a large group into smaller groups, and assign particular young people to each adult. TFL is able to provide assistance at many stations on the network and can be contacted on the main switchboard number 0843 222 1234

2.3 Escalators/Stairs:

Give specific instructions e.g. "Leave a space in front before step on" "don't push" "hold the rail".

Split group into manageable parts.

Talk about moving together on public transport before departure.

3.0 Minibuses

Minibuses must comply with the various regulations. For instance, The Road Vehicles, Registration and Licensing, Regulations 2002, etc.

At the time of publication of this guidance there are four possible scenarios for the use of minibuses for educational visits.

- Minibuses which are hired through Newham / Waltham Forest Passenger Transport Services with a driver.
- Minibuses which are hired through Newham / Waltham Forest Passenger Transport Services without a driver.
- Minibuses which are owned by Schools for short frequent journeys and sometimes for longer trips.
- Minibuses which are hired (with or without a driver) from a private company.

Appendix 5.1 sets out a list of questions to ask a Private Coach or Minibus Contractor if you decide to book directly.

3.1 Licences, permits and charges

A Public Service Vehicle (PSV) licence is required by schools running or hiring their own vehicles where any payment is made towards the cost of young people being carried.

Schools must apply to the Vehicle and Operator Services Agency (VOSA) for a permit issued under Section 19 of the Transport Act 1985. There are two types of permit, a Small Bus Permit for 9-16 passengers and a Standard Permit for vehicles seating fewer than 9 passengers.

Permit holders are exempt from the need to hold a PSV operators' licence and, in certain circumstances, from meeting all the driver licensing requirements. Section 19 Permits cannot be used outside the UK and separate rules exist for all those wishing to take minibuses abroad.

The law on driver licensing no longer permits car drivers who pass 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, the law has recently been clarified for those teachers and other school staff who may drive (details can be found in Information Bulletin 145 –Minibus driving licence requirements).

Drivers of any vehicle must ensure that they have the correct entitlement on their licence. In certain circumstances a charge may be levied on passengers. The Permit Scheme allows us to set charges or contributions at a level to recover some or all of running costs, and may include an allowance for depreciation, but must not be enough to make a profit. The vehicle must not be used directly or indirectly with a fund raising activity

Reference VOSA website www.businesslink.gov.uk tel: 0300 123 9000

3.2 MiDAS scheme

All minibus drivers who are employed by a school, the LA or working for the school voluntarily, under the direction of the Head Teacher, are required to have completed the MiDAS driving test before driving a minibus for any school or LA activity.

Head Teacher's must check the current certificate and log it against the Minibus records.

If initial or refresher training is required, guidance can be found in Standard Procedure 81, Minibus Driving Test and Refresher Training.

3.3 The school minibus driver – check for accuracy currently

All minibus drivers must satisfy the following criteria:

- They must be approved by the Head Teacher or head of establishment/service.
- They have passed the MiDAS test and hold a valid certificate
- The staff member obtained their driver's license before January 1997: Or the staff member obtained their full car driving license later, but has held it for at least two years and is not being paid to drive the minibus (because exemption depends on no consideration being received by the driver and the minibus weighs no more than 3.5 tonne and is not used for hire or reward)
- Authorised drivers using a vehicle for the first time, or do not use a vehicle regularly, must familiarise themselves with the vehicle with the assistance of a person who does drive it regularly before undertaking any journey. Drivers will need to bear in mind, even then, the vehicle will respond differently when loaded
 - Drivers must be able to carry out routine checks.

Establishments must keep records of the following for each driver:

- driver name
- date approved by head of establishment
- driving licence number
- date of passing driving test
- a record the head of establishment is satisfied that the licence is not endorsed
- date of passing minibus test.

NB If the driver agrees, photo-copies of both documents are acceptable as records.

3.4 Minibus file

All relevant information must be held by establishments in a minibus file. This file must contain as a minimum:

- Vehicle registration document
- Vehicle details sheet [see Appendix 5.3]
- Purchase receipt
- Insurance details
- Duplicates of all relevant accident reports
- Records of minibus safety checks
- Completed maintenance checklists for vehicle

3.4.1 Permitted drivers file

Summary list of drivers [see Appendix 5.5]
Details of permitted drivers [see Appendix 5.4]

3.4.2 Minibus log book

- That the driver is satisfied that the vehicle is fit to be driven
- Any fault(s) and action(s) taken

- Journey details, i.e. start time, start mileage reading, brief description of journey, number of people on board (recorded thus – driver + N supervisor(s) + N passengers = N [total]), finish time, finish mileage reading, faults on completion of journey

With the log book must be kept:

- The vehicle handbook
- Emergency telephone number(s)
- A small amount of petty cash
- Phonecard(s)
- A copy of this paragraph
- A photo copy of the insurance certificate
- A LBN incident report form

3.4.3 Maintenance and Safety Checks

Appendix 5.2 sets out a list of maintenance safety checks and periodic servicing which must be carried out for schools that own their vehicles.

3.5 Supervision on minibuses

A risk assessment must be carried out by the head of establishment in each case. It must be a risk assessment involving the nature of the passengers, the nature of the journey, and the overall competence of the driver.

On certain journeys such as to local sports facilities, it may be appropriate for the driver to act as supervisor.

3.6 Procedures for deciding driving time and break arrangements for drivers

Driving time

1. Contact time and driving time combined for any one day must not be planned to exceed 8 hours.
2. In the case of non-teacher drivers, the maximum driving / working time must be planned not to exceed 8 hours.
3. In all cases drivers must take a non-active break of 30 minutes before a planned drive involving a destination of more than 25 miles or 1 hour whichever is the least.
4. Exception for short trips – where drivers have worked for a period of 8 hours or less, providing the head of establishment is satisfied that a rest period of 4 hours has been taken [e.g. no gardening, shopping, ferrying of young people etc], then it is acceptable for the driver to undertake a planned drive involving a destination of not more than 25 miles or 1 hour whichever is the shorter.

Break arrangements on journeys

1. Drivers must take a break before completion of each two hours of driving time, i.e. no driver may drive for periods in excess of two hours at a time.
2. Breaks must be non-supervisory and last for at least 20 minutes.

3. If a second adult is a relief driver, then their non-supervisory break must precede their turn at the wheel

3.7 Speed limits

For the purposes of speed limits, establishment minibuses should be regarded as 'passenger carrying vehicles of over 12 metres long' whatever their length and so, unless lower limits apply, the following are maximum speeds:

Motorways	60 mph
Other dual carriageways	60 mph
All other roads	50 mph

3.8 Notes for drivers

1. The law states that the driver of the vehicle has the ultimate responsibility for traffic related matters whilst the vehicle is on the highway.
2. The responsibility stated in item 1 includes:
 - Personal driving standards
 - b Vehicle roadworthiness
 - c Conduct of passengers
3. Drivers must not drive if:
 - a they feel tired or unwell
 - b they are under the influence of alcohol
 - c they are under the influence of drugs or medicines (medical advice may be necessary on these items)
4. Before driving, drivers need to check:
 - a that they are qualified and,
 - b that they are satisfied that the vehicle is fit to be driven. They must walk round the vehicle carrying out a visual check of the external condition, in particular checking that the lights, tyres, wheel fixings, bodywork, windscreen washers and wipers, any trailer coupling, and ancillary equipment are not damaged, loose, or faulty. They must also check oil, water, fuel, and brake fluid and that all loads are secure and not likely to shift or fall. Assistance may be required to, for instance, check the lights and a torch and panel lock key may be needed. Before driving off all doors must be checked as shut.
5. Any faults must be reported in writing in the minibus log book and referred to the person within the establishment responsible for the minibus. Appropriate remedial action must be taken including a decision about whether the trip goes ahead. Heads of establishment will naturally wish the person in charge of the vehicle to be of sufficient status to make such a decision on their behalf.
6. The above checks are also essential for hired vehicles.

7. Anyone considering towing a trailer must discuss arrangements with the Learning and Schools Health and Safety Co-ordinator.
- Reference: Guidance to Maintaining Road Vehicles (Commercial Goods and Passenger Carrying Vehicles), Department of Transport.

3.9 Minibus – Safety considerations

1. In most cases it is necessary for a minimum of two adults to accompany the young people travelling. (One to drive and one to cater to the welfare of the young people).
2. A first aid kit must be kept on the bus and replenished when necessary. The contents are as directed by Regulations. (See Standard Procedure 22).
3. A system of “checks and reports” to be in operation to ensure that:
 - a) the destination and route travelled and timetable are known at the school when the minibus is being used. The person in charge of the journey is to complete a destination form and leave in the School Office.
 - b) a record is kept of journeys and mileage. On return/at completion of each journey, the driver is to complete the log book kept in minibus. When sheet is complete, obtain a replacement and file log sheet in School Office.
 - c) On return to school, the teacher in charge of the journey reports any incident/mechanical problem/need for expenditure (e.g. fuel) to Head Teacher and necessary action is taken. The person in charge to check fuel at beginning and end of journey, fill up if necessary, report to School Office. Defects, need for repairs should be reported to Head Teacher immediately. It may be necessary for the vehicle to be kept off the road until situation is remedied.
 - d) In the event of a delay in returning to school, an established procedure to be followed. Teacher in charge must:
 - take measures to safeguard the young people;
 - delegate helper to telephone school with details of delay and action taken.
 - e) In the event of a breakdown an established procedure should ensure that appropriate cover and relay for vehicle and passengers is in operation. Teacher in charge should:
 - take measures to safeguard the young people;
 - delegate helper to telephone the number for breakdown assistance help. Telephone school to advise of situation and whereabouts of minibus. See Appendix 5.6 for procedure.
4. The vehicle must not be used for carrying persons over and above the official seating capacity. A system of “good practise” should be in operation and known to staff and young people. This must include the following:
 - front seats of vehicles to be used by adults only
 - doors to be left unlocked while travelling
 - teachers must instruct young people that they must stay sitting down and talk quietly when travelling and also that
 - they must not touch door or window fastenings while travelling
 - young people may only enter and leave the vehicle under the supervision of an adult – consideration must given to parking or traffic situation
 - the young people are not to be left unsupervised in the vehicle

- young people must tell an adult if they feel unwell while travelling
- there shall be unobstructed access from every seat in a minibus to every exit
- any equipment carried on the journey must be correctly stowed in crates under the seats and not in the aisle of the vehicle causing an obstruction.
- no food or drink may be consumed while the vehicle is travelling
- young people should be aware of the importance of listening and being ready to listen to instructions
- in the event of an incident or breakdown, the teacher in charge should first take action to take measures to safeguard the young people, who must not be left unsupervised, and only then organise the recovery of the vehicle. See also Appendix 5.6 and Appendix 5.7.
- No person shall, while passengers are being carried in a minibus, cause or permit any obstruction to any exit or gangway of the vehicle.
- No person in a minibus shall unnecessarily obstruct the driver or divert his attention from controlling the vehicle
- No person shall use a minibus while it is carrying passengers or cause or permit it to be used unless all its windows are maintained in clean and good condition.
- Switch off engine before removing filler cap and refuelling vehicle. (locking cap safeguard)
- Do not use minibus to carry dangerous or inflammable substances, unless that substance is so packed that, the vehicle or injury to the passengers will be caused.
- Regulations state that the minibus may not be used to draw a trailer.

4.0 Private cars

To protect their own and their passenger's safety, teachers and others who drive young people in their own car must ensure that the vehicle is roadworthy, and that they have appropriate licence and insurance cover for carrying the young people. Volunteers should be carefully vetted by the school before they are permitted to drive young people in their car. If necessary, assurances should be requested by Head Teacher.

The driver is responsible for making sure that passengers have seat belts and use them at all times. Vehicles without seat belts must not be used.

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

There can be difficulties with using parents/carers in this way. Schools may wish to consider commencing and finishing a visit at home and make it the responsibility of parents/carers to make their own independent travel arrangements.

4.1 Staff/Volunteers Own Cars

A number of schools rely on staff and/or parents/carers or other volunteers using their own vehicles to transport young people to and from extra-curricular activities off site

Staff who undertake to do so must ensure that their insurance policy includes "the correct endorsement" and covers them to use their car for their employer's business and transport young people in their vehicle.

If volunteers (i.e. Parents/carers) offer their services to transport young people in their own vehicle, the volunteer must check the terms of his/her motor insurance policy. Some Insurance Companies would consider this arrangement to be "business use", and would therefore not be included under the "social, domestic and pleasure" usage.

Volunteer drivers' cars must meet all safety standards, e.g. MOT testing, seatbelts fitted in the rear seats etc.

Parents/carers must be informed that their children are likely to be transported in this way, and that any volunteer drivers will be acting under the direction of teaching staff.

5.0 Young people travelling unaccompanied

Parent/carer permission must always be sought before young people are allowed to travel unaccompanied either to or from extra-curricular activities. This is in addition to the school risk assessment stating that the young person can undertake such an activity. Young people should be given clear information and instructions before they commence their journey (s). Key points to be included are:

- go straight to the venue/home;
- as far as possible, travel in pairs or small groups;
- have a contact number for parents/carers and always have enough change to make a phone call or a phonecard or a mobile telephone to make a 'phone call' (reverse the charges if necessary);
- in an emergency, dial 999 – the police will help.

Schools should add other information relevant to their own and their young people's circumstances.

Appendices

Section 5

Questions to ask a private coach or minibus contractor

If you decide to book directly with a private company, you should ask these questions:

- Does the company have public and passenger liability cover?
- Does the vehicle to be provided carry a spare wheel, jack and other necessary tools?
- Does the vehicle to be provided carry a fully stocked first aid box?
- Does the vehicle to be provided carry an appropriate fire extinguisher?
- Does the vehicle to be provided have seat belts/restraints fitted to all passenger seats?
- Is the vehicle to be provided regularly checked for safety?
- Does the company have a no smoking policy for its drivers?
- What arrangements do you have in the event of a breakdown?
- Does the driver have basic first aid knowledge/qualifications?
- Will the driver carry an emergency contact number?
NB when using Newham Passenger Transport Services vehicles, the answer to all the above questions is 'yes'
- What is your operator's licence number and when does it expire?
NB Newham Passenger Transport Services' licence is kept up to date.
- Will the driver be familiar with the route to and from the destination[s]?
- Will the booking be sub-contracted? If is yes, to which company?
- How many seats does the vehicle have?
- How much space is there for luggage?

Minibus maintenance

Establishment checklists of 'owner service items'

1. Maintenance needs will vary from vehicle to vehicle.
2. Establishments must produce a checklist which itemises the requirements of the vehicle handbook. This should be done in the form of a "tick the box/write in current mileage etc." form.
3. These forms must be completed and signed by the person conducting the establishment check and stored in the mini-bus file.

Periodic services

- 4 Minibuses must be maintained in accordance with the manufacturer's instructions and all service records retained.

Minibus safety checks

1. The Department requires that all minibuses are given a safety check twice each year. This is in addition to "MOT" testing.
2. The safety check is carried out by Newham Passenger Transport Services (NPTS).
3. Any work identified as being necessary can be done by NPTS or alternatively establishments can use their own vehicle repairer. In the case of establishments using their own vehicle repairer, it will be necessary for a further check on the work to be carried out on behalf of the Department – this will incur an additional charge. Where work is carried out by NPTS, a second check is not required.
4. Establishments must keep a record of when the check(s) has/have been carried out, giving details of any works deemed to have been necessary and the date that work has been completed.
5. If there is the slightest doubt about the safety of a vehicle it must not be used until remedial works are completed.
6. Failure to comply with the above may affect any subsequent insurance claim.

Vehicle details sheet

Minibus record sheet for establishment:

.....

Make: Model:..... Reg No:

.....

Date of registration.....

Seats:driver+.....=.....

Colour..... engine size

.....

Seating configuration: forward facing

Belts/restraints to all seats Yes

Fuel used Diesel/petrol

Side access door Yes/No

Tail lift Yes/No

Transmission Manual/automatic

Name of person responsible for the vehicle.....

reporting to.....

Any special details:

Minibus records

[List of permitted drivers for establishment]

Name of establishment.....
[permitted driver details sheets must be kept with this summary list in the permitted drivers' file]

	Driver name	Permit number	Date of entry on this list
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
etc			

**Minibus records
[Permitted driver details record]**

Name of establishment

Driver name:

Driving licence number:

Date of passing test:

Does the licence carry any endorsements? yes/no

MiDAS certificate number:

Date of passing MiDAS minibus test:
.....

Date of approved by head of establishment:
.....

Signature of head of establishment:
.....

[If the driver agrees, photocopies of both documents are acceptable as records]

In the event of a breakdown

1. If at all possible drive the vehicle to a safe location.
2. Make sure that all passengers are in a safe place.
3. Where possible, passengers should be taken away from the vehicle e.g. onto a motorway bank- do not keep passengers on the hard shoulder of a motorway.
4. Telephone your establishment contact numbers or motoring organisation
5. Be prepared to describe as clearly as possible the fault and your precise location and await assistance.
6. On motorways, always use the motorway phone (this will then provide a precise location (make it clear that you are in charge of a passenger vehicle and inform the operator of the number of passengers on board).

In the event of an accident – information for drivers

The following actions **must** be taken:

- If any person is injured, seek assistance and send for the police and ambulance.
- Move the members of the party who are not injured to a safe location.
- Where possible, passengers should be taken away from the vehicle e.g. onto a motorway bank – do not keep passengers on the hard shoulder of a motorway.

Duty to comply with the Road Traffic Act

When any damage or injury is caused, however slight to any person, vehicle, property or animal, other than to you, YOU MUST STOP and furnish any person who may reasonably require to know details of:

- a driver's name
- b name and address of owner of vehicle
- c registration number of vehicle involved
- d insurance certificate, if person is injured

If these details are not supplied, the driver must, as soon as possible, report the accident at a Police Station or to Police Constable, and in any case within 24 hours; in injury cases, the insurance certificate will also need to be produced.

Action to safeguard the interests of your employer and insurers

- a Do not admit liability either verbally or in writing.
- b Do not give any details other than those required by Road Traffic Act.
- c Obtain:
 - names and address of driver(s) and owner(s) of any vehicle(s) involved
 - names and addresses of witness(es) to the accident
 - registration number(s) of third party's vehicle(s)
- d Make a sketch of the accident, noting road conditions, roadside furniture, position of parked cars etc.
- e Report the accident to your Head Teacher – if possible on the same day
- f Complete a report of the circumstances of the accident
- g Any correspondence you might subsequently receive should be passed unacknowledged to your Head Teacher for further action.

NB Personal Accidents – All accidents, however small, involving any person must be reported to your head of establishment and reported using Council procedures.

Section 6

Types of Visit

1.0 Swimming Pools

Group leaders should follow the recommended safe supervision levels at the pool for their young people. A minimum ratio should be 1 adult to 12 young people in school years 4 to 6, and 1 adult to 12 young people in school years 4 to 6 and 1 adult to 20 for school years 7 onwards. For young people in school year 3 and below the ratio should be higher. Teachers must monitor the risks of regular swimming activities and adjust supervision levels for their individual groups as necessary.

If considering the use of a swimming pool not used before or monitoring the hazards of a regularly used pool it is advisable to observe and check the facility.

2.0 Farm Visits

Farms can be dangerous even for the people who work on them. Taking young people to a farm needs to be carefully planned. The risks to be assessed will include those arising from the misuse of farm machinery and the hazards associated with Ecoli food poisoning and other infections.

Check that the farm is well-managed: that it has a good reputation for safety standards and animal welfare; and that it maintains good washing facilities, clean grounds and public areas. An exploratory visit is essential.

There are some basic safety rules. Never let young people;

- Place their faces against the animals or put their hands in their own mouths after feeding the animals
- Eat until they have washed their hands
- Sample any animal foodstuffs
- Drink from farm taps (other than in designated public facilities)
- Ride on tractors or other machines
- Play in the farm working area.

Further advice is contained in the DfEE's letter dated 9 June 1997: Young person Visits to Farms: Health Precautions and HSE's Avoiding ill health at open farms: Advice to Teachers, Standard Procedure 18, Health and Safety Management System –"Visits to Farms".

3.0 Woodland Visits

Where visibility is limited:

- Divide the party into small groups and increase supervision levels; provide defined tasks under direct supervision.
- Emphasise importance of group members staying within sight of an adult. System of recall – e.g. "Come back when the whistle blows"
- Carry out activities in a clearly defined area e.g. "No further than the large tree", or in a clearing "You must stay in this area and not go into the forest"
- Make frequent stops en route, for a variety of reasons and do not leave one location unless all members of group are accounted for. Give specific instructions and a base to return on completion.

4.0 Visits to the seaside or riverside

Group leaders must ensure that prior to commencing the visit they are aware of the following as a minimum:

- Local weather conditions on the day of the visit
- Tides
- Cliffs
- Access to the sea
- Supervision in open spaces
- Supervision in crowded situations
- Hazards specific to the location e.g. soft mud / sand, angler's casting.

See Appendix 6.2 Group Safety at Water Margins which provides guidance for learning activities that might take place near water, such as a walk along a river bank or seashore, collecting samples from ponds and stream or paddling, or walking in gentle shallow water.

5.0 Residential Visits

Residential field studies associated with a range of subjects might take young people to industrial sites and to other urban areas as well as into the countryside and to the coast. The scope of field studies means that the group leaders, who will usually be subject specialists, should also be competent to lead and instruct their young people within urban and rural environments at minimal risk. The following points will help with arrangements:

A good rule of thumb ratio is 1 teacher for every 10 young people. Issues for the group leader to consider include the following:

- the group should ideally have adjoining rooms with teachers' quarters next to the young people' – the leader should obtain a floor plan of the rooms reserved for the group's use in advance
- there must be at least one teacher from each gender for mixed groups
- there must be separate male and female sleeping/bathroom facilities for young people and adults
- the immediate accommodation area should be exclusively for the group's use
- ensure there is appropriate and safe heating and ventilation
- ensure that the whole group are aware of the lay-out of the accommodation, its fire precautions/exits (are instructions in English or otherwise clear?), its regulations and routine, and that everyone can identify key personnel
- security arrangements – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors
- the manager of the accommodation should be asked for assurances that the staff, including temporary workers, have been checked as suitable for work with young people
- locks on doors should work in the group's rooms but appropriate access must be available to teachers at all times
- there should be drying facilities
- there should be adequate space for storing clothes, luggage, equipment etc, and for the safe keeping of valuables
- adequate lighting is essential in all rooms and other parts of the building to be used by the group– it is advisable to bring a torch for emergency use
- there should be provision for young people with special needs and those who fall sick

- check that balconies are stable, windows secure, and electrical connections safe
- where possible young people should not be lodged in ground floor rooms
- the fire alarm must be audible throughout the accommodation
- there should be recreational accommodation/facilities for the group
- the hotel/hostel should be able to meet any particular cultural or religious needs of the group
- there needs to be an appropriate number of group supervisors on standby duty during the night.

Before booking a hostel/hotel abroad, the group leader should confirm it has fire exits and lifts with inner doors and that it meets local regulations. After arrival at any accommodation it is essential to carry out a fire drill at the earliest possible opportunity and certainly before the party retires for the night.

5.1 Residential Visits including hazardous activities

In these cases the form should include all the points listed above plus:

- arrangements for letters of consent and indemnity forms, which must contain the parents/carers' written consent for the teacher to act in the place of parents/carers to arrange any medical treatment required. These are required for any journey abroad and should be considered for some journeys in the UK where contact is difficult. **Note:** there can be particular issues and considerations with regard to medical intervention in the case of some religious groups, including for example Christian Scientists and Jehovah's Witnesses. Specific discussion with parents/carers may be needed so that open communication supports inclusion of these young people in residential experiences
- checks that the hotel, hostel, camp, etc. can accommodate the particular gender balance in its sleeping and sanitary arrangements.

5.2 Charging for residential visits

Governors must have a charging and remissions policy and within that policy, visits will be organised. No charge can be made for visits within school hours unless that visit is a voluntary activity (see below).

Charges may be made for residential accommodation. Parents/carers who received either income support or family credit are entitled to remission.

The timing of a visit can be crucial as it can determine whether the visit is in school hours (non-chargeable) or outside school hours (chargeable). If more than 50% (including travelling time) of the visit takes place in school time, then no charge can be made. When less than 50% (including travelling time) takes place in school time, then a charge can be made.

For residential visits, the 50% rule refers to sessions, which are defined as 00.00-12.00 and 12.00-24.00. If the number of sessions in school time is greater than the number of non-school day sessions, it is in school time; if less, then it is out of school hours.

It is important to stress that parents/carers may be asked to make a *voluntary* contribution that covers the cost of any visit in or out of school hours. However, if the visit is in school time, the young person has the entitlement to take part in the

visit, irrespective of any payment. If the amount of voluntary contribution falls below target, the school then has to determine whether the visit is financially viable.

Within the policy, governors will need to indicate what sort of activities they wish to provide as *optional extras* (i.e. activities that fall outside the school day and are not required by either the National Curriculum or a public examination). They will also need to make clear that the charge may not exceed the actual cost of the provision, a restriction that *does not apply* to the calculation of a voluntary contribution.

Costing may include:

- costs of appropriate non-teaching staff
- teachers on a specific contract for that activity (but not teachers on normal LA contract)
- staff incidental costs, transport, residential admissions
- transport
- board and lodgings
- admissions
- materials and equipment
- insurance.

6.0 Adventure Activities Licensing Authority

The Authority aims to ensure that activity centres operate with good safety management procedures so that young people have opportunities to experience exciting and stimulating activities outdoors while not being exposed to avoidable risks of death or disabling injuries.

6.1 The Licensing Scheme

A licence is required by a person: -

(Person need not be an individual it can also be a body of persons, local authorities, limited companies, partnerships, trusts, societies and clubs)

- Who provides for activities within the scope of the scheme (see below) in return for payments and
- If it is local authority and the facilities are provided are to an educational establishment in respect of the young people.

A licence is not required if facilities are provided:

- By a voluntary association to its members
- By an educational establishment to the young people of that establishment.

Please note that a licence is only required if one or more of the activities within the scope of the scheme is being pursued by the young people. Persons not offering such activities **do not require a licence** and should not be seen as offering an inferior service.

Schools/youth projects intending to give young people opportunities to take part in activities within the scope of the licensing scheme must only use persons who are licensed

6.2 Activities within the Scope of the Scheme

The following activities are within the scope of the scheme.

- **Caving** – underground exploration in natural caves and mines including pot-holing, cave diving and mine exploration
- **Climbing** – climbing, traversing, abseiling and scrambling activities except on purpose designed climbing walls or abseiling towers
- **Trekking** – walking, running, pony-trekking, mountain biking, off-piste skiing and related activities when pursued on moorland or within mountain country which is remote i.e. above 600m and/or over 30 minutes' travel time from the nearest road or refuge
- **Water sports** – canoeing, rafting, sailing and related activities when pursued on the sea, tidal waters or large non-placid inland waters.

Further guidance can be obtained from the Guidance from the Licensing Authority on the Adventure Licensing Regulations 2004, which is published by the Health and Safety Executive price £11.50. ISBN 9780717662432.

In Appendix 6.1 attached, there is a checklist of questions which can be forwarded to the outdoor-activity centre recommended for completion and return in section 4 of circular 22/94 "Safety in Outdoor Activity Centres: Guidance" published by the DfEE in 1994.

Appendices

Section 6

CHECK LIST FOR OUTDOOR CENTRE ACTIVITIES

1. Activity Management and Staffing

- a. Does the Centre operate a policy for staff recruitment, training and assessment which ensures that all staff with a responsibility for the safety and welfare of participants have suitable qualifications, technical skill, and experience to undertake the duties to which they are assigned? Yes No
- b. Have all reasonable steps been taken to check all staff for relevant criminal history and any involvement in civil actions for damages and negligence? Yes No
- c. Does the Centre have a clearly identified chain of management responsibility for each programme of activity with a clear system for reporting and accountability in written or diagram form? Yes No
- d. Does the person or persons responsible for the management/supervision of staff leading activities possess the necessary experience and relevant national governing body qualifications (where applicable)? Yes No
- e. Does the Centre maintain written local operating procedures for each programme or activity offered containing competencies, qualifications and or experience required for each activity? Yes No
- f. Does at least one member of staff accompanying participants have a nationally recognised First Aid qualification? Yes No

2. Equipment

- a. Is all equipment used in all activities adequate and safe and where applicable does equipment meet the appropriate UIAA, BSI, CEN or equivalent nationally accepted safety standards? Yes No
- b. Are checks on equipment use and condition frequently carried out and logged? Yes No
- c. Is equipment checked prior to each use? Yes No

3. Health, Safety and Emergency Policy

- a. Does the centre have written accident and emergency procedures (including fire safety) and procedures for contacting next of kin? Yes No

If yes, please attach a copy to this form.

- b. Are records containing details of emergency telephone numbers and addresses of participants kept available at all times? Yes No

4. Insurance

- a. Does the Centre's insurance include public liability, product

and third party cover or an adequate alternative provision? Yes No
Please enclose copies of current insurance certificates

5. Accommodation

(This section applies only to Centres who provide permanent residential accommodation or Centres who use other organisations on a subcontract basis)

- a. Is there adequate provision for the storage of rucksacks, clothes and other outdoor equipment? Yes No
- b. Are there washbasins with H&C and mirror for every 10 participants in close proximity to the sleeping area? Yes No
- c. Is there one bath or shower (with H&C) for every 15 people and one WC for every 10 people in close proximity to sleeping areas? Yes No
- d. Does the Centre have adequate heating? Yes No
- e. Do sleeping areas have at least one external window allowing adequate ventilation? Yes No
- f. Are there separate male and female sleeping areas? Yes No
- g. Are all bedroom and bathroom windows fitted with opaque blinds, curtains or the equivalent? Yes No
- h. Are sleeping areas adequately lit? Yes No
- i. Is there provision for drying clothes? Yes No
- j. Is there adequate provision for the safe keeping of valuables Yes No
- k. Is there adequate provision for sick/infirm participants? Yes No
- l. Is there at least 75 centimetres (30 inches), between each set of bunks and adequate circulation space to allow for easy access to all facilities in the room? Yes No
- m. Are fire regulations fully observed? Yes No
- n. Is there a fire safety policy in place? Yes No
- o. Does the Centre hold regular fire drills? Yes No

Comments (*a separate sheet may be used if necessary*):

Checklist of enclosures

- (I) Organisation Chart (see 1c)**
- (II) Accident and emergency procedures (See 3a)**
- (III) Insurance certificates (See 4a)**

I agree to send a full list of Centre staff with their qualifications two weeks prior to the visit

Name: _____

Position:

Signature: _____

Date:

Thank you for your co-operation. Please return this form to the School with the above enclosures as soon as possible so that arrangements may continue.

Group Safety at Water Margins Water Margins

Who is this leaflet for?

Teachers, lecturers, youth workers, voluntary leaders and anyone else who might organise and lead the type of educational visit described below.

What does it cover?

Learning activities that might take place near or in water – such as a walk along a river bank or seashore, collecting samples from ponds and streams, or paddling or walking in gentle, shallow water.

What doesn't it cover?

Swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft.

How will it help me?

Hazards are always present. This leaflet lists a number of things to take into account which will help you to plan and lead a safe and enjoyable visit. Read note1 to find further guidance!

*"I am grateful to the Central Council of Physical Recreation for taking the lead in producing **Group Safety at Water Margins**. They have worked with partners from all sectors to produce a good practice guide which enjoys widespread support. This new guidance complements my Department's own **Handbook for Group Leaders** and will help the training of educational visits co-ordinators. Safety during educational visits is paramount and I will watch the impact of **Group Safety at Water Margins** with particular interest. "*

Ivan Lewis

*Parliamentary Under-Secretary of State
for Young People and Adult Skills*

1. Things to think about before you go

Why are we going?

There are many reasons for leading a visit near water. Off-site visits can bring the curriculum to life. They can also develop team-working skills and improve self-esteem, which can help to raise achievement. Perhaps more importantly these experiences can help young people begin to learn how to look after themselves in an unfamiliar environment. They can also be fun!

Top Tip

Whatever your reason for going, having a clear purpose and plan will help your group to get the most from the day – and will help to maintain safety.

How well do I know my group?

What is the age range of your group? Is the group used to an outdoor environment? Can the group members' behaviour be trusted? How physically able is the group? Do any group members have special educational or medical needs? Will group members have warm, waterproof clothing and suitable footwear? Each of these factors may impact on your choice of venue and activity.

Who will be in charge?

You need to assess accurately your own competence to lead the proposed visit. If you are a school teacher you should refer your plans to your Head Teacher and educational visits co-ordinator or outdoor education adviser. If you work in a local authority or are a voluntary leader, find out who is responsible for advising on visits within your own organisation, and ask their advice.

If the proposed activity is beyond your level of competence or resource, then you should make different plans which are within your capacity. Alternatively, you could approach an external organisation to lead those aspects of the visit that are beyond your capacity (see note2 for ideas).

Note 2 This might include an LEA approved outdoor education centre, a centre in membership of the British Activity Holiday Association or the Institute for Outdoor Learning, or a centre holding the relevant licence from the Adventure Activities Licensing Authority. See Section 5 for contact details.

Top Tip

Whatever you choose to do, be sure that all those present know who is responsible for what should be happening at every point during the visit.

Tip Top

Check out what lies downstream, or around the corner from your work area – is there a fallen tree, a fence, a weir, a waterfall – or any other hazard? If you are not happy with your choice of location, look for another, safer one.

2. Getting ready to go

If you do lead the visit yourself you should take a number of steps to identify the foreseeable hazards, and to minimise the risks these present to your group. This is commonly known as risk assessment. Some of the things you will need to consider are listed below.

Who will help me?

You will need enough competent helpers on the day. Consider what ratio of leaders to group members is appropriate to your group, activity and venue. The person responsible for advising on visits in your organisation can assist with this. Ask the same questions about your helpers as you would about the group. You should also brief them fully on the purpose and plan for the visit, and ensure that they understand their responsibilities throughout.

How can I prepare the group?

Telling group members in advance about the purpose of your visit, the environment you are visiting and any hazards it presents will help them to prepare and to participate appropriately on the day. If appropriate, obtain informed consent from group members' parents/carers.

How well do I know the place?

You should always check out a venue before you go there with a group. A competent person accompanying you on any exploratory visit can help you to identify hazards, and assist you if you get into difficulty. If in the last resort, a pre-visit is not possible then the group leader should obtain information in other ways in order to prepare adequately for the visit.

Here are some of the things you should think about on an exploratory visit:

Look for the hazards

If you will be working near water, how likely is it that someone will fall in?

If they do, could you get them out by reaching with a towel, a stick, a piece of clothing, or any public safety equipment that is available? Could you wade in to get them without putting yourself in danger? **If not then you should move to Plan B.** *Remember that sudden and unexpected immersion in cold water has a rapid and dramatic effect on the body's systems and will impair people's ability to reach safety.*

Do you intend your group to get into the water?

First consider whether entering the water is appropriate to the purpose of the visit, and what you expect your group to be doing in the water.

If you do plan to enter the water, your group must be able to get in and out easily. Find some gradually sloping land and check that the bank is not slippery, and that there is no deep mud or vegetation.

You also need to be sure there are no underwater hazards (such as rocks or roots which can trap feet, rusty cans or wire which can cut, or strong currents). The best

way to check for hazards is to wade in using a strong stick for support and ensuring you have a colleague to assist you.

Top Tip

Remember that fast moving water above knee height is likely to knock people off their feet. Consider whether this is likely at your venue. You may need to move to Plan B.

Think about what could change

Your surroundings

Are there cliffs above you (could someone knock loose stones down) or below you (how close to the edge are you)? Is there livestock nearby (could it enter your work area)?

The weather

Get a weather forecast before you go and ensure you understand how it might affect your location and planned activity. Heavy or persistent rainfall can alter situations vastly – even when falling elsewhere. River banks will become slippery, and streams and rivers can rise quickly and flow faster. **You may need to move to Plan B.**

Tidal conditions

If you are working near the sea or an estuary, check tidal conditions with the coastguard, so you know when high tide is, how high it will reach, and whether there are any strong local currents. Could your work area be cut-off or submerged by a sudden wave or quick rise in the tide level? **The tide may advance more quickly than your group can retreat.** Also beware steeply shelving shingle beaches, where one step could take someone out of their depth. **Again you may need to move to Plan B.**

Top Tip

Ask somebody with good local knowledge (perhaps the land or water owner) if there have been any changes to the area, or whether the local environment alters regularly.

Think about what to wear

In damp, cold weather wearing a few layers of clothing with waterproof trousers and jacket will help to keep your group warm and dry. Wellingtons or other waterproof boots may be a good idea – however remember that wellingtons can fill with water and make it difficult to reach safety. You should also take some spare clothing and towels with you. In warm weather sunscreen, baseball caps and long sleeves will protect your group from burning. Your group should keep footwear on at all times during the visit.

What's Plan B?

Plan B is an alternative – not an emergency procedure. You may need to change your plan for any number of reasons. Plan B might mean doing the same activity at a different

location, or a different activity altogether. Be prepared to move to Plan B before or even during the activity. **You also need to pre-check your Plan B.**

If you visit a place regularly you might be able to identify *cut-off criteria*. These are signs that circumstances have changed such that you need to move to Plan B. Examples might include the river or tide having risen above a certain point. However, remember that visiting one venue once a year for ten years is ten days' experience – not ten years'.

3. Things to think about on the day

Tell people where you are

Make sure that somebody at your usual base knows where you are going, what you will be doing and when you expect to return. Also leave details of any alternative plans.

Brief the group

Although you have prepared your group and helpers in advance of the visit, you should also brief them on the day. Make sure that the group and the helpers know what they will be doing, and what is expected of them. Also let them know about any foreseeable hazards that you identified on the pre-visit. This will help you achieve your objectives and lessen the chance of something unexpected occurring.

Top Tip

Always get a local weather forecast on the day of your visit – and know how this will impact on your plans and location.

Review the situation

On arrival at your venue reconsider the key issues that were raised in your pre-visit. Has anything changed that means you should now switch to Plan B? You should review the situation continuously, as conditions may change at any point, meaning you have to change plans or cut short your visit.

If you need to change plans

Your group may well be disappointed if they cannot complete the activity that was originally planned, particularly if they or another group have enjoyed it before. A well-briefed group and a good Plan B can help to overcome this disappointment. If you move to Plan B be sure to notify your base of this.

Top Tip

Just because you did it last year – does not mean that you have to do it this year! Just because it was safe last year – does not mean it is safe this year!

Group control

Behaviour

Agree the safety rules before the visit and stick to them. If you decided on your pre-visit that it was unsafe to enter the water, then have confidence in your decision and do not be pressured into changing it. If you do enter water, keeping the group on task will help to ensure safety, as incidents are more likely to occur during unstructured activity. The group need to be aware that pushing, dragging or ducking others into water are unsafe and unacceptable practices.

Top Tip

Set physical boundaries beyond which the group should not venture. You might use fixed landscape features such as a wall, or place your own markers.

Supervision

Having small groups, each with its own leader, is often better than one large group with several leaders. Ideally there would be enough leaders so that the overall leader does not have their own group. Each group should appoint a *head counter* to check regularly that all members are present. If you are walking along a canal towpath, or any other narrow track near water, make sure that everyone present is aware of the dangers of such a restricted environment.

Top Tip

The prudent leader will often choose to get between the group and a potential hazard.

Changing

If your group need to change their clothing, normal sensitivity should ensure that neither you nor they are put in a vulnerable position. This issue should be covered in your child protection procedures.

Health and hygiene

Water quality is important and can be affected by a number of factors such as rainfall or hot weather. Bacteria may derive from chemicals, sewage, dead animals or other causes. Have a look round for any obvious signs such as cloudiness in the water, or froth on the surface.

Make sure your group wash their hands before eating, and if appropriate shower upon return. If any members of your group fall ill following the visit advise them to tell their GP where they've been and what you were doing. Ensure that the group have sufficient food and drink for the visit. In hot weather it is particularly important to drink water to avoid dehydration.

First aid and incidents

The group leader should have a good working knowledge of first aid and ensure that an adequate first aid box is taken. Any wounds should be cleaned and covered

quickly. Emergency procedures are an essential part of planning a visit. Ensure that you know where the nearest hospital is and that you can gain assistance if needed. Remember that mobile telephones may not work in remote areas.

If you have been trained, and are currently practised in the use of throwlines, you may wish to take one with you. However, remember that taking a throwline is **not** a reason to take a risk. Using Plan B is preferable to using a throwline.

Top Tip

Record any incident which may have given you cause for concern. This will help you to understand how and why it happened and how to avoid it in the future.

4. In the long term

The more often you visit a venue, the more confident you will become – but beware complacency! It is still important to check the venue before each visit, as things could have changed since your last visit. You could also do a number of things to develop your own skills and those of others:

Plans C, D and E

Visit more venues so that you have a range of alternative plans. This will also help you to develop your understanding of the outdoor environment and the weather.

Plan for succession

You could maintain and develop your own skills by asking for training, and assisting on visits led by more experienced people. You could also help others to develop by asking them to assist on your visits.

Relevant qualifications

If you enjoy leading outdoor visits then you should consider further training or gaining a relevant qualification. The organisations below all provide qualifications which will help you develop your skills in this area.

Section 7

Visits Abroad

1.0 Introduction

In addition to the requirements detailed earlier, schools must seek confirmation that:

- all members of the group have valid passports, either *full* or *collective passports* and that these have been applied for in good time (for a day visit to the Continent an *excursion document* may suffice);
- appropriate consent has been obtained from the parent/carer/guardian. A Model Abroad Consent Form is shown in Appendix 7.1.
- visas, if appropriate have been obtained;
- arrangements have been made to meet medical expenses both by appropriate insurance arrangements and by the Department of Health reciprocal arrangements scheme;
- there is suitable medical preparation, e.g. vaccinations and immunisations, etc.
- appropriate foreign currency arrangements are in place
- all members of the party (young people and adults) are aware of the current regulations of HM Customs
- the information briefing contains material about the cultural and social expectations of the country to be visited
- all members of the party have been made aware of the anti-rabies and foot and mouth regulations.
- all members of the party are aware of security procedures in force at the time of the visit.

1.1 General visits abroad

Travelling abroad can be hugely rewarding for young people and adults alike, but it is important that careful preparation takes place. Much of the earlier advice in this booklet applies to visits abroad, but there are some additional factors that need to be considered, not least because the legislation may be different from that of the UK. Group leaders should always comply with the school/LA policy on visits abroad. School visits abroad can be made in a number of ways.

2.0 Organising your own visit

Many schools use package companies for visits abroad. This is recommended as if there is a breakdown in one particular part of the visit then it is clear who needs to take responsibility. However, this is not always possible.

Schools are encouraged to seek further assurances from travel settings or services by noting the following accreditations:

- ABTA registration
- IPP (International Passenger Protection)
- STF (School Travel Forum)
- Quality Badge – awarded by Learning outside the classroom (Lotc)

2.1 Organising your own transport

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 a tachograph to be fitted and used and prescribes a 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. Department for Transport (DfT) can provide advice on the relevant transport legislation.

2.2 Factors to consider when taking a vehicle abroad include:

- the need to be aware that different legislation and regulations may apply for driver' 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* (DfT);
- Special documentation is required for minibuses taken abroad;
- All group members should be aware of unfamiliar right-hand drive traffic, The passenger doors on UK 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 when the group is climbing in and out of the vehicle. Detours may be necessary to ensure safety;
- Carrying capacity and loading requirements;
- DETR can provide information on legal requirements for travel abroad.

3.0 Using a tour operator

Before using a tour operator group leader 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 the ATOL. If it is not, the organiser must obtain evidence of other forms of security to provide for the refund of advance payments and the costs of repatriation in the event of insolvency.

There are seven bonding bodies approved by the Department of Trade and Industry:

- 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)

3.1 Operators based abroad

Group leaders may wish to use a package organiser based abroad in an EU 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 of embassies/consulates.

3.2 Sources of further advice for school travel abroad

- The Department of Trade and Industry – for the regulations governing tour operators;
- There are voluntary bodies established to promote school journeys, such as the School Journey Association;
- Head Teachers 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.

4.0 Planning and preparation

It is good practice that an exploratory visit to the location should always be made. 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 who have used the facilities/been to the area
- The local authority/schools in the area to be visited
- National travel offices in the UK
- Embassies/consulates
- Travel agent's/tour operators
- The Suzy Lamplugh Trust, a national charity for personal safety, who have 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.

5.0 Staffing Ratios

Staffing ratios for visits abroad are difficult to prescribe, as they will vary according to the activity, the young people's age and gender, the location, and the efficient use of resources. A minimum ratio of 1 adult to 10 young people is a general rule of thumb but at least two of the adults should be teachers. There should be enough adults in the group to cover an emergency e.g. having enough staff to take a child home or accompany them to hospital. Mixed gender groups should have at least one male teacher and one female teacher wherever possible.

6.0 Preparing young people for a visit abroad

Factors to consider for visits abroad include;

- language – particularly common phrases
- culture e.g. body language, rules and regulations of behaviour, dress codes, local customs, attitudes to gender etc
- drugs, alcohol, cigarette usage
- food and drink – group members should be warned of the dangers of drinking tap water 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 armlets. 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
- what to do in an emergency

A checklist of what the group leader should ensure is obtained and taken with them is set out in Appendix 7.2.

6.1 Briefing meeting for parents/carers

It is particularly important that parents/carers are given the opportunity to meet the teachers and others who will be taking the young people overseas.

6.2 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*.

6.3 Insurance

6.3.1 Insurance arrangements – See Section 1, Paragraph 3.3.

6.3.2 EU Reciprocal Medical Treatment using the European Health Insurance Card (EHIC) scheme

- It is Newham's insurance requirement that each member of the party must have a valid EHIC which gives entitlement to free or reduced cost-emergency medical treatment in European Union (EU) countries (and Switzerland).
- A separate EHIC is now required by every traveller, cards are free and usually applied for by the family.
- Cards can be applied for online at www.ehic.org.uk, or, an application form can be requested by telephoning 0845 606 2030 and sending the form by post. EHIC applications are usually processed and the cards sent out within 7 days of the application being received.
- EHIC forms should be carried with passports when travelling in the EC.

- It is advisable to photocopy, and carry the copies of the EHIC of each party member, as medical services in some countries require this, The original EHIC should be returned and the photocopy kept by the provider of medical treatment.
- Some European health systems expect that bills are paid when treatment is given and a refund is claimed using the EHIC. How this will be funded should be agreed with senior management before departure. Group leaders should try to apply for the refund before returning home, using the [country-by-country guide](#) provided with EHIC
- If a claim needs to be made after return to the UK, the Overseas Healthcare Team on 0191 218 1999 (Monday to Friday, 8am–5pm) should be contacted. The National Insurance number of the person who needed treatment will be needed, together with the UK bank or building society to which the refund will be made. All receipts and any paperwork (make copies if necessary) should be kept; this will be a requirement of any subsequent insurance claim.
- EHIC does not cover services such as mountain rescue, or repatriation costs. Leaders must ensure that relevant needs are fully covered under the travel insurance policy. As travel insurance covers some things that EHIC does not cover (and vice versa), it is important to have both.

6.3.3 The group leader must advise parent/carer of the terms of the operation of insurance in advance of the visit and give them an opportunity to increase cover, if required.

6.4 Foreign legislation

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

6.5 Language abilities

One of the adults with the group should ideally 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 young people have a basic knowledge of the local language before the visit. If not arrangements should be made for a contact person to be available in the host centre or country for translation purposes. Staff must also have access to translation facilities in an emergency.

6.6 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 visit. A group passport may be appropriate in certain circumstances.

Visa arrangements for visiting the specific country should always be checked. It is not safe to assume that countries where no visa is needed for visits by UK private citizens will not require visas for school parties. Equally, pupils who have non-UK passports may need visas to visit certain countries. Checks can be made by visiting the Foreign and Commonwealth Office website <http://www.fco.gov.uk/en>.

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 young person back to the UK.

Group leaders are advised to check passport information carefully in the early stages of planning a visit outside the UK, at <http://www.direct.gov.uk/en/TravelAndTransport/Passports/index.htm>.

6.7 Nationality

If the group includes young people whose national or immigration status or entitlement to a UK passport is in doubt, it is advisable to make early enquiries of the Home Office's Immigration and Nationality Directorate about immigration rules and requirements and right of re-entry. The UK Border Agency website also has useful links and information <http://www.ukba.homeoffice.gov.uk/visas-immigration/>.

Young people who are not nationals of any EU member state may need a visa to travel from the UK to another member state. However, they may receive visa exemption if they are members of a school group.

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

6.8 Care Orders and Wards of Court

If a child is subject to a care order, foster parents/carers will need to ensure that Newham Children's Social Care and Safeguarding team consents to any proposed visit. Contact can be made through the young person's social worker. If a young person is a ward of court, the Head Teacher should seek advice direct or via the Newham Children and Young People's Service in relation to school visits and activities abroad well in advance.

6.9 Health

Group leaders need 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.

If vaccinations are required or other medical intervention – e.g. anti-malaria medicine – before the visit, parents/carers must be fully informed well in advance of the visit. Careful monitoring of the preparations by individual participants through communication with parents/carers is advised.

Many of the health problems of young people 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/carers 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

7.0 During the visit

It is advisable to provide young people prior to the visit with a note in the relevant foreign language for use if they get lost, asking the reader to re-unite them with the group at the accommodation/meeting point, or to take them to a 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 or item of clothing, badges. However, no young person should display their name clearly on their clothing – this could result in their being isolated from the group by a member of the public who is able to address them by name.

7.1 Emergencies

The group leader must ensure that all members of the group know what action to take in the event of an emergency. (See earlier Section 3, paragraph 3).

7.2 Contacts at home

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

7.3 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 important to check that the airline has a wheel chair service and lifting facility etc. if appropriate. The group leader should resist any attempt by the airline to split the group between different aircraft.

8.0 School exchange visits abroad and home stays

8.1 Introduction

The single most effective way of understanding a different country, culture or language is to experience it first-hand. Given our dependence on a global economy, an understanding of the wider world has never been more important. An exchange visit involving the placing of young people in a family home stay setting has traditionally been seen as one of the best ways of enabling this.

Such experiences help young people to develop self-esteem, self-confidence and independence, while developing their knowledge base and broadening their horizons. Staying with a host family gives young people both an insight into the culture and a first-hand opportunity to use their language skills in a real context.

Exchange visits differ from other visits in that young people are not directly supervised by their leaders/supervisors whilst they are with host families. However, the legal responsibility for health, safety and welfare remains with the designated visit leader. Exchanges thus require thorough and carefully planned risk management that addresses the issues relating to indirect supervision and special issues relating to child protection. All parties involved must fully understand the implications of this reality.

8.2 Special risk management considerations relating to exchanges and home-stays

Those organising this type of educational experience should consider the questions set out below very carefully.

- Are families and young people carefully matched with due regard to gender, diet, religious belief, special needs etc?
- Are families known to the host establishment, have they been affirmed as suitable and is there a hosting agreement form which includes a question regarding criminal convictions or other contra-indicators?
- In case it is necessary to move a young person at short notice, are contingency plans in place?
- Has consideration been given to the safety and well-being of the young people during travel, and does this include appropriate drivers and transport whilst with the host family?
- Are young people and host families aware of a 24-hour contact number and are they fully briefed as to procedures should problems arise?
Do leaders have daily contact with all young people and do young people have an agreed 'keyword' that they can use which means 'I want you to visit me immediately'?
- Will young people have access to a phone and/or can they use a mobile phone to call or text messages their establishment staff?
- Have the young people been briefed about personal safety and have they been issued with written guidance on this topic? NB the charity Child Safe produce a leaflet entitled 'Travel-Safe... Advice for Children and Young People'.
- Does work experience feature as part of the exchange and if so, has an assessment been made by an appropriately competent person about any significant hazards the work environment may present?
- Have "acceptable" and "unacceptable" activities on 'family days' been discussed and has parent/carer agreement been sought prior to the visit? E.g. is there an opportunity to go skiing, cycling or horse riding, or a visit to a beach with swimming? If such activities are to form part of the experience, parent/carer consent is required.

Where an exchange visit is arranged for the first time, or involves a significant number of new staff, a preliminary visit is strongly recommended. This should reassure all interested parties and can be regarded as a control measure in itself, as well as being an opportunity to consider a specific risk-benefit assessment first hand. Face-to-face dialogue between exchange partners to produce the basis of an agreement should ensure commonality of aims, objectives and activities. As a minimum, any agreement should include a commitment to the health, safety and welfare of the young people involved.

Appendix 7.3 has "Host Family stay information" that can be used to check the circumstances of each household to assess if homes are suitable.

8.3 Vetting and DBS Issues

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

The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should

always be on the understanding that an overview based on a common sense risk-benefit assessment process has been considered.

The Vetting and Barring regulation proposals do not apply to UK-based exchange visits of less than 28 days, but overseas parents/carers should indicate that they consent to the suitability of the selection process that places their child with the volunteer host family.

Providing they only work with their own group, overseas leaders bringing groups of young people to the UK for activities and cultural tours have a three-month exemption from the requirement to register the work they do with the young people.

Group leaders should ensure that those in a position of parent/carer authority understand that an equivalent to DBS checks is unlikely to be available in countries visited by young people from the UK. It is therefore critical that they ensure the overseas host school or agency has a vetting procedure in place to assess the suitability of home placements. 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 young people, the group leader should seek further assurances and/or reconsider whether the visit should take place.

The vetting of host families should include:

- DBS checks where required;
- verification of family structure;
- ensuring a code of conduct (see Employer Guidance Model Code of Conduct) has been agreed;
- checking that house rules are as agreed;
- home visit checks;
- ensuring that appropriate information is shared;
- checking the suitability and privacy of sleeping and toileting arrangements;
- ensuring that family activities fall within the scope of parent/carer consent;
- transportation (including drivers) is suitable and covered by parent/carer consent.

8.4 Monitoring

Even though remote supervision is at the heart of a host family placement, the group leader retains full responsibility for the young people so placed. This will require suitable and sufficient procedures in place to monitor the home stay on a sample basis. Arrangements for effective communication with young people and hosts, together with gathering appropriate assurances regarding accommodation, work placements and other locations used during the visit must be in place. The most effective assurances for some aspects of placements may require a preliminary visit and direct observation.

Feedback and review is particularly important in the case of exchange visits. There is a particularly strong case for ensuring this takes place and includes consultation with the young people concerned, the parents/carers, host families, the leaders and the partner organisations. Such a process will help in the celebration of success, as well as feeding in to the general planning and risk-benefit assessments for future visits. Any significant issues should be shared with the EVC, the Head Teacher, establishment or service head and the employer.

8.5 Exchanges involving work experience

Any exchange visit that includes work experience should be considered in the context of the employer's own work experience policy. Where this does not cover work experience abroad, special arrangements may need to be made, in which case, organisers are recommended to contact the employer at the earliest possible stage of planning. Where the employer is a local authority, this will usually be by a specialist officer responsible for work experience across the authority.

8.6 Final Checks

Once the plan is in place, group leaders should feel confident in dealing with the type of questions that are likely to arise at a pre-visit parents/carers' evening. Typical questions are set out below.

- Who is hosting my son/daughter and what checks have been made on the accommodation?
- Have the family hosted before and what assurances or checks have been made on their suitability?
- What is the policy regarding alcohol, smoking, drugs, videos, curfews, bedtimes etc.?
- Can I contact my son/daughter and can I contact the group leaders if necessary?
- Can they contact me?
- If my child has a problem, how do they contact leaders and how long would it be before they were visited?
- What experience do the leaders have of this particular visit and visits in general?
- What are the travel arrangements and what are the supervision details during travel periods?

Appendices

Section 7

APPENDIX 7.1

SCHOOL VISIT ABROAD: PARENT/CARER CONSENT FORM

SCHOOL: _____

1. I agree to my child (insert young person's name _____) taking part in the following educational visit:

Destination: _____

Method of travel: _____

Date(s): _____

2. I understand that the school and the organisers will take all reasonable and proper precautions for the care and safety of my child and of his/her personal property. I also understand that the Council and the organisers will only be responsible for any injury or loss of personal property if this is caused by the Council's negligence.
3. I agree to inform the school of any relevant medical or other special circumstances affecting my child, including any regular treatment required during the course of the visit.
4. I understand that if my child should need emergency medical treatment, every effort will be made to contact me before treatment is given. If, however, this is impossible, I give my consent to my child undergoing emergency medical treatment.
5. I understand that the school has arranged comprehensive travel insurance covering cancellation and medical treatment.
6. I understand that the School Governing Body has been notified of this visit.

Signed: _____ (Mr/Mrs/Miss/Ms) Date: _____

(Parent/carer/Guardian)Address: _____

Visit Abroad Checklist

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.
- medical papers e.g. EHIC and significant medical histories;
- parent/carer consent forms and permission for group leader to authorise emergency treatment on parent/carer behalf;
- the phone numbers and addresses, at home and in school, of the Head Teacher and of the school contact;
- the names of parents/carers 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/carers for passport size photographs of the young people. It might be useful to have photographs of the adults in the group as well.

Host Family Stay Information Form

Name of host family:	Name of guest:
Address:	Address:

Telephone number::	Telephone number:
Mobile:	Mobile:

Who lives at this residence? Male adult/s Female adult/s Males under 18 (state ages) Females under 18 (state ages)	Name and relationship to host partner
--	---------------------------------------

Are there any regular visitors likely to have significant contact with your guest? Yes/No
Please give names, gender, relationship to household and ages if under 18

Will your guest have her/his own bedroom?
Yes/No
If NO, with whom will she/he be sharing?

Will your guest have access to a lockable toilet and bathroom/shower? Yes/No
If the answer is No, what safeguards are there for privacy?

If your guest is vegetarian, vegan, has a nut allergy or dietary needs, can this be accommodated? Yes/No

When a private vehicle is used to transport a young person, this will only take place when the vehicle is:

- Roadworthy
- Appropriately insured
- Driven by a driver approved by all parties

Names of specified drivers:

I confirm the statements made above are correct and I accept responsibility/duty of care for caring for this young person in a safe and secure environment. I agree to any necessary checks.

Signed: _____ **Date:** _____

Section 8

Index of Special Risk Activities

1.0 Special Risk Categories

The information in this section is for guidance only; more detailed information should be obtained from the National Governing Bodies of the Activities. A list of addresses is provided in Appendix 8.1.

In the event of any court action following an accident, the possession of a relevant qualification may be critical.

- Wherever possible teacher's/youth workers should obtain Governing Body Coaching/Leadership awards.

Qualifications do not guarantee safe practice but the result of any court action following an accident may be critical.

- It is the responsibility of the Head Teacher to seek advice on whether a teacher/youth worker, without a recommended award, has suitable recent experience to enable him/her to lead the group safely.
- The activities included in the programme must fall within the capabilities of everyone in the party.
- If school staff are giving tuition in a specified activity they must possess the relevant qualifications.

2.0 Recommended Staffing Ratios For Special Risk Activities

The recommended ratios are stated at the end of each activity and must be strictly adhered to.

There must be 2 adults with the party; at least one must be a teacher/youth worker who shall be the designated leader.

Staff of both genders must accompany mixed groups wherever possible.

The following points must be considered when determining a ratio:

- Experience and expertise of staff involved
- Age and ability of the young people
- The activity being undertaken and the risks involved
- The remoteness of the area in which the activity is taking place
- National Governing Body recommendations

3.0 Special risk activities for which personal accident cover is required

The London Borough of Newham has arranged appropriate insurance for medical expenses and cancellation. It also provides limited and full cover for winter sports activities, such as ski-ing. There are specific exclusions for ski-flying, ski-acrobatics or stunting, ice hockey, the use of skeletons or bobsleighs or racing or jumping of any kind.

Group leaders must check that they have appropriate cover under this policy. Full details are given in Standard Procedure 106, Off-Site Activities Insurance for Schools and Other Educational Establishments.

At the time of writing, confirmation is being sought that the current insurance policy covers the following activities:

Land Based	Air Based	Water Based
Caving	Ballooning	Jet skiing
Cycling/mountain biking	Hang gliding	Power boating
Dry slope skiing	Micro lighting	White water rafting
Go-karting	Parachuting	
Grass skiing	Parascending	
Ice skating		
Mine exploration		
Mountaineering		
Mountain walking		
Riding		
Rock climbing - natural surface including sea level		
Rope courses		
Skate boarding		
- Snow skiing inc. mono boards		
Surf skiing		

When planning an activity that will involve caving, climbing, trekking, skiing or water-sports schools must currently check that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2004. These regulations apply to adventure activities that take place in England, Scotland and Wales but these arrangements may be subject to change in the future.

It is not possible to define all potential activities, but if you are in any doubt, contact either the LA Health or Safety Co-ordinator or Newham's Insurance Manager.

4.0 Special risk activities – staffing and qualification requirements

- The following tables (Paragraph 4.1 and 4.2) detail recommended minimum qualifications and staffing requirements for leading specific risk activities.
- Leaders should also adhere to the ratios and qualifications recommended by the National Governing Body for each activity (see Paragraph 4 for contact details).
- If further guidance is required regarding an adventurous or high risk activity that is not included in the table, please contact the LA Outdoor Education Advisor, or the LA Health and Safety Co-ordinator.
- Activities operating under the Duke of Edinburgh's Award Scheme will need to follow that approval system in addition to any required approval specified in these guidelines.

- This section outlines the **minimum** leadership qualifications and supervision ratios required to lead adventure activities. It should be noted; however, that **additional staffing might be required**, depending upon the circumstances and conditions.
- The precise levels of staffing should therefore reflect a specific risk assessment, taking into account factors such as the groups' abilities, the weather conditions, and the competence of the leaders.
- If uncertain, leaders are advised to err on the side of over-supervision!

A list of commonly used abbreviations used in the following activities is attached in Appendix 8.2.

4.1 Land Based Activities

ACTIVITY	RANGE OF OPERATION	MINIMUM QUALIFICATION FOR INSTRUCTOR	RECOMMENDED MINIMUM INSTRUCTOR : YOUNG PERSON RATIO (and additional adult assistance)
CAMPING			
Camping	Lightweight Camping/low level	BEL award	1 : 12 + Responsible Adult
Camping	Wild camping/high level	MLTB ML award	1 : 12 + Responsible Adult
CAVING			
Caving – Level 1	Horizontal systems (no Pitches) easy climbs e.g. 2.3m with use of life line	Local Cave and Mine Leader Award Level 1	1 : 10 + Responsible Adult
Caving – Level 2	Caves with some pitches using ladder and life line techniques, up to max 18m	LCMLA Level 2	1 : 6 + Assistant Leader (with technical training)
Caving – NAMHO Inspector Mines	All other caving	Cave Instructor Certificate	1 : 6 + LCMLA familiar with vertical caving techniques
Mine Exploration – NAMHO Inspected Mines	Level 1 Mines horizontal systems with easy climbs, e.g. 2-3m with use of life line.	LCMLA Level 1 with mine endorsement	1 : 12 + Responsible Adult
Mine Exploration NAMHO Inspected Mines	Level 2 Mines (as caving)	LCMLA Level 2 with mine endorsement	1 : 6 + Assistant Leader (with technical training)
Mine Exploration NAMHO Inspected Mines	All other inspected mines	CIC with mine endorsement	1 : 6 + LCMLA with mine endorsement
WALKING/MOUNTAINEERING			
Normal country – walking/environmental	Low level farmland 30 minute access to habitation	Experienced Teacher	1 : 12
Higher level fell/moors walking (not winter conditions)	Upland areas of moors/fells, downs, non-mountainous	MLTE WGL Award	1 : 10 + Responsible Adult
High level Fell/Mountain walking (not winter conditions)	Above 600m ill-defined path	MLTE ML Award	1 : 10 + Responsible Adult

ACTIVITY	RANGE OF OPERATION	MINIMUM QUALIFICATION FOR INSTRUCTOR	RECOMMENDED MINIMUM INSTRUCTOR : YOUNG PERSON RATIO (and additional adult assistance)
Winter mountaineering	Up to Grade III snow and ice	MIC	1 : 3
Coastal walks	Non remote – as for geography fieldwork	Experienced Teacher	1 : 15 + Responsible Adult
ORIENTEERING			
Orienteering	School grounds	Teacher – relevant experience	Class size
Orienteering	Non remote contained areas		1 : 12 + Responsible Adult
Orienteering	Remote uncontained areas	BOF Orienteering Instructor	1 : 12 + Responsible Adult
CLIMBING			
Rock climbing	Specified single pitch climbs	MLTE SPA ERYC Assess	1 : 10 + Responsible Adult
Rock climbing	Unspecified single pitch climbs with easy access	MLTE SPA	1 : 12 + Responsible Adult
Rock climbing	Unspecified single pitch climbs with remote access	MLTE SPA Award + ML Award Summer	1 : 10 + Assistant Leader (with technical training)
Rock climbing	Multi pitch rock climbs	MIA Award	1 : 3
Artificial climbing walls	Indoors or outdoors	MLTE SPA Award ERYC Assess	1 : 12 + Responsible Adult
CYCLING/MOUNTAIN BIKING			
Cycling – road	Any cycling on road	Contact Technical Adviser for advice	1 : 10 + Responsible Adult
Cycling – off road	Below 600m non remote easy tracks	BCF MBL award Level 1 OTC Level 1	1 : 12 + Responsible Adult
Cycling – off road+ Responsible Adult	Below 600m any permissible route	BCF MBL award Level 2 OTC Level 2	1 : 10 + Assistant Leader (with technical training)
SKIING			
Skiing - downhill	Resort package but with controlled skiing outside ski school. In UK with suitable local conditions.	Alpine Ski Leader Award. Snowsport Scotland/Snowsport England	1 : 10 + Responsible Adult
Skiing – downhill	Teaching and leading. Usually available only in specific resorts (Scotland)	BASI 3	1 : 10 + Responsible Adult

ACTIVITY	RANGE OF OPERATION	MINIMUM QUALIFICATION FOR INSTRUCTOR	RECOMMENDED MINIMUM INSTRUCTOR : YOUNG PERSON RATIO (and additional adult assistance)
Skiing – cross country	Simple slopes, paths, tracks, easy open areas in England with suitable local conditions (non-remote)	BASI 3 Nordic	1 : 10 + Responsible Adult
Skiing – cross country	More remote areas of English uplands	BASI 3 Nordic + ML Summer	1 : 8 + Assistant Leader (with technical training)
ROPES COURSE			
Low ropes courses	Purpose built	ERYC assess	1 : 12
TEAMBUILDING			
Initiative and team work challenges	Non-technical use of equipment	Teacher – relevant experience	1 : 12
Initiative and team work challenges	Technical use of equipment		1 : 12
HORSES			
Pony trekking	Specific notes	BHS Stage II and RRS certificate or ABRS Trek Leader Certificate	1 : 6
Horse riding	Specific notes	BHSAI	1 : 4

4.2 Water Based Activities

ACTIVITY	RANGE OF OPERATION	MINIMUM QUALIFICATION FOR INSTRUCTOR	RECOMMENDED MINIMUM INSTRUCTOR : STUDENT RATIO (and additional adult assistance)
KAYAKING			
Kayaking – inland	Sheltered water No journeying	BCU Coach Level 1	1 : 10 + Responsible Adult
Kayaking – inland	Flat water journeying including sheltered areas of large lakes	BCU Coach Level 2	1 : 10 + Responsible Adult
Kayaking – inland	Moving water Grade 2 and open areas of large lakes	BCU Coach Level 3	1 : 8 + Assistant Leader (with technical training)
Kayaking – inland	Above Grade 2 water	BCU Coach Level 4	1 : 6 + Assistant Leader (with technical training)
Kayaking – surf	Below 1m waves	BCU Coach 3 – surf BCU Coach 3 – sea	1 : 8 + Assistant Leader (with technical training)
Wave Ski	Below 1m waves	BCU Coach 3 – surf BCU Coach 3 – sea	1 : 8 + Responsible Adult
Kayaking or Wave Ski – surf	Above 1m waves	BCU Coach 4 – surf	1 : 6 + Assistant Leader (with technical training)
Kayaking – sea	Journeying as defined for BCU Coach Level 3	BCU Coach 3 – sea	1 : 6 + Assistant Leader (with technical training)
OPEN CANOEING			
Open Canoe	Sheltered water No journeying	BCU Coach Canoe Level 1 Kayak Coach With OC experience	1 : 10 + Responsible Adult
Open Canoe	Flat water – Journeying including sheltered areas of large lakes	BCU Coach Canoe Level 2	1 : 12 + Responsible Adult

ACTIVITY	RANGE OF OPERATION	MINIMUM QUALIFICATION FOR INSTRUCTOR	RECOMMENDED MINIMUM INSTRUCTOR : STUDENT RATIO (and additional adult assistance)
SAILING			
Sailing – 2 person sailing dinghy	Sheltered water wind strength below 15 mph with appropriate safety cover	RYA Asst Instructor Venue specific	1 : 4
Sailing – single handed sailing dinghy	Sheltered water maximum 6 dinghies wind strength below 15 mph with appropriate safety cover	RYA Instructor venue specific	1 : 6 + Responsible Adult Numbers can be exceeded for introductory session
Sailing	Inland water Type of dinghies determined by experience, with appropriate safety cover	RYA Instructor – Dinghy	1 : 6 + Assistant Leader (with technical training)
Sailing - sea dinghy	Open waters Sea estuary Motorised rescue boat with competent helm essential	RYA Senior Instructor Sea	1 RYA Instructor: up to 6 boats if helms are competent
WINDSURFING			
Windsurfing	Inland water with appropriate safety cover	RYA Windsurfing Instructor Level 2	1 : 6 + Responsible Adult
RAFTING			
Rafting – improvised	Sheltered water Construction and use of improvised rafts for team building type exercises	BCU OC/K Level 2 Coach with relevant raft building experience	1 : 12 + Assistant Leader (with technical training)

5.0 The following guidance is given in addition to staffing requirements for group leaders to consider.

5.1 Camping

- Camping takes many forms therefore ratios will depend upon a number of factors. The risks involved could be related to the activity itself to the environment in which it is taking place.
- If camping takes place in mountainous or wild county areas the leaders must be suitably qualified
- Mixed parties should be accompanied by staff of both genders
- The programme of activities must be planned with the level of fitness and capabilities of all young people in mind

- The group leader must be experienced in the type of camping taking place. They must be familiar with, or have knowledge of the site being used
- All group members must have been involved in adequate preparatory work to include stove lighting, pitching and striking a tent and packing a rucksack
- The leader must ensure that the equipment is suitable for the type of camp. The leader must check and test the equipment before departure
- Tents must be pitched sufficiently far apart to avoid the spread of fire and to allow free movement. Running and ball games must not be allowed in the vicinity of the tents
- All group members must have had training in the type of stoves being used and be aware of the dangers involved. Training should include the control of fire
- Petrol stoves and gas stoves with spike fittings must not be used.
- Cooking must not take place in tents unless absolutely necessary and then only when prior training has taken place
- Fuel, including gas cylinders, must be stored outside tents and containers must be labelled with the contents
- Candles or other forms of lighting with a naked flame must not be used in tents
- Permission to light open fires must be obtained from the owner of the site
- Group leaders must be familiar with the treatment of burns and know the location of the nearest doctor or hospital.

5.2 Canoeing

In exposed and potentially dangerous conditions the party must include adults who are capable of performing deep-water rescues.

5.2.1 Introduction

- The programme of activities must be planned according to the fitness and capabilities of all young people
- Group leaders must be familiar with the area in which the canoeing is taking place
- Group leaders must be able to perform expired air resuscitation and recognise the symptoms of hypothermia and be able to deal with its effects
- Participants in water-based activities must wear personal buoyancy to the normal standards specified by the sport's governing body, and to be water confident when wearing such buoyancy with the essential clothing and footwear appropriate to the activity. The DfE recommends that every young person involved in water-sports should have demonstrated the ability to swim a distance of at least 50 metres in light clothing and plimsolls in the conditions likely to be encountered. However, there are a limited number of activities at specific venues where the degree of water confidence may be less than the DfE expectation. It must be stressed that it is the responsibility of the party leaders to satisfy themselves as to the ability of their group to fulfil these conditions. ALL GROUP MEMBERS MUST BE ABLE TO SWIM AND BE CONFIDENT IN WATER AND HAVE PRACTICED SWIMMING IN A LIFEJACKET.
- Personal Buoyancy
- The EC standard deals in NEWTONS (N). Life jackets and buoyancy aids that meet European standards carry the CE mark to show they comply with the regulations. The CE mark has a similar purpose to the BSI Kite mark. The 150 N life jackets have an equivalent performance to existing UK approved lifejackets.

5.2.2 Inexperienced Canoeists

All inexperienced canoeists must wear buoyancy life-jackets to BS3595/81 or CE standards under all conditions.

5.2.3 Experienced Canoeists

All group members must wear buoyancy life-jackets to BS3595/81 or later or to CE standards when canoeing at sea or on open water.

Buoyancy Aids to BCU/BCMA 50N (CE) standards are recommended for rapid river work, surfing, canoe polo and other situations where there is risk of collision. Additional body protection for canoe polo may be required.

All group members must wear crash helmets for white water canoeing, surfing and in shallow conditions. However, it is advisable for group members to wear helmets at all times.

All group members must be dressed properly for warmth and the possibility of swimming with a canoe. Items should include:

- Shorts, T-shirt, jumper
- Windproof anorak and lightweight footwear that can be fastened
- Wellington boots must never be worn
- A change of clothing must always be left at base
- A whistle must be worn
- All canoes should be manufactured in accordance with the BSI code BS MA 91 part 1 and 2. The specific recommendations relate to:
 - Buoyancy
 - Footrests
 - End loops, end toggles and handles
 - Painters and deck lines
 - Colour

5.2.4 General

In any instance group leader must ensure that canoes are fitted with:

- Sufficient fixed buoyancy to enable the canoe to float horizontally when waterlogged
- Footrests which do not allow feet to be trapped on impact
- Rot proof bow and stern toggles, at least 20mm, secured by a short length or rot proof rope with a minimum diameter of 4mm and a length of between 50mm and 200mm
- If being used in the sea or open water, the colour should be predominately red or yellow.

Spray decks must be worn if waves or rough water are expected. They must be easily removable and the **canoeists** must have successfully completed a capsize drill in controlled situation before being allowed to use a spray deck.

In the event of an expedition taking place, extra preparations are needed.

- The group leader must obtain a local weather forecast

- The group leader must be aware of any hazards such as weirs and tidal races and be familiar with the relevant guided, maps, charts and tide-tables.
- The route must be within the capabilities of all group members.
- The coastguard, in the event of a coastal expedition, or a responsible adult in the event of a river expedition, must be informed of the plans of the party.
- All group members must carry spare clothing, small first aid kit, small repair kit, tow line, throw line, distress flares for open water and sea, spare paddles and spray deck and a means of making a warm drink.
- In exposed areas all group members must be familiar with deep water rescue procedures and an assistant leader must be appointed who can perform such rescues.

Once in water, the leader should ensure that:-

- Responsible members be appointed to paddle at the front and the rear to keep the group together.
- The slowest members of the group paddle at the front
- A predetermined formation is adhered to
- The group is aware of the signal procedure
- The leader places him/herself in an appropriate position in relation to wind, current and group formation
- The group stops at the bank above rapids, at which stage the leader must inspect the rapids, from the bank if necessary and then descend first with the group following one at a time and wait in the slack water until the whole party is safely through.

5.3 Caving And Potholing

All caving and potholing must take place under the direction of a qualified instructor.

- An assistant leader must be able to bring a party out of the system in an emergency and be familiar with relevant cave rescue methods
- The programme of activities must be planned according to the levels of fitness and the capabilities of all the participants
- Group leaders must be familiar with the system being used and that permission has been given by the owner to descend
- Group leaders must satisfy themselves through direct observation and by obtaining weather forecasts that there is no danger from flooding
- Groups must not be taken into systems which they would find too taxing. No one must be taken underground against their will
- If it is their first visit, participants must be checked for signs of physical weakness, claustrophobia, reckless behaviour, poor reaction to cold and wet and other symptoms which may hinder their progress on future visits
- Group leader must brief members on safety procedures, cave conservation precautions they must observe details of the route to be followed and the features they will come across before going underground.
- All group members must be equipped with the following items:-
 - Buoyancy
 - Warm clothing and protective over garment
 - Protective helmet with chin strap and lamp bracket
 - Boots with commando-type soles or wellington boots
 - An efficient lamp
 - Whistle
 - Food and drink

- Emergency food
- In addition the group leader must carry:
 - Lighting spares
 - Emergency food
 - First aid kit
 - Ropes, ladders and other equipment as required.

If there is likely to be a prolonged exposure to water a wet suit or exposure suit must be worn.

The group leader must check the equipment and clothing of all group members, ensuring particularly that helmets fit correctly and lights are functioning.

A route plan, including the estimated time of return, details of the number in the group, the standard of expertise in the group and a list of equipment taken must be left, at base, with a responsible adult. The group leader must report back on return.

When necessary, an identifying object, (or an adult), must be left at the entrance to the cave.

5.4 Climbing

Rock climbing should only be taught by the teacher's/youth worker in charge who have recognised awards.

5.5 Cycling/Mountain biking

5.5.1 Where can you cycle?

- **Bridleways** – open to cyclists, but must give way to walkers and horse riders.
- **Byways** – usually unsurfaced tracks open to cyclists. As well as walker and horse riders, you may meet occasional vehicles which also have right of access
- **Public footpaths** – no right to cycle exists. Look out for finger posts from the highway or waymarking arrows (blue for bridleways, red for byways, yellow for footpaths)
- **Open land** – on most upland, moorland and farmland cyclists normally have no right of access without express permission from the landowner
- **Towpaths** – a British Waterways cycling permit is required for cyclists wishing to use their canal towpaths
- **Pavements** – cycling is not permitted on pavements.
- **Designated cycle paths** – look out for designated cycle paths or bicycle routes which may be found in urban areas, on Forestry Commission Land, on disused railway lines and other open spaces.

5.5.2 Safety

All cycles should be checked for safety and suitability and must comply with legal requirements:

- Crash helmets to be worn at all times when cycling.
- Saddle height adjusted for the individual
- Brakes must work effectively
- Tyres correctly inflated
- By law, lights must be displayed after dark
- Load carrying capacity needs to be securely fixed.

Young people should wear:

- Helmets that do not obstruct vision
- Bright clothing that allows for potential changes in the weather
- Reflective bands
- Gloves (compulsory for mountain biking)
- Footwear suitable for the terrain
- Clothing safe for cycling (e.g. close fitting to legs)

Cycles should have capacity to carry loads safely e.g. carrier bag safely:

- Bags must not be carried on the person
- Capacity to carry waterproofs, water and food for the day.

5.5.3 Leaders responsibility

It is the leader's responsibility to ensure that:

- A safety check is carried out on all cycles before use
- All young people are correctly dressed and are carrying suitable equipment taking into account the length of the ride, weather, experience and fitness
- A qualified leader travels at the rear of the group – assistant leader should head the group
- A route card is left with a responsible adult with clear procedures if arrival time is not accomplished
- The route is suitable for the least able member of the group in terms of skill, confidence and fitness
- The group discipline keeps the group to single or double file as appropriate
- A first aid kit is carried
- A mobile phone is carried
- A member of the group is qualified to administer first aid
- The leader must have ridden the course within the last 14 days and carry a map (compass and whistle for off road activities)
- Tool kits are carried. Puncture repair and ability to fix common faults.

Young people should know and adhere to the highway code (a detailed map is recommended for more adventurous trips)

The leader must observe a good group discipline when cycling on the road.

- Leader should ride at the back so the whole group can be observed
- Two reliable leaders should be appointed to maintain a steady pace
- One bicycle length should be maintained between riders

- Sudden actions without warning must be avoided
- Maximum of two abreast

Groups should be no bigger than 12 including leaders. Larger groups should be split into separate groups with their own leaders. It is suggested that these groups must be at least 10 minutes apart. At no time should the group be allowed to merge into one.

5.5.4 Young peoples' competence

All young people cycling on the open road:

- Must have undertaken a course of training in cycling proficiency and road safety
- Must be capable of negotiating the obstacles and hazards as laid down in the HMSO handbook for young cyclists 'Keep on the Safe Side' or the ROSPA handbook
- Must show competence in riding skills in a protected area – such as a playground before going on the open road
- Must show a basic knowledge of the highway code and road signs
- Must show (before going on a group tour) competence in riding in a group, be able to safely change from single to double file
- Must demonstrate an awareness of the other riders and keep a safe distance from the rider in front

5.6 Hill Walking and Mountaineering

Mountains and wild country areas: which are defined as being areas remote from habitation in which all journeys for reasons of safety must be completely self-sufficient. The following areas are regarded as wild country.

England

Bodmin Moor
 Cheviots
 Dartmoor
 Durham Dales
 Exmoor
 Isle of Man (parts)
 Lake District
 North Yorkshire Moors
 Peak District
 Pennines
 Yorkshire Dales

Scotland

Central Highlands
 Isle of Arran
 Isle of Skye
 Isle of Harris and Lewis
 Lowther Hills
 Northern Highlands
 Scottish Borders
 Western Highlands

Wales

Black Mountains
 Brecon Beacons
 Mountains in Central Wales
 Snowdonia

Ireland

Galloway hills
 Mourne Mountains
 North Antrim Hills
 Sperrin Mountains

Additionally: Area of potential hazard outside the UK (e.g. Alps, Himalayas, Greenland, Norway).

5.7 Mountain Walking Summer Time Only

The programme of activities must be planned according to the levels of fitness and the capabilities of all young people

The leader should be familiar with the area being visited and know the location of the Mountain Rescue Posts

All the young people must be physically fit and should have participated in a programme of preparatory work. They should be familiar with the contents of the Mountain Code published by the BMC

All young people must be dressed appropriately and walking boots must be included. The following items should be carried in a rucksack with a waterproof liner (bin bag) and checked by the leader:

- Good quality waterproofs
- Map and compass
- Whistle
- Torch and spare battery and bulb
- Pencil and paper
- Spare clothing
- Small first aid kit that includes any personal medication
- Suitable food and drink
- Emergency food
- Sun cream, sun glasses and sun hat in summer

In addition, the two party leaders must each carry:

- A comprehensive first aid kit including blister kit
- Extra rations
- A spare map and compass
- Watch and knife
- A group survival bag or issue a survival bag between every 2 young people
- Waterproof paper and pencil

Local weather forecast must be obtained before setting out.

A route card outlining the plans of the group, including the time of return and escape routes, should be left as base with a responsible person. This card must be collected on return.

Organise a 'Late Back' procedure – see Emergency arrangements section

During the visit the pace should be that of the slowest person. The leader must appoint a second adult to walk at the rear of the group to check that no one is left behind.

All group members must be aware of procedures to be followed in case of an accident.

Group leaders must have a first aid qualification and be able to both recognise the symptoms of hypothermia and treat its effects.

Walking in Lower Areas (e.g. South Downs, North Downs, Ashdown Forest)

In low level areas, where there is easy access to main roads no specific qualification is required. However, very careful planning should be carried out. Where field studies take place in high remote areas then appropriate experience or qualifications are necessary.

Residential Field Work

The programme of activities must be planned according to the levels of fitness and the capabilities of all young people.

Group leaders must be familiar with the area in which the journey is to take place.

If journeys are to take place in high risk areas, then the advice given for mountain walking must be adhered to.

5.8 Horse Riding and Pony Trekking

Organisers of groups planning to use riding or trekking centres should ensure that the centre has a licence issued by the local authority for the relevant area. This is a current legislation requirement.

Riding activities should only take place at establishments approved by the British Horse Society.

The programme of activities must be planned according to the levels of fitness and the capabilities of all the young people.

Suitable protective headgear and footwear must be worn by all the young people and adults. Teachers/youth workers must ensure that the young people are appropriately dressed.

Young people must understand and observe the safety precautions drawn up by the establishment at which they are riding.

Pony trekking groups should be accompanied by 2 adults with the overall leader holding at least the British Horse Society Assistant Instructors Award.

5.9 Orienteering

The programme of activities must be planned according to the levels of fitness and capabilities of all the young people.

Group leaders must ensure that the permission of landowners or the controlling agency has been given for the event to take place.

Young people must wear suitable protective clothing and footwear to suit the prevailing weather conditions.

Group leaders must be familiar with the area in which the event is taking place and know where the nearest telephone box is located.

Group leaders must have a first aid box available.

Group leaders must plan courses so that the participants do not have to cross main roads or negotiate major hazards. This information must be made known to the young people before the start.

The group leaders must be able to organise a search if the young people do not check in at the correct time.

Orienteering at night is only suitable for experienced young people. They must compete in pairs.

5.10 Sailing

5.10.1 Use of Sailing Centre

If a leader wishes to sail from a sailing centre, then that centre must be RYA Approved; the group will then be under the direct supervision of the Centre instructors. Since staffing ratios must fit the actual sailing situation, they must be the responsibility of the RYA Centre Member directing the course.

5.10.2 Supervision by Sailing Supervisors

The authorisation is also conditional upon there being rescue boat and the supervisor should have a first-aid cover. The group being supervised must have shown basic sailing competence.

The programme of activities must be planned according to the levels of the capabilities of all young people.

The activities taking place must be within the capabilities of all young people.

Group leaders must be able to perform life saving techniques such as expired air resuscitation and to recognise the symptoms of hypothermia and treat its effects.

The leader must be familiar with the stretch of water being used and, if appropriate, obtain a weather forecast.

In coastal waters the leader must be familiar with the relevant maps, guides, charts and tide-tables.

The coast guard, in the event of a coastal expedition, or a responsible adult in the event of an inland expedition, must be informed of the plans of the party. The teacher/youth worker in charge must report to the coast guard or responsible adult, as appropriate, on the return of the party.

Young people and their instructors must wear personal buoyancy aids conforming to BS3595, 1981 or later or CE standards at all times (50N).

All members of the group must be competent and confident in the water. Young people should be given the opportunity to practise swimming in a life jacket before taking part in sailing activities, where practicable.

Clothing must be warm and appropriate for the activity. Waterproofs must be readily available.

The instructor must ensure that all boats used are seaworthy and have suitable fixed buoyancy and equipment to meet emergencies.

5.10.3 Ratios:

It is not possible to lay down ratios for sailing because of the number of variables which need to be taken into account. However, consideration must be given to:

- The experience, age and ability of the young people
- The type of boat being used
- The type of water being used
- Tidal
- Non-tidal
- Sheltered
- Open.

It is recommended that when sailing on open water there must be one qualified adult in each boat. A list of recommended number of occupants for various classes of boat is obtainable from the Royal Yachting Association.

5.11 Skiing

Teachers and youth workers must have completed the Ski Course Organisers Course before they take young people skiing. The award enables teachers and youth workers to organise ski courses safely, it does not qualify staff to supervise skiing. All staff wishing to consider supervision of skiing should attend a SCLT and proceed towards assessment for the Ski Course Leader Award. ESC recognise that staff who have attended and successfully completed a SCLT course may lead or supervise young people only after consultation with their Head Teacher/Head of Youth Service.

When skiing abroad it is the responsibility of the school/youth centre to ensure that the company uses instructors who are qualified through a national ski school.

5.11.1 Preparation

The programme of activities must be planned according to the level of fitness and the capabilities of all the young people.

The young people must partake in regular fitness programme for 6 weeks prior to the visit.

Part of the preparation should include a visit to an artificial ski slope.

5.11.2 Ski Equipment

Staff must have a sound knowledge of ski equipment and under such circumstances not accept faulty or ill-fitting equipment from the hirer.

Boots must be well fitting, giving support to the ankles and the lower leg.

The length of skis must be no more than head height or less.

Bindings must be adjusted to the correct distance by an experienced mechanic, to ensure that the release mechanism works efficiently.

Brakes must be fitted to the skis (this complies with international regulations).

The length of ski sticks must be approximately waist height.

5.11.3 Ski Clothing

It is essential for the young people to be properly dressed for snow, rain, wind and low temperatures. Items must include:

- An anorak
- Salopettes
- Warm jumpers
- Gloves and bobble hat (in a distinctive colour for easy identification)
- Warm socks
- Ski goggles
- Thermal underwear

The teacher/youth worker in charge must check that sun/glacier cream and lip salve is applied to the young people's faces, lips and necks before skiing.

5.11.4 Safety on Slopes

There are recognised safety rules which must be understood and observed by all group members.

The young people must be taught by qualified instructors.

The young people must always remain in their ski classes under the guidance of a qualified instructor.

5.12 Surfing

Instructors should have attended the British Surfing Association's National Coaching Accreditation Scheme and should be qualified in life saving and first aid.

Participants should wear wetsuits covering both arms and legs and a helmet

Participants should work in pairs with a shore-based member for observation.

The surfing zone must have incoming and outgoing lane systems.

5.13 Sea Swimming

It is the responsibility of the teacher/youth worker to ensure that every young person in their care is not exposed to unacceptable risks.

Local knowledge is important, awareness of:

- Tides
- Currents
- Cold
- Depth
- Pollution
 - Unstable sea beds

Staff need to:

Limit the swimming area

Ensure an adult is available who can affect a rescue and carry out resuscitation;

Ensure that at least 2 staff position themselves on the beach, within the swimming area and who can see all the young people;

Ensure that a first aid kit, a canoeists throw-line and a blanket are readily available and;

Set up a buddy system is created so that the young people are able to check on their partners well being

5.14 Windsurfing

5.14.1 Basic requirements for leaders

Windsurfing may only be organised and take place under the supervision of a leader holding RYA qualifications, appropriate to the situation. For normal instructional sessions, the minimum qualification required is RYA Inland Instructor, and where windsurfing is to take place on tidal waters, then the instructor must be an Open Sea Instructor. Moreover, in all windsurfing situations, a motor-powered rescue boat must be on hand and be ready for use by an experienced crew that is RYA qualified.

Both the Inland Instructor and Open Sea Instructor must have been assessed to be competent, experienced board sailors and their training authorises them to teach and assess boardsailing up to RYA Level 2, on the appropriate type of water. Where the group is to be instructed up to RYA Level 3, then RYA Advanced Instructor is the appropriate award. If Fun boards are to be used, then the RYA Fun board Instructor Award must be held.

5.14.2 Use of Windsurfing Centres

If a leader wishes to windsurf from a Centre, then that centre must be RYA Approved; the group will then be under the direct supervision of the Centre's instructors and the Centre's RYA. Since staffing ratios must fit the situation, they must be the responsibility of the RYA Centre Members directing the course.

5.14.3 Equipment

All instructors organising windsurfing must ensure that the clothing and equipment of their groups is suitable for the given situation.

All persons on the water must wear suitable buoyancy aids

Special care should be given to the use of land simulators. They must be of approved standard, be low, stable and regularly maintained. The siting of young people close to a simulator should be avoided. No person under instruction should work on a simulator unsupervised.

5.14.4 Special Considerations

Windsurfing on the sea should always be given careful consideration because of the additional hazards. Up-to-date weather forecasts must always be obtained and a

prudent instructor should always consider consulting the local coastguard so that they are properly informed. Windsurfing must not be organised at night or in fog.

The programme of activities must be planned according to the levels of the capabilities of all young people.

- Group leaders must be able to perform life saving techniques such as expired air artificial resuscitation and to recognise the symptoms of hypothermia and treat its effects.
- The leader must be familiar with the stretch of water being used and, if appropriate, obtain a weather forecast.
- Young people and their instructors must wear personal buoyancy at all times.
- All members of the group must be competent and confident in water.
- Clothing must be warm and appropriate for the activity. Wetsuits would be the most appropriate form of protection for windsurfing.
- Boards – the maximum length of the board for young people should be 3.30 metres and have a fully retractable daggerboard. The board should be foam filled or be filled with 40 litres of close-cell foam. The board should have a towing loop. A leash should attach the rig to the board. The maximum sail size should be 4 square metres. The mast will be a maximum of 3.5 metres.
- A simple code of visible or audible signals.
- The sailing area must be defined and adhered to.

Section 8

Appendices

**The addresses of the governing bodies of activities involving special risks
and other useful addresses**

This information is correct at the time of publication. There is a possibility that names, and addresses can be – useful information regarding books and leaflets is provided in Appendix 11 of *'Safety in Outdoor Education'* – published by HMSO.

Camping	Camping Club of Great Britain Greenfield House Westwood Way Coventry CV4 8JH Tel: 024 769 4995
Canoeing	British Canoe Union John Dudderidge House Adbolton Lane West Bridgeford Nottingham NG2 5AS Tel: 0155 982 1100
Caving	National Caving Association White Lion House Ynys Uchaf Ystradygnlais Swansea SA9 1RW Tel: 01639 849 519
Cycling	British Cycling Federation National Cycling Centre Stuart Street Manchester M11 4DZ Tel: 0870 871 2000
Gliding	British Gliding Association Kimberley House 47 Vaughan Way Leicester LE1 4SG Tel: 01533 531 051
Horse Riding	The British Horse Society The British Equestrian Centre Stoneleigh Kenilworth Warwickshire CV8 2XZ Tel: 01203 696 697
Mountaineering And Rock Climbing	British Mountaineering Council 177-179 Burton Road Manchester M20 2BB Tel: 0870 010 4878
Orienteering	British Orienteering Federation Riversdale Dale Road North Darley Dale Matlock Derbyshire DE4 2HK Tel: 01629 734 042
Skiing	English Ski Council

Area Library Building
Queensway Mall
The Cornbow
Halesowen
West Midlands
B63 4AJ
Tel: 01476 810 407

British Ski Federation

258 Main Street
East Calder
West Lothian EH53 0EE
Tel: 01506 884 343

British Association of Ski

Instructors Council
Grampian Road
Aviemore
Inverness-shire PH22 1RL
Tel: 01479 810 407

Scottish National Ski Council

Caledonian House
South Gyle
Edinburgh EH12 9DQ
Tel: 0130 317 7280

Other useful addresses

CENTRAL BODIES

Central Council of Physical Recreation

Francis House
Francis Street
London SW1P 1DE
Tel. 020 7854 8500

Sport England,

3rd Floor, Victoria House,
Bloomsbury Square,
London WC1B 4SE
Tel. 0845 8508 508

UK Sport,

40 Bernard Street
London WC1N 1ST
Tel. 020 7211 5100

MULTI-SPORT BODIES

British Olympic Association

1 Wandsworth Plain
London SW18 1EH
Tel. 020 8871 2677

British Universities Sports Association

20-24 Kings Bench Street
London SE1 0QX
Tel. 020 7633 5080

Commonwealth Games England

PO Box 36288
London SE19 2YY
Tel. 020 8676 3543

Commonwealth Games Federation

2nd Floor, 138 Piccadilly
London W1J 7NR
Tel. 020 7491 8801

SPORT FOR THE DISABLED

Disability Sport England

Solecast House
13-27 Brunswick Place

London N1 6DX
Tel. 020 7490 4919

ASSOCIATION FOOTBALL

The Football Association

25 Soho Square
London W1D 4FA
Tel. 020 7745 4545

The Football League

Edward VII Quay
Navigation Way
Preston PR2 2YF
Tel. 0870 4420 1888

ATHLETICS

Amateur Athletic Association of England

Edgbaston House
3 Duchess Place
Hagley Road
Edgbaston
Birmingham B16 8NM
Tel. 0121 452 1500

UK Athletics

Athletics House
Central Boulevart
Blythe Valley Park
Solihull
West Midlands B90 8AJ
Tel. 0870 998 6800

BOXING

Amateur Boxing Association of England Ltd

Crystal Palace National Sports Centre
London SE19 2BB
Tel. 020 8778 0251

British Amateur Boxing Association

96 High Street
Lochee
Dundee DD2 3AY
Tel. 01382 611 412

British Boxing Board of Control Ltd

The Old Library
Trinity Street
Cardiff CF10 1BH
Tel. 02920 367 000

ICE HOCKEY

Ice Hockey UK

Berkeley House
18-24 High Street
Edgware
Middlesex HA8 7RP
Tel. 020 8732 4505

LAWN TENNIS

Lawn Tennis Association

Queen's Club
London W14 9EG
Tel. 020 7381 7000

MARTIAL ARTS

Martial Arts Development Commission

MADEC
PO Box 416
Wembley HA0 3WD
Tel. 0870 770 0461

MOTOR SPORTS**ACU Motorcycling Great Britain**

ACU House
Wood Street
Rugby
Warks CV21 2YX
Tel. 01788 566 400

MCRCB Events

Silverstone Circuit
Nr Towcester
Northants NN12 8TN
Tel. 01327 320 433

Motor Sports Association Ltd

Motor Sports House
Riverside Park
Colnbrook
Slough SL3 0HG
Tel. 01753 765 000

NETBALL**England Netball**

Netball House
9 Paynes Park
Hitchin
Herts SG5 1EH
Tel. 01462 442 344

ROWING**Amateur Rowing Association Ltd**

The Priory
6 Lower Mall
London W6 9DJ
Tel. 0870 060 7100

Henley Royal Regatta

Regatta Headquarters
Henley-on-Thames
Oxon RG9 2LY
Tel. 01491 57 2153

RUGBY LEAGUE**British Amateur Rugby League Association**

West Yorkshire House
4 New North Parade
Huddersfield HD1 5JP
Tel. 01484 54 4131

The Rugby Football League

Red Hall
Red Hall Lane
Leeds LS17 8NB
Tel. 0113 232 9111

RUGBY UNION**Rugby Football Union**

Rugby House
Rugby Road
Twickenham TW1 1DS
Tel. 020 8831 6527

YACHTING**Royal Yachting Association**

RYA House
Ensign Way
Hamble
Hants SO31 4YA
Tel. 0845 345 0400

Special risk activities abbreviations

The following abbreviations are often used in this or other supporting documents:

AALA	Adventure Activities Licensing Authority
ASSIS	Artificial Ski Slope Instructor
ASL	Alpine Ski Leader (replaces SCO2 award)
BAALPE	British Association of Advisers and Lecturers in Physical Education
BASI	British Association of Ski Instructors
BCF	British Cycling Federation
BCU	British Canoe Union
BELA (BETA)	Basic Expedition Leaders Aware
BHSAI	British Horse Society Assistant Instructor
BMC	British Mountaineering Council
BOF	British Orienteering Federation
CIC	Cave Instructor Certificate
D of E/DEA	Duke of Edinburgh Award
ESC	English Ski Council
LA	London Borough of Newham Local Authority
LCLA	London Cave Leader Award
MBL	Mountain Bike Leader
MIA	Mountaineering Instructor Award
MIC	Mountain Instructors Certificate
ML	Mountain Leader
MLTE	Mountain Leader Training England
MLTS	Mountain Leader Training Scotland
MLTW	Mountain Leader Training Wales
NCA	National Caving Association
NGB	National Governing Body
RLSS	Royal Life Saving Society
RRS	Riding & Road Safety Certificate
RYA	Royal Yachting Association
SPA (SPSA)	Single Pitch Supervisor Award
TA	Technical Adviser
WGL	Walking Group Leader

Section 9

Critical Incident Risk Assessments

1.0 Definitions

The definition of a critical incident during a school visit is where a group member has suffered a life threatening injury or fatality; is at serious risk; or has gone missing for a significant and unacceptable period. Recent high profile attacks, particularly in London, mean that school visit leaders must incorporate into their risk assessments, contingency plans in the event of a critical incident that affects visit leaders or students. All school visit forms submitted will have a critical incident risk assessment signed by the visit leader, line manager, educational visits coordinator and Headteacher.

2.0 Sources of Information

This guidance has been developed based on information from the following sources. Please refer to the links below for more detail:

- National guidance for the management of outdoor learning, off-site visits and learning outside the classroom <http://oeapng.info/>
- National Counter Terrorism Security Office <https://www.gov.uk/government/publications/recognising-the-terrorist-threat/recognising-the-terrorist-threat#ethane---initial-actions-at-a-terrorist-major-incident>
- Metropolitan Police Advise <https://www.met.police.uk/advice-and-information/terrorism-in-the-uk/>
- MI5 Security Service advise <https://www.mi5.gov.uk/>

3.0 Hierarchy of Emergencies

When we analyse potential emergencies and critical incidents on and off-site visits, it is possible to categorise them, depending upon the nature of the incident:

Incident: a situation that is dealt with by the visit leader. This will involve some communication back to the school but the visit leader remains in control and is able to cope.

Emergency: an incident which overwhelms the coping mechanisms of the visit leader and which requires the school's emergency plan for off-site visits to be initiated. The school takes control of the situation in liaison with the visit leader and is able to cope.

Critical Incident: an incident which overwhelms the coping mechanisms of the visit leader and which requires the school's emergency plan for off-site visits to

be initiated. The school takes control of the situation in liaison with the visit leader but will also require the support of external agencies such as the local authority.

Major Incident: an incident which (if in the UK) is declared as a major incident by the Police, who will take control, and where the relevant Local Authority's Major Incident Plan is initiated. If outside the UK, the relevant authorities take control. The school will be required to coordinate with the Police or other authorities.

4.0 General Guidance for School Visits

There is no prescriptive step-by-step guide of what to do in a critical incident. Guidance provided by the school will always be implemented by the visit leader and other staff according to the specific situation at hand. The purpose of this guidance is to provide training and guidance so visit leaders and other staff feel better informed and trained to cope with emergencies and critical incidents.

- There must always be more than one supervising adult on a school visit.
- The teacher to student ratio must be a minimum of 1 to 10.
- Visit leaders must carry a mobile phone with call credit and Internet access fully charged. At least one other adult must also have a mobile phone with call credit fully charged.
- For visits outside the UK the visit leader must have mobile phone access in the country of their destination.
- All school visits must have a stated emergency contact (with mobile phone number) in school that is available to receive a call for the duration of the school visit. For prolonged visits such as overnight stays there should be a rota of emergency contacts.
- All students must have a completed emergency card (available from the North office).
- The visit leader must create a separate risk assessment for any student(s) with mobility issues in order to ensure consideration has been given to their needs and the impact upon the group in emergency situations.
- Visit Leaders must do a thorough reconnaissance of and research into the venue and date to avoid occasions when large crowds are likely or political demonstrations are planned in the area.
- Risk assessments must take into account the vigilance needed in crowded places such as shopping malls, travel hubs and stadiums. Visits must avoid spending long periods congregating in public areas.
- For visits outside London one adult must have a credit card that can be used for emergency funds to pay for food, transportation and accommodation in the event of a prolonged delay (costs will be reimbursed).
- For visits outside London, visit leaders must ensure they have sourced from parents of students on medication sufficient supplies to sustain them in the event of a prolonged delay, especially abroad.
- At every visit venue the visit leader should instruct all adults and students of an emergency muster point if the large group is split-up into sub-groups each with an adult. There should be an emergency muster point designated within the venue and an emergency muster point designated outside the venue in the event of an evacuation.

5.0 Evacuation of Venue

- Visit Leaders must contact visit venues to ensure they know evacuation and invacuation procedures in advance of the visit taking place.
- When at the venue visit leaders must ensure they have briefed the group on evacuation and invacuation procedures.
- If evacuation/invacuation alarms sound follow instructions of the venue management team.
- Move away and ensure you are behind solid objects such as concrete barriers or buildings.
- After contacting the emergency services, contact Plashet School and await instructions regarding transport back to school – using public transport may not be possible/advisable. There will be a critical incident management centre set up in the Head Teacher’s office where the CIMT will be based and logistics of students returning safely will be planned by team.

6.0 Communications Procedure

- The visit leaders’ sole responsibility will be the safety of the students. All contact with parents and the Local Authority will be managed by the CIMT from school. All students and staff need to be briefed by the visit leader that in the event of a critical incident absolutely no student or staff are to contact parents or the media.
- The visit leader or another designated adults should monitor news updates during the visit at the sites below. The current threat level to the UK is ‘substantial’.
<https://www.mi5.gov.uk/threat-levels>
<https://www.gov.uk/terrorism-national-emergency/terrorism-threat-levels>
- The threat level for foreign visits can be accessed at www.fco.gov.uk

7.0 In the immediate aftermath of a critical indent think ETHANE:

This will support you in not panicking and remaining calm so to give clear information to the emergency services and school.

Exact Location

- Confirm nearest junction or exact address;
- Geographic size of the incident;

Type of Incident

- Explosion, building collapse, firearms incident etc;

Hazards

- Identify the hazards present or suspected (such as number of hostiles, types of weapons etc.);
- Consider potential or secondary devices;
- Is evacuation or invacuation necessary and safe?

Access Routes

- Update with routes that are safe to use;
- Clarify routes which are blocked;

Number of Casualties

- List type and severity;
- Approximate number of dead, injured, survivors and witnesses;

Emergency Services

- List those Services present and those required;
- Conduct a joint dynamic hazard assessment with the emergency services.

8.0 Terrorist Firearms and Weapons Attacks

Firearms and Weapons attacks are rare in the UK. The '**STAY SAFE**' principles tell you some simple actions to consider at an incident and the information that armed officers may need in the event of a weapons or firearm attack:

Run

- Escape if you can
- Consider the safest options
- Is there a safe route? RUN if not HIDE
- Can you get there without exposing yourself to greater danger?
- Insist others leave with you
- Leave belongings behind

Hide

- If you cannot RUN, HIDE
- Find cover from gunfire
- If you can see the attacker, they may be able to see you
- Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal
- Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls
- Be aware of your exits
- Try not to get trapped
- Be quiet, silence your phone and turn off vibrate
- Lock / barricade yourself in
- Move away from the door

Tell

Call 999 - What do the police need to know? If you cannot speak or make a noise listen to the instructions given to you by the call taker. When you dial 999 (or 112) the operator will ask what emergency service you require. If there is no answer, the operator will ask you to cough or make some other audible indication that the call is an emergency and you need help. If there is still no answer – perhaps the situation is too dangerous to make any sound at all - the call will be put through to an automated system which asks the caller to press '55' if the call is an emergency.

- Location - Where are the suspects?
- Direction - Where did you last see the suspects?
- Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
- Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
- Stop other people entering the building if it is safe to do so

Armed Police Response:

You must follow officers' instructions:

- Remain calm
- Consider if you can move to a safer area?
- Avoid sudden movements that may be considered a threat
- Keep your hands in view

Officers may:

- Point guns at you
- Treat you firmly
- Question you
- Be unable to distinguish you from the attacker
- Officers will evacuate you when it is safe to do so
- You must STAY SAFE

Suspicious items

- Do not touch anything;
- Try and identify an owner in the immediate area;
- If you still think it's suspicious, don't feel embarrassed or think anybody else will report it;
- Report it to a member of staff, security, or if they are not available dial 999 (do not use your mobile phone in the immediate vicinity);
- Move away to a safe distance - Even for a small item such as a briefcase move at least 100m away from the item starting from the centre and moving out.

9.0 Vehicle Attacks

Vehicle-borne improvised explosive devices (VBIED)

- VBIEDs can be highly destructive. Not only can the bomb blast be lethal, but flying debris, such as glass, can present a hazard.
- A vehicle can also be used as a weapon to ram and damage infrastructure or to injure and kill people

Vehicle as a weapon (VAAW)

- A vehicle by itself can also be used with hostile intent to breach a perimeter, ram and damage infrastructure, or as a weapon to injure and kill people. This is referred to as a 'vehicle as a weapon' attack.
- The use of VAAW has been used by terrorists to target crowded places. A broad range of vehicles can cause significant loss of life and serious injury.

Mitigating a vehicle borne attack

- Threats from vehicles can be mitigated by taking cover behind solid physical objects such as concrete pillars or substantial brickwork / heavy reinforced walls.

10.0 Verbal or Physical Assaults

- If students or staff on a school visit are subjected to verbal or physical assault, the visit leader must separate themselves and the students from the danger area, either by getting off the train or bus at the next stop, or moving to a different location.
- Immediately alert transport staff or staff at the venue and report the crime to the Police.
- Inform the emergency contact in school to enable the safe return of the school visit to be planned from school.
- Do not allow students to contact their parents – this task will be undertaken by the CIMT back at school.