

## **EDUCATIONAL VISITS AND JOURNEYS – GUIDANCE FOR SCHOOLS**

### **Introduction**

Where the local authority is the employer (community, voluntary controlled, community special schools and maintained nursery schools), it may give a direction concerning the health and safety of persons (including pupils) on the school's premises or taking part in any school activities elsewhere. Under section 29(5) of the Education Act 2002, governing bodies of such schools must comply with any such direction from the local authority.

This section gives brief guidance on the different roles and responsibilities, approval procedures, accountability structure and planning a visit.

Our detailed guidance may be found at the back of this Guidance Note in Appendices. The Appendices contain various forms which **MUST** be used to obtain authorisation and approval for visits. Forms are also available from the Corporate Health and Safety Team. For general information on Educational Visits *Health and Safety these can be found on the Department of Education website. The Health and Safety Executive (HSE) is also a good source of information.*

### **Roles and Accountability**

#### **Head Teacher (HT)**

Heads bear ultimate responsibility for all educational visits in conjunction with the chair of governors. He or she shall –

- Give approval for local and day visits;
- Ensure that all staff, pupils and volunteers are appropriately trained, experienced and briefed;
- Ensure that the visit is appropriate for the suggested group of pupils and has an educational value.

#### **Board of Governors**

Applications for both one-day overseas and residential visits must be signed by the chair of governors of voluntary aided schools. The board of governors will then jointly share responsibility with the head teacher. In schools which are not voluntary aided, **local arrangements will apply concerning governors' involvement**, although the board of governors will always jointly share responsibility with the Head Teacher.

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

This role is **mandatory** in all schools. See Appendices of this Guidance Note for full role details.

- Acts as the contact point for the school on any educational visit issue;
- Ensures all paperwork is completed prior to and after visit;
- Ensures Corporate Health and Safety Team have the relevant paperwork which needs to be signed off in advance of residential/overseas visits (Corporate Health and Safety **MUST** be notified at least 6 weeks in advance).

### Group Leader

The group leader shall –

- Take overall responsibility for planning and organising the visit. See the Appendices of this Guidance Note for full role and responsibility details.
- Take overall charge of staff, volunteers and pupils during the visit, and organise a risk assessment review after the visit;
- Contact the school in the event of any emergency or problem during a visit to obtain further advice;

### Administrative Officer

It is **not** appropriate for an administrative officer to be an EVC, but he or she may organise the following items, if so delegated by the HT or EVC -

- Obtain venue risk assessments;
- Obtain insurance;
- Book travel tickets;
- Collect parental consent forms and payments;
- Issue school mobile phones;
- Arrange packed lunches if required.

### School Visit Categories

#### Category 1

Visits within the school day or extended day not involving travel outside Greater London and not involving adventures/activities. Category 1 visits need to be approved by the governing body and/or Head Teacher or by the EVC on behalf of the Head Teacher.

#### Category 2

Visits, which involve a day or extended day visit outside Greater London and not including adventures/activities and/or sea or air travel.

#### Category 3

Residential visits, overseas visits and visits involving adventurous activities. Please see Appendices for approval procedure for Category 3 visits as it has a number of steps that need to be undertaken including approval from the Local Authority. The Corporate Health and Safety **MUST** be notified at least 6 weeks in advance.

### Planning Visits

A well planned visit is extremely important to ensure that all parties are confident that every aspect of the trip has been thought through and risk assessed. It also gives the Group Leader peace of mind that all risks and contingency plans have been taken into consideration. For full details on planning, risk assessing, transport and travelling arrangements, insurance, communication and emergency procedures and all essential paperwork can be found in Appendices of this Guidance Note.

**NB: All completed paperwork needs to be sent to the Corporate Health and Safety Team at least 6 weeks prior to visits.**

## School Visits and Journeys: Guidance to Schools

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### 1. Introduction

#### 1.1 Rationale for Visits

School visits and journeys form an important part of school life. They provide opportunities for personal development which may not be available within school.

This Guidance Note is intended to help in the safe planning and execution of out of school activities and not to put undue constraints on these activities.

Copies of this document should be made available to all members of staff and other adult helpers who are engaged in planning, preparing or participating in out of school activities.

Further copies can be obtained by contacting the Principal Health and Safety Advisor responsible for ascertaining **school journeys' adequacy** in Haringey Council. This document is concerned with all occasions when pupils leave school premises on a visit or journey planned by the school as an integral part of the curriculum or as an extra curricular activity. This may be within or without the normal school hours. The visit or journey will probably be accompanied by teachers but on some occasions head teachers may decide that pupils can work out of school without direct supervision. This document does not cover work experience, this is dealt with in separate guidance available from Department of Education (see their website).

Recommendations for amendments should be sent to the Council Principal Health and Safety Advisor.

School visits, activities and journeys should be available to all who wish to participate irrespective of gender, religion, ethnicity, medical need or physical ability. All young people should be encouraged to take part in as wide a range of activities as possible.

### 2. Accountability Structure

#### 2.1 Legal Framework

The Health and Safety at Work Act 1974 rests the responsibility for health and safety with the employer who is also responsible, so far as is reasonably practicable, for the health, safety and welfare of anyone else on the premises.

For the purposes of the Act, “premises” means anywhere that an employee is carrying out their duties. This responsibility does therefore extend to out of school activities.

In the case of Community, Community Special and Voluntary Controlled schools, the LEA is the employer. The governing body is the employer of staff in Foundation, Foundation Special and Voluntary Aided schools.

The 1974 Act and the Management of Health and Safety at Work Regulations 1992 and 1999 place further responsibilities on employers including:

- Providing procedures for reporting accidents and incidents;
- Producing and implementing risk assessments;
- Developing methods of controlling risks including training of staff;
- Monitoring procedures and practice.

This legislation also requires employees to:

- Co-operate with employers over safety matters;
- Take reasonable care of their own and others health, safety and welfare;
- Carry out activities in accordance with training;
- Inform their line employer of any serious risks of which they are aware.

These duties apply to school visits.

All staff in charge of pupils have a duty to act as any reasonably prudent parent would in similar circumstances. The standard of decision making expected of adults in charge of pupils is related to their knowledge, experience and training.

When pupils are in the care of teachers or other professional staff the duty of care expectations take account of their training and understanding of young people.

### **2.2 Levels of Responsibility**

The LEA, Governing Body, Educational Visits Co-ordinator (EVC), group leader, accompanying staff and pupils all have a responsibility for safety during educational visits. Roles will overlap and will therefore benefit from close liaison. A checklist of essential actions is included at the end of this document.

#### **2.2.1. The LEA**

The LEA should:

- Monitor safety policies and procedures and evaluate educational visits;
- Provide guidance for governors, headteachers and teachers. This guidance should be regularly reviewed in the light of evaluations completed;
- Ensure that training of EVCs and group leaders and other school staff are met and that these staff are competent to undertake their specific roles during educational visits;
- Maintain a procedure for assessing proposals in order to approve visits or, where necessary, prevent them from taking place. This procedure will involve training EVCs to approve certain visits without contacting the LEA;
- Be a source of advice, particularly for adventurous activities and overseas visits. This advice will include help with assessing risk and implementing control measures particularly in relation to generic risk assessments;
- Ensure that arrangements are in place to obtain CRB disclosures;
- Maintain insurance cover (for more details see section 3.3 below);
- Provide an emergency contact for use in the event of a serious incident during an educational visit.

#### **2.2.2. The Governing Body**

Where the governing body is the employer they have all the responsibilities outlined above for the LEA.

Governing bodies of all types of school should:

- Be informed about proposed visits at an early stage in the planning procedure;
- Ensure that the visit has a stated educational purpose;
- Make sure that plans comply with regulations and guidance.

### 2.2.3. The Headteacher

Headteachers should ensure that:

- Approval procedures have been followed. The Head may decide that approval at school level can be given by the EVC;
- The group leader and additional staff are trained and sufficiently experienced and competent to manage the visit. In making this judgement consideration should be given to:
  - Number and age of pupils (see 3.2 below);
  - Special educational and medical needs;
  - Child protection;
  - Knowledge of specialist activities (see 4.8 below);
  - 24 hour supervision on residential visits;
  - First aid cover;
  - Ability to carry out on-going risk assessments (see 3.8 below);
  - Authority to make decisions in emergencies.
- The Governing body are informed of arrangements in a timely manner;
- Lines of communication have been established, including between the school and the visit while it is taking place and between parents and the group leader/school for emergencies and progress reports;
- Emergency procedures have been written down with copies at school and with school contacts and all staff on the visit (see 3.7);
- Evaluation of the visit takes place and that this is used to inform future plans;
- Appropriate insurance arrangements are in place;
- Ensure arrangements are in place for pupils not taking part in the visit.

### 2.2.4. Educational Visits Coordinator

The Educational Visits Coordinator should:

- Agree proposals with Headteacher ensuring that the LEA requirements for approval and the regulations and guidance for educational visits are followed;
- Have authority to approve or disapprove some visits;
- Ensure that sufficient appropriate and competent staff are available. One teacher should be designated as the Group Leader and take overall responsibility for the conduct of the visit. The EVC may need to assess the competence of staff. In doing this they may obtain advice from the LEA and / or verify awards by reference to National Governing Bodies (NGB), (See 4.8);
- Organise induction, training or briefing for specific visits;
- Work with the group leader to develop an emergency procedures plan. This should be done after considering what additional help may be available during the visit from national emergency services or others. The plan should include a school contact (24hrs.for residential visits) and parental contact details. Written procedures for use in the event of a serious incident or accident should also be drawn up.

All the visit staff and the school contact should have copies of this plan;

- Ensure that thorough risk assessments have been carried out and written down. This includes generic risk assessments for certain environments and activities and site specific or visit specific risk assessments. (See 3.8) In some cases it may be necessary to undertake a preparatory visit in order to carry out a risk assessment;
- Keep records of visits including evaluations, accident reports and monitor procedures and practice. Inform Headteacher of the conclusions of evaluations;
- Make sure that CRB checks have taken place.

### 2.2.5. Group Leaders

Group leaders should:

- Obtain approval for the visit through the EVC and if necessary the LEA and follow regulations and guidance (see *Educational Visits:- Application for Approval Pack*, at end of document);
- Brief other visit staff and allocate tasks to ensure adequate staff supervision, including first aid cover, is available at all times;
- Ensure that the proposed visit is suitable for all the pupils involved and that all staff have details of special educational or medical needs of pupils;
- Have in place arrangements that will enable the visit to be stopped if considered necessary for the health, safety or welfare of pupils or staff;
- Inform parents of the details of the visit. This should include the environments and activities (particularly outdoor adventurous activities) which are planned as well as the itinerary and costs. This may be done by holding a meeting for parents or could be done by letter. Parents can be asked to give consent for routine visits which take place during the school day in one letter covering a period of time rather than individual visits;
- Ascertain costs and inform parents how these costs will be covered; (see 3.5)
- Obtain parental consent (see *Educational Visits:- Application for Approval Pack*, at end of document) after informing parents so that consent / refusal can be given on the basis of an understanding of what the visit entails;
- Check insurance requirements;
- Prepare lists of pupils for school, school contact and staff on the visit. In almost all cases the staff on the visit should be able to get in touch with the school or the school contact throughout the duration of the visit;
- Inform the pupils of what is expected of them during the visit. Make sure that they understand what they should wear and what to bring with them. For visits outside the school day details of travel plans and times should be given in writing to pupils as well as parents.

### 2.2.6. Other Visit Staff

- One member of staff should be designated as a deputy group leader who would be able to take over the role of the group leader should that person be incapacitated during the visit.
- All staff should do their best to ensure the safety of everyone in the group (pupils and adults). Concerns should be referred to the group leader as soon as possible. If necessary staff should consider stopping the activity or visit if they think that the risk to the health, safety or welfare of pupils in their charge is unacceptable.
- Non-teacher adults should not be in sole charge of pupils unless this has been previously agreed as part of the risk assessment and parents have been informed.
- Teachers and other adults on the visit should be clear about their roles and responsibilities and should follow the instructions of the group leader and assist with the supervision and discipline of pupils.

### 2.2.7. Pupils

The group leader should make it clear to pupils that they must:

- Follow the instructions of the group leader, other teachers and adults charged with their supervision;
- Avoid unnecessary risks;
- Dress and behave responsibly;
- Take account of local customs and how to behave;
- Take appropriate levels of responsibility for their own safety and that of others.

Pupils whose behaviour is considered to be a danger to themselves or others can be excluded from the visit but all that is reasonably practicable should be done to manage their behaviour so that they can attend. If possible the educational aims of the visit should be addressed in different ways for these pupils.

### 2.2.8. Parents

Parents have an important role in deciding if a visit is suitable for their child. In order to make their decision they should be given sufficient information in writing and invited to briefing meetings. Special arrangements and translations may be necessary to enable parents for whom English is an additional language to make an informed decision.

If parents give their consent they must:

- Sign the consent form;
- Provide emergency contact details;
- Give the group leader information **about the child's medical, emotional, psychological and physical health** which may be relevant to the visit.

The support of parents should be sought in preparing pupils for visits and in particular reinforcing the code of conduct.

If there is a need to send pupils home early for any reason it is helpful if this has been considered before the visit. Parents could be asked to agree the arrangements for early return and the circumstances in which they may be asked to meet the costs.

### 2.2.9. Joint Visits

There are often good educational reasons for pupils from a number of schools sharing the experience of visits. When there are pupils from more than one school involved in a visit the EVC from each school involved is responsible for ensuring that the educational need, and the health, safety and welfare needs, of the pupils from their schools are met.

## **Educational Visits: - Appendices**

Good practice would be for these to be a group leader from each school and for these people to share information and the workload in relation to:

- Obtaining approval. This will involve Governors and headteachers of all the schools involved;
- Completion of risk assessment;
- Exploratory visits;
- Incorporating the needs of all pupils;
- Briefing other visit staff. This will almost certainly involve a meeting to discuss the issues;
- Management of the visit and supervision of pupils.

### **2.3. Approvals Procedure**

For the purposes of approval three categories of visit have been identified:

#### **2.3.1. Category 1**

Visits within the school day or extended school day not involving travel outside Greater London and not involving adventurous activities.

This category is intended to cover swimming and sports fixtures and regular or routine visits to local establishments and facilities.

##### Approval procedure for Category 1

- Approval by the Governing Body – This could be blanket approval based on procedures agreed between the Headteacher and the Governing Body and should be recorded.
- Approval of the Headteacher or EVC – **Approved within the school's own procedures by the Headteacher or by the EVC on behalf of the Headteacher and recorded.**

#### **2.3.2. Category 2**

Visits outside of London which do not fall into the above category and do not involve an overnight stay, travel by sea or air or adventurous activities.

##### Approval procedure for Category 2

- Completion of Form “Application for Approval HSV1” – Part One
- Approval by Governing Body – Completed form should be signed by Chair of Governors
- Approval by Head Teacher or EVC – Completed form should be signed by Head Teacher or by the EVC on behalf of the Head Teacher.

#### **2.3.3. Category 3**

Residential visits, overseas visits and visits involving adventurous activities.

##### Approval procedure for Category 3

- Completion of form “Application for Approval HSV1” - Part One and Part Two
- Approval by Governing Body – Completed form should be signed by Chair of Governors.
- Approval by Headteacher or EVC – Completed form should be signed by headteacher or by the EVC on behalf of the Headteacher.

## **Educational Visits: - Appendices**

- Approval by Director of Education – Completed form should be signed by the Senior Health and Safety Officer responsible for school visits on behalf of the Director of Education. Completed approval forms should reach the Senior Health and Safety Officer at least six weeks before the start of the proposed trip.

### **2.3.4. Role of the Governing Body**

The Governing Body should come to an agreement about what sort of visits they should be informed about and the time required between being informed and the visit taking place. They should always assess proposals for residential visits, visits involving travel by sea or air and visits involving adventurous activities.

Their role is to ensure that policies, procedures and practices are followed, in relation to health and safety on school visits. This will include the requirement for approval. They should ensure that appropriate advice is available to the Headteacher from the LEA and the Department of Education.

Governors should ensure that each visit has clear educational objectives which are appropriate to the pupils involved and that all reasonable and practicable measures have been taken to include all pupils in the target group.

For non-routine visits form “**Application for Approval HSV1**” should be completed in good time so that governors, headteachers, EVCs and the Senior Health and Safety Officer have time to assess the proposals. Four weeks before the visit is the minimum time for the form to be received by the last person whose signature is required. Financial or other commitments should not be confirmed before approval is obtained. With this in mind much earlier application may be necessary for some visits. For complex overseas expeditions a lead in time of 18-24 months is not unusual.

Form HSV1 is included at the end of this document. This form, together with supporting information including risk assessments for the visit, should be submitted for all Category 2 and 3 visits.

### 3. Planning Visits

#### 3.1. Aims

Planning of visits should start with a clear identification of the educational objectives. Once identified these objectives set the agenda for detailed planning.

As well as addressing specific curriculum requirements, educational visits can help young people to:

- Take responsibility for their own safety and that of others;
- Appreciate and understand different environments and cultures;
- Develop self-esteem and take responsibility for their actions;
- Cooperate and respect the needs of others;
- Understand the need for codes of conduct;
- Develop new skills, competences, values and attitudes;
- Build up a positive attitude to health, fitness and well being.

#### 3.2. Supervision

There are many variables which govern appropriate staffing ratios. In deciding the level of supervision, the headteacher will need to take into account the age, experience and maturity of the pupils as well as the capabilities and experience of the teachers and accompanying adults.

One teacher taking part in the visit should be designated as the group leader. For visits involving an overnight stay a deputy leader should also be appointed who could take charge if necessary.

Staffing ratios for specific visits will depend on risk assessments.

However, a general guide to minimum adult to pupil ratios is outlined below:

##### 3.2.1. Category One and Two Visits

- 1 adult for 6 pupils for pupils in Years 1 – 3.
- 1 adult for 15 for pupils for pupils in Years 4 – 6.
- 1 adult for 20 pupils for pupils in Year 7 onwards.

##### 3.2.2. Category Three Visits

- 1 adult for 4 pupils for pupils in Years 1 – 3.
- 1 adult for 10 pupils for pupils in Years 4 – 6.
- 1 adult for 10 pupils for pupils in Year7 onwards.

**A minimum of two members of staff must accompany the party on Category Three visits.**

There are separate leader to pupil ratio guidelines for adventure activities, which must be taken into account when planning Category Three visits. Staffing ratios for pupils younger than Year 1 should be higher than 1:6.

**It must be stressed that these are minimum ratios and EVCs will need to ensure that visits are adequately staffed depending on the abilities of the party members.** All visits require staff with appropriate skills and pupils with special needs may require carers with special skills.

Mixed groups of pupils on residential visits usually require the presence of a male and a female adult. Where this is not the case, the approval of the headteacher, governors and parents/carers should be obtained.

Leaders of adventurous activities must have first aid certificates.

All other groups should normally include at least one adult qualified in first aid or have easy access to first aid assistance.

### 3.2.3. Remote supervision

One of the aims of educational visits for older pupils may be to develop the ability to work independently. It may be appropriate for pupils to leave the school premises without direct supervision. This could include mature students visiting the local library or students at a special school going to the local shop as part of their independence training.

It would also include Duke of Edinburgh's Award participants training and taking part in expeditions in wild country areas.

It is not intended that these guidelines will prevent these activities from taking place. The risk assessment, taking into account students training and maturity, will determine how closely they need to be supervised. The EVC and the group leader will need to establish whether the pupils and staff are competent in remote supervision. Parents should be informed and agree to pupils being supervised in this way if it is being considered.

It is the headteacher's (or EVC on behalf of the headteacher) responsibility to ensure that there are sufficient teachers and accompanying adults to secure the health and safety of pupils during visits. Participant safety should not be compromised. If suitably experienced group leaders, teachers and accompanying adults are not available the visit should not take place.

Headteachers, or the EVC on behalf of the headteacher, should decide if it is appropriate for group leaders, teachers or accompanying adults to include their own children on visits. If this is permitted these children must be taken into account in staffing ratios.

Participation in adventurous activities and the ability to cope with emergencies must be taken into account when carrying out risk assessments and determining levels of supervision. (See sections 3.7 and 4.8 for more details).

EVCs and group leaders will need to organise training of staff taking part in specific trips and those who are preparing to lead or assist in leading regular visits.

### 3.2.4. Adult Volunteers

Volunteers can sometimes enable a visit to go ahead which could not otherwise be adequately supervised.

Headteachers, EVCs and all adults involved in the visit should be clear about their roles.

Volunteers should be carefully selected and wherever possible well known to the other adults and pupils on the visit.

- Anyone who has not had a criminal conviction check should never be left in sole charge of pupils.
- However, this does not mean that every volunteer who helps to supervise an educational visit will have to obtain a disclosure.
  - Parents and others who from time to time help teachers to supervise local visits need not necessarily be CRB-checked (although they should be verified as competent in their allotted tasks and trained and briefed as necessary).
  - Parents and others should however never be left alone to supervise children.
- Volunteers helping teachers to supervise a residential visit should be checked.

### 3.2.5. Supervision during visits

Each adult should be aware at all times of which children they are supervising or helping to supervise. The following points may help adults entrusted with supervision:

- Each adult should carry a list of pupils and staff taking part in the visit;
- Count heads regularly and particularly before moving on to a new location;
- Pupils can be identified if wearing uniforms, caps, T-shirts or badges with name of school (not name of pupil);
- Establish a rendezvous point if appropriate.

### **3.3. Insurance**

Current insurance arrangements for School Visits and Journeys are detailed below.

An annual policy is available to all Schools and Children's Centres, this cover is available from the Council's Insurance Section.

Guidelines are given below. The following paragraphs outline the various areas of insurance that are involved in school visits and journeys.

#### **3.3.1. Third Party**

Cover is provided to protect the LEA, schools, employees and governors against claims made by a third party where negligence can be proved.

#### **3.3.2. Insurance for pupils**

Pupils are not covered by personal accident insurance and it is, therefore, essential that insurance is taken out for most school visits and journeys. Insurance should be arranged through the Council's scheme (or any other suitable school's chosen insurance).

Details of the cover is provided to all Schools and Children's Centres who purchase the Annual School Journey Insurance.

For a journey to an EU country, an E111 form covering each party member should be completed and carried. (See section 4.7) This means that should an incident or illness occur any medical expenses will either not be charged or will be refundable on return to this country.

#### **3.3.3. When to take out insurance**

The decision as to when insurance cover should be taken out for day trips rests with the headteacher. Account should be taken of destination, type of place to be visited, distance travelled and the ages of the children, as well as the amount and type of equipment and personal belongings.

Insurance cover should always be initiated for journeys abroad, visits which involve an overnight stay, adventurous activities and visits in Category 2 and 3 (See section 2.3).

Parents/carers should be notified that personal insurance for pupils has been initiated.

Some school journeys of less than a day may require insurance especially where there may be a potential danger for example, a class of young children undertaking environmental study at a river bank, a geographical study at gravel pits, or a class of older pupils making a study of the local area without direct supervision.

Advice may be obtained from the Insurance Section if teachers are undecided or unsure. It must be stressed that one insurance cover is taken out this does not detract from the teacher's responsibilities whilst on the trip nor from the headteacher's responsibility when giving approval.

Some centres such as riding or sailing centres may already operate insurance cover for users but this should always be checked with the Insurance Section as it may be inadequate.

Council premises such as swimming pools and sports centres only operate a third party public liability insurance cover as described above.

#### **3.3.4. Pendarren House Outdoor Education Centre**

Schools are required to take out insurance for all pupils for every trip to Pendarren. This Insurance premium covers personal accident and personal effects.

Parents/carers of students under the age of 18 are asked to sign a form giving consent to the student's attendance on the course.

Trips to Pendarren are covered under the Annual School Journey Insurance Policy.

### **3.3.5. Factory and sites visits**

If a visit has been planned to a site such as a factory, the teacher may be asked to sign an indemnity. A copy should always be submitted to the Insurance Section and the indemnity should not be signed until that Section has given approval.

### **3.3.6. Motor vehicles**

If teachers use their own vehicle for a school journey they must consult their own insurers to check that their policy includes such use. A policy may also be invalid should a teacher accept payment for usage. If a self-drive vehicle is hired a statement of the insurance cover must be submitted to the Insurance Section seven days before the hire commences.

It is advisable that every teacher checks their motor vehicle insurance with their insurance company if they transport pupils, parents/carers and even other members of staff. This could be classed as official business not just social or domestic use, and may render the insurance invalid. With many insurance companies there is no additional cost to add official business of this nature to the policy. It is recommended, however, that enquiries are made to individual companies and that the reply is confirmed in writing.

### 3.4. Transport and Travelling

#### 3.4.1. General

There are many factors concerning health, safety and welfare of pupils and staff during travel which need careful consideration as part of the planning of school visits. As well as the safety and suitability of the vehicles great care is needed when preparing to board and disembark from minibuses, boats, planes and all other forms of transport. Whatever the mode of transport the following factors should be considered.

- The level of supervision should be considered as part of the risk assessment. A driver should not normally have any responsibility for supervision except possibly when small numbers of mature pupils are taken on short journeys.
- Booking seats well in advance so that groups can remain together.
- Briefing pupils on code of conduct.
- Briefing visit staff on supervision arrangements making it clear who is responsible for each pupil.
- Travel sickness medication should only be given when the consent of parents has been obtained.
- Ensure that wheelchair users and pupils with special medical needs can be accommodated safely.
- Head counts when embarking and disembarking.
- Arrangements in case of changes of plans. The group should remain under the direct supervision of the group leader or teachers wherever possible.
- Appropriate insurance.
- Group members are aware of emergency procedures / exits / rendezvous points. Depending on the maturity of the pupils the position of fire-fighting and first aid equipment may also be part of the briefing.
- Planning safe movement on foot between other forms of transport, particularly near roads.
- Pedestrian crossings, preferably controlled by lights, should be used and footbridges or underpasses should be considered if available.

#### 3.4.2. Travel by road

##### 3.4.2.1. Hired buses and coaches

- Professional operators of buses and coaches must have a **Public Service Vehicle (PSV) operators' licence**. Group leaders should ensure that only reputable operators are used.
- Coaches must be fitted with seatbelts by law but it is not the responsibility of the driver to ensure that they are worn unless the seats are in line with or in front of the driver. Visit staff should actively encourage pupils to keep their seatbelts fastened throughout the journey.
- Buses in public service are not required by law to have seat belts. If seat belts are not fitted the vehicle should be considered unsuitable for school visits involving long journeys (outside London).
- Drivers must comply with legislation covering maximum periods of driving and minimum periods of rest.

##### 3.4.2.2. School minibuses

- Must be fitted with forward facing seats and a seat belt for each passenger.
- Maintenance, usage and servicing should be recorded.
- The head teacher or chair of governors is ultimately responsible for maintenance but the driver is responsible during the visit.
- The operator of the minibus has a legal and moral responsibility to ensure that the vehicle is roadworthy.
- Operators must comply with the manufacturers' service recommendations and legal requirements for testing.
- Safety related items should be checked regularly (every 13 weeks depending on amount of use) by a competent person.
- Safety checks and all use of the minibus should be logged.

### 3.4.3. Drivers

All drivers of minibuses should:

- Receive appropriate training and validation;
- Have their validation to drive recorded;
- Obtain approval for each use of the minibus;
- Ensure that safety checks are carried out before each use;
- Report faults immediately;
- Not drive if unfit or taking medication which may effect their ability or judgement;
- Be aware of the emergency plan;
- Take responsibility for ensuring that all pupils in their care wear seatbelts and that all adults travelling in minibuses with pupils wear seatbelts;
- Take care to restrict their driving and other requirements of the working day to avoid driving when fatigued;
- Have sufficient stops during long journeys for passengers and driver(s).

### 3.4.4. Licences and permits

The headteacher must ensure that:

- Drivers hold the appropriate license. People who first obtained there driving license after 1996 must take an additional theory and practical test to drive a vehicle with more than 8 seats. Drivers under the age of 21 cannot drive minibuses;
- The school is licensed to operate minibuses. A PSV operators licence is required, or a permit issued under Section 19 of the Transport Act 1985. Contact DTLR or local Traffic commissioner.

### 3.4.5. Teacher/ Parents Cars

If teachers or parents use their cars for transporting pupils the head teacher must be satisfied that:

- Specific, detailed and well informed parental consent in writing has been obtained;
- Adults will not be put in a situation where they are alone with a pupil;
- Appropriate licenses are held;
- Vehicles are roadworthy;
- Suitable and sufficient insurance is in place;
- Adequate supervision is in place. The responsibility for ensuring seat belts are worn falls to the driver in this situation;
- Volunteers have been carefully vetted.

### 3.4.6. Ferries and boats

The group leader should set boundaries on large ferries and organise regular regrouping.

Pupils should be instructed to remain in groups and briefed on what to do if something unexpected occurs.

### **3.4.7. Travel by Planes**

In airports identify a suitable base and meeting place which pupils can find. Do not leave baggage unattended. Ensure that the group understand:

- The procedures for boarding an aircraft;
- That they should never carry anything on behalf of others;
- What they are not allowed to take on a plane;
- What they must not carry as hand luggage;
- The need to cooperate with security measures.

### **3.4.8. Long journeys**

Long journeys, particularly those involving overnight stops need to be carefully planned so that risk management, standards of supervision and arrangements for the welfare of pupils meet the same standards as the remainder of the visit. In particular, minibus drivers should comply with the regulations for Passenger Carrying Vehicle (PCV) drivers.

These regulations allow a maximum continuous period of driving of 4.5 hours, followed by a rest of at least 45 minutes. Up to three 15 minute rests in the same period of driving is also acceptable. The maximum number of driving hours during one day is nine. Group leaders should bear in mind that these are maximum limits and are intended for professional drivers. Length of time spend driving should be reduced depending on factors which may affect the ability to concentrate and stay alert.

For further information about minibus regulations contact the Department of Transport.

### 3.5. Finance

The group leader should ensure that parents receive written information about the costs of visits.

A clear distinction should be made between charges and requests for voluntary contributions. Sufficient time should be given to allow parents to prepare financially for the visit.

Accounting arrangements should separate visit receipts from other school funds.

Charging should comply with the following broad principles.

- No charge should be made for activities which form part of the normal curriculum.
- Charges should be the minimum consistent with providing equality of access to activities and may never exceed the actual additional costs of providing the visit.
- Charges shall be determined on the basis of the cost to each individual pupil participating in the visit.
- All charges should be subject to the remissions policy set out below. A charge may be made in the following circumstances.
- For the cost of board and lodging for residential trips whether within or outside school hours
- The cost of additional activities undertaken outside of school hours subject to such activities:
  - Not forming part of the basic curriculum entitlement of the pupil;
  - Not being required as part of the syllabus for a prescribed public examination;
  - Not provided specifically to fulfil statutory duties under the national curriculum;
  - Not provided specifically to fulfil statutory duties relating to religious education.

Voluntary contributions may be sought from parents / carers subject to:

- Parents / carers being informed that there is no obligation to contribute;
- Parents / carers being informed that registered pupils will not be treated differently according to whether their parents / carers have made a contribution;
- No contribution being requested in advance of a pupil being admitted to the school.

### 3.6. Communication

#### 3.6.1. Information to pupils

The group leader will decide how information is given to pupils but must ensure that key safety information is understood.

Pupils who are involved in the planning of visits and understand the reasons for decisions will gain more from the experience and will be at less risk.

Pupils will experience many emotions while preparing for visits, including excitement and possible apprehension, and will have expectations based on the information they are given. The educational objectives should be central to the planning but clear guidelines on standards of behaviour and the expectations of teachers must be included.

Briefings about requirements for particular sessions within a visit will need to be given at an appropriate time. This may include clothing and equipment to be taken, specific information about behaviour and who is in charge of the group or sub-group.

Plans may change, particularly during a long or complex visit, and it is important that pupils and other group members are informed when the new arrangements have been assessed.

If pupils have time when they are not directly supervised clear boundaries should be set which may include:

- Physical boundaries of where to roam;
- Time to return;
- Route to follow;
- Size of group;
- Areas to avoid;
- Behaviour and dress code (taking account of local sensitivities).

On residential visits, if there is a risk that members of the group become separated, they should all carry written details of the address and telephone number of the accommodation.

#### 3.6.2. Information to and from parents

Parents should always be informed in writing about off-site visits. For regular and routine visits taking place during and immediately after school this can be done annually. Parental consent can be obtained and information given about the nature of these off-site visits (sports fixtures, visits to other educational establishments and libraries, etc.). These may take place on regular days of the week or times and dates may need to be given to parents when available.

Specific consent should be obtained for non routine visits outside the school day, adventurous activities, visits abroad, residential visits and occasions when the visit is not directly supervised by teachers.

An individual consent form should be obtained for each pupil in the group (See **Educational Visits: - Application for Approval Pack**, at the end of this document): the pack includes information about pupils that group leaders may need to obtain before the visit and contact details for parents during the visit.

If parents withhold their consent then the pupil should not be taken on the visit but alternative arrangements for delivering the educational objectives of the visit should be made if possible.

In the case of consent being given with conditions, headteachers will need to decide whether or not the pupil can go on the visit.

If pupils return home early from visits there will be additional costs incurred. Headteachers may wish to agree with parents the circumstances under which they would be expected to meet these costs.

Consent Forms should ask parents to give their approval to emergency medical treatment, including anaesthetic and blood transfusions. If parents do not agree, the headteacher and group leader may decide to withdraw the pupils from the visit. It is sensible to carry translations of this parental approval in countries where it may be required.

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Specific consent should be obtained for transporting pupils in vehicles belonging to teachers, non-teacher adults or other pupils. Parents should be informed of the details of such journeys.

If it is possible that pictures of pupils taken during the visit may be used on promotional materials the consent form is an opportunity to obtain agreement for this from parents.

For visits in Category 3 (including overnight stays, overseas travel or adventure activities) it is recommended that parents are encouraged to attend a briefing meeting as well as receiving written details about the proposed visit.

Alternative arrangements should be made for parents who have difficulty with communication in English.

Parents / carers should be informed that teachers and other adult supervisors will act in loco parentis and exercise the same care as would a prudent parent.

### **3.6.3. Information to be left at school**

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

- The itinerary and programme for the visit;
- Contact telephone numbers for group leader;
- Contact telephone number for venue (centre, school, gallery, theatre);
- Contact names, addresses and telephone numbers of the parents / carers;
- Parental Consent Forms;
- Insurance documents;
- Copy of any contract with providers;
- Risk assessments;
- Emergency procedures.

For visits to Pendarren House Outdoor Education Centre all of this information will be retained at the Centre. The head teacher can contact the Centre at any time during the visit. Headteachers should ensure that there is a school contact who is available throughout the visit. In emergency parents can contact the centre directly during the visit.

### **3.6.4. Communications during the visit**

The head teacher should normally be able to contact the group leader (or deputy leader), possibly through a third party, at any time during the visit.

The group leader should normally be able to contact the school at any time during the visit. They should also keep a list of contact telephone numbers for parents of pupils, and next of kin of adults, who are on the visit.

During expeditions to remote areas this may not be possible in which case communications will form part of the risk assessment and appropriate arrangements should be made.

Parents should be able to contact their child in the event of an emergency at home. This would normally be done through the school. Parents should therefore be given a contact number to ring for information about the visit or in the event of late return.

Arrangements for pupils to speak individually to their parents during the visit will need to be agreed between parents, pupils and the group leader before the visit takes place. In the case of residential visits group leaders should **arrange for the parents to be informed of the groups' safe arrival** and may wish to issue progress reports in the same way.

### 3.7. Emergency Procedures

#### 3.7.1. General

Despite good planning and organisation there may be accidents and emergencies which will require an on the spot response by the leaders. An accident or emergency is difficult to define but it could range from temporarily lost children, minor injuries or food poisoning, to more serious injury or fatality. A framework for immediate action, lines of communication and responsibility, and procedures for managing the incident over the following hours and days is outlined below.

#### 3.7.2. Immediate action

If an incident or accident occurs the priorities are to:

- Assess the situation;
- Safeguard all members of the group;
- Attend to casualties;
- Inform the emergency services.

An adult from the party should accompany any casualties to hospital.

#### 3.7.3. Lines of communication and responsibility

The group leader or the person in charge of the sub-group would normally take charge of the immediate action. In doing so they would draw on the expertise of others in the group who may have more experience and training. If the group leader is not with the group having the incident he/she should be informed as soon as possible.

The group leader will then take responsibility for informing the head teacher, EVC or school contact as soon as possible.

They should give as much information as possible including:

- Location of the incident;
- Description of what happened;
- Time of the incident;
- Number of casualties and the nature of their injuries;
- Names of individuals injured;
- Total number in the party or sub-group at the incident;
- Names of other members of the party;
- Action taken so far;
- Action planned and who will take responsibility for this action;
- Telephone numbers for future communication. For serious incidents where the media may be involved, try to identify alternative telephone numbers at “home” and “off-site base” as other lines will quickly become jammed.

The headteacher will contact the Director of Children and Young People’s Services or other nominated officer and give details of the incident. The head teacher should arrange to contact parents / carers of those involved. For a serious incident the headteacher should contact parents / carers of all party members in order to give reassurance. It is also the headteacher’s responsibility to act as a link between the group involved and the Chair of Governors, the LEA and parents.

The Director of Children and Young People’s Services may identify further actions or help required which could include financial assistance for dealing with the incident. Alternative and additional telephone lines may need to be identified at an early stage.

### 3.7.4. Managing the incident

It is not for the group leader or other members of the party to discuss matters with the media, procedures for this are given below. Under no circumstances should the name of any casualty be divulged to the media.

If it is necessary to talk to the media, the Director of Children and Young People's Services will do this initially via the Press Office.

A designated person should then act as the ongoing point of contact with the media to whom all involved should direct questions and requests.

The following procedures may help in managing the incident.

Not all of the actions will be necessary in every case.

- Provide support for the remainder of the party and supervise their return to base.
- Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all the pupils are accounted for.
- Advise other party staff of the incident and that the emergency procedures are in operation.
- The group leader and the leader of the sub-group should write down all relevant details while they are still fresh in the memory. Other party members may also be asked to write reports. A record should be kept of names and addresses of any witnesses.
- Do not disturb the scene of the incident until any investigation has been completed. Arrange for safe keeping of equipment which is involved in the incident.
- Restrict access to the telephone until the headteacher has been able to inform those directly involved.
- Legal liability should not be discussed or admitted.
- Refer requests from the media to the designated person as identified above. Ensure that all members of the party follow this procedure.
- Contact insurers if appropriate.
- Complete all accident forms following the Haringey Council procedures.
- Consider professional counselling support for pupils, parents and staff if appropriate.

Mobile telephones carried by the accompanying staff could save valuable time in the event of an emergency. Imprudent use of mobile telephones by pupils or staff could inadvertently cause additional distress if used before accurate information is available or before those directly involved have been contacted by the headteacher.

### 3.8. Risk Assessment

A risk assessment is a careful consideration of what could cause people to be injured or to become ill and whether or not sufficient precautions are in place. The person who carries out a risk assessment should be trained in the process of assessing risk and be familiar with the activity being assessed. It is a legal requirement to complete a risk assessment and to manage the risks identified. Special educational needs and medical needs should be explicitly addressed. It is useful to think of the process of risk assessment in five stages:

1. Identify potential significant hazards. A hazard is anything which has the potential to cause harm. For example: crossing busy roads, slippery rocks, fast flowing water or long exposure to strong sunlight.
2. Identify the people who are at risk. For example: pupils with learning difficulties, staff, all pupils and non-teaching staff.
3. Record the existing measures which control the risks. For example: clear guidance given to pupils, staff have completed an exploratory visit, buoyancy aids provided. The existing measures may be contained in a policy document or guidance provided by an expert body in which case it is acceptable to refer to the policy or the section of a guidance document.
4. Decide how to control the hazards that are not sufficiently controlled under 3. List the hazard and the additional control measures. For example: long exposure to strong sunlight – group members to wear long sleeved shirts and sun hats, sun barrier cream to be used on all exposed skin.
5. Ensure that you continually monitor the hazards during the visit.

Risk assessment for educational visits can be usefully considered as having three levels:

1. Generic activity risk assessments, which are likely to apply to the activity wherever and whenever it takes place.
2. Visit / site specific risk assessments, which will differ from place to place and group to group.
3. Ongoing risk assessments, which are discussions between group members and judgements made by staff during a visit to take account of changes in plans or circumstances.

#### 3.8.1. Generic activity risk assessments

Usually prepared by the LEA and available to schools considering including particular activities in their educational visits.

They might include assessments of risk for activities such as – walking at water margins, travel by road, canoeing or caving. They will be reviewed in the light of guidance provided by National Governing Bodies of Sport and other agencies.

#### 3.8.2. Visit / site specific risk assessments

These are usually completed by a teacher trained in assessing risk such as the EVC or group leader. They take account of each venue and are adapted for each group. They may be reviewed but unaltered for repeat visits. However, ongoing risk assessments of earlier visits may lead to changes in the control measures considered necessary.

Visit / site specific risk assessments would consider factors specific to the group such as medical needs of individuals or behaviour of pupils, or factors specific to the venue such as multi-storey hotels or tidal areas.

A Risk Assessment Form for site / visit specific risk assessments is provided in the **Educational Visits:- Application for Approval Pack** (See at end of this document).

#### 3.8.3. Ongoing risk assessments

This is a reassessment of the risks while the visit is taking place which takes account of knowledge acquired. It is not a reassessment of the entire activity but is informed by the generic and visit / site specific risk assessments. These assessments need not be recorded until after the visit when they should be reviewed to inform future planning.

Examples of when a reassessment may be necessary could include illness of staff, changing weather conditions, accommodation double booked.

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Risk assessments do not need to be lengthy documents.

Their value is in the thought which goes into their preparation and the linking of hazards to appropriate control measures.

Involving young people in preparing risk assessments can help them towards taking responsibility for their own safety.

Copies of completed risk assessments are required for each adult supervisor, the headteacher and governors. If LEA approval for the visit is required a copy will be required with the approval form to demonstrate that effective planning has taken place.

Detailed guidance on risk assessment can be obtained from the Health and Safety Executive website.

### 4. Guidance for Specific Environments

#### 4.1. General out of school /offsite activities

Whatever the nature and extent of the visit careful planning is important. Planning should start with the educational objectives and will focus on how these can be achieved without pupils or staff coming to harm. Head teachers must be satisfied that the person planning the visit is competent to do so and has the necessary experience.

Following the principles of good practice below will help with the management of risk.

- Ensure that all party members are clear about the identified purpose and that it is appropriate to the age and ability of pupils.
- Complete risk assessments which consider the health, safety and welfare of all party members.
- Operate within guidance and seek additional advice from the LEA Principal Health and Safety Advisor, National Governing Bodies and other recognised organisations.
- Obtain approval (See section 2.3 previously) and ensure that pupils, parents, headteacher and LEA are informed of proposed activities and changes in plans.
- Ensure appropriate supervision at all times for all pupils and with regard to pupils with special educational or medical needs.
- Obtain approval of parents / carers before administering medication.
- Carry out an exploratory visit to the area or venue or gather adequate information in other ways.
- Check that staff have sufficient appropriate experience. Judgement, vigilance and leadership are important attributes.
- Poor discipline has been the cause of many accidents. Codes of conduct need to be clearly established and understood.
- Give clear instructions about clothing and equipment to be used.
- Carry a list of group members and ensure that you have access to contact telephone numbers and consent forms.
- Keep records of accidents and incidents to inform future planning.

### 4.2. Coast

Coastal areas offer many opportunities for study and activity. Even when specific outdoor activities and swimming are not planned there are many dangers on the coast and many incidents affecting school pupils have occurred by the sea.

A high level of vigilance and close supervision is required near any stretch of water and particularly in tidal areas. When assessing the risks of a visit to the coast bear the following points in mind.

- Sea levels usually rise most quickly half way between the times of low and high water. Currents will also normally be strongest at these times but local conditions can have a strong influence. Check exit routes and allow plenty of time to leave the tidal area.
- Sandbanks and mudflats are particularly hazardous as channels can fill up unnoticed making retreat difficult.
- Even when the sea is relatively calm, the swells can be irregular and rocks which are uncovered for long periods can suddenly be swamped. This is likely to be even more pronounced when the sea is rough.
- Busy beaches present their own problems. Establish a base, preferably in an area which can be easily identified, and set clear boundaries.
- Swimming should only take place as part of a structured supervised session, preferably in recognised bathing areas which have official surveillance in the form of qualified lifeguard cover. Remember that the sea is often very inviting and clear rules must be established.
- Look out for warning flags and notices and encourage pupils to pay regard to them.
- There may be dangerous jetsam, particularly along the high water line, such as glass, fishing tackle or syringes. Sewage outfalls are not uncommon.
- Weed covered rocks may be very slippery.
- Quite apart from environmental considerations, disturbance of sand dunes could cause dangerous slumping to occur.
- Coastal cliffs can often be loose and friable. Do not allow groups to work below such areas.
- Only undertake activities for which you have appropriate experience and competence. In particular, climbing (roped or unroped) should only be tackled after observing all the guidance for this activity. (see 5)
- Cliff top paths are often exposed and also suffer frequent erosion. Unless the route is well known to the leader and considered safe, there should always be a responsible adult at the front of the group.

### 4.3. Rivers and Water

Field studies often necessitate working near, sometimes in water. Walks may follow rivers or canals or pass beside lakes and pools. Swimming may be one of the activities which schools would like to include in their educational visits.

Drowning is a major cause of accidental death but remember that this is only one of the hazards. The following general guidelines should be followed when groups are near to water hazards, irrespective of the depth of the water.

- Ensure that pupils are aware of the objectives of the session.
- Supervisors should be aware of pupils swimming ability.
- Misbehaviour could cause accidental immersion.
- Sudden immersion in cold, or even relatively warm, water can cause shock which could be dangerous.
- Group leaders should be aware that many young people who have drowned were strong swimmers.
- Risk assessments should consider biohazards such as blue/green algae and Weils disease.

If swimming is allowed:

- It should only take place as part of a structured, supervised activity after a complete risk assessment has taken place; (See previous section 3.8);
- A designated adult should hold a relevant life saving award. On some sections of beach and occasionally on inland water, the beach or facility operator will provide lifeguard cover and appropriate qualifications would include The National Beach Life Guard Award or the Surf Life Saving Award.;
- Clear boundaries should be set;
- Ensure that swimmers understand the signals of distress and recall;
- Swimmers should not have eaten a meal for at least half an hour before taking to the water;
- Be aware of the dangers of paddling on slippery surfaces or with bare feet;
- Obtain local advice from lifeguard, coastguard, tourist information or harbour office.

The Department of Education, Group Safety at Water Margins document contains useful information (see their website).

### 4.4. Farms

Farm visits are highly beneficial to a wide range of pupils. Younger pupils start to appreciate the origins of much of their food and older pupils learn to understand rural economics and how it influences the landscape. Visits can sometimes be arranged to private working farms or it may be that a farm in an educational establishment or a commercial open farm is chosen. This guidance is written particularly for farms but much of the guidance will also apply to zoos and wildlife parks.

The hazards are mainly associated with hygiene and young children in particular may have difficulty in keeping their hands away from their mouths after touching animals or soiled surfaces. To reduce the risk there are a number of actions which can be taken by the farmer and other actions for the supervisors and pupils. Private farms may not be expected to provide for the visitor to the same extent as educational farms or commercial open farms. This should be taken into account in choosing the right establishment to suit the educational aims of the visit. A preparatory visit is recommended to establish the extent to which the following precautions are taken by the farm.

- General cleanliness in the areas which the pupils will visit.
- Evidence of hard surfaces (yards, walls) being kept clean.
- Sick animals kept away from visitors.
- Toilets and washing facilities for visitors.
- Area set aside for eating refreshments.
- Ensure that pupils are not encouraged to taste raw milk or animal feeds.

The group leader and other adults should:

- Brief the pupils before the visit about good hygiene practices and repeat this immediately on arrival at the farm. In particular:
  - Keep hands away from mouths;
  - Keep faces away from animals;
  - Wash hand thoroughly before eating;
  - Do not drink from farm taps;
  - Do not taste animal foodstuffs or milk.
- Ensure that pupils or staff with minor cuts cover them with a waterproof plaster.
- Supervise pupils carefully.

There are other hazards for pupils on farms and group leaders and staff should be aware of:

- Dangers of machinery, vehicles and tools;
- Presence of toxic chemicals and spraying machinery;
- Risk to pupils with asthma in grain stores and at harvesting time.

### 4.5. Contracted Providers

Schools may wish to make use of facilities and services managed outside the control of Haringey Council. These facilities and services will range from pony trekking centres and individual specialist staff to large commercial activity centres and tour operators.

It is not feasible for Haringey Education Services to approve every commercial, charitable or private facility or service on a regular basis so the following guidelines should be followed as appropriate.

#### 4.5.1. Recognition and accreditation of outdoor activity providers

The Activity Centres (Young Person's Safety) Act 1995 requires that anyone who provides, in return for payment, specified adventure activities to young people under 18, must have a licence. The four activities which fall within the scope of the scheme are:

- Caving, which also includes mines;
- Climbing, which includes activities such as gorge walking and scrambling;
- Trekking, which means walking, pony trekking, mountain biking and off piste skiing in remote open country;
- Water sports which covers most unpowered craft on specified waters.

The Adventure Activities Licensing Authority (24 Lambourne Crescent, Llanishen, Cardiff CF4 5ZJ Tel: 02920 755715 Fax: 02920 755757) will keep a publicly accessible register of licence holders. Centres which provide none of the specified activities will not be registered and schools will need to contact these organisations with their concerns.

In seeking assurances directly from centres, schools should expect that commercial centre managers will respond to their enquiries in the way that presents their centre in the best possible light. Schools are strongly advised to take expert advice on the validity of the responses received, or contact the Senior Health and Safety Officer.

Information should be obtained from unlicensed centres about activity management including staffing, equipment, health, safety, emergencies and insurance.

### **4.5.2. Activity management and staffing**

Procedures for the management and staffing of adventure activities have the most direct bearing on safety. Assurances should be sought that:

- The centre operates a policy for staff recruitment, training and assessment which ensures that all staff with a responsibility for the safety and welfare of participants are competent to undertake these duties. Staff competence includes personal qualities and communication skills, as well as appropriate technical skills, experience and qualifications;
- All reasonable steps are taken to check all staff for relevant criminal history;
- The centre maintains a clearly defined authority and chain of responsibility for each programme or activity, and has in place a well understood system of reporting and accountability, which are set out in writing;
- The centre clearly identifies in the chain of management responsibility the key person or persons responsible for the supervision of staff leading activities. That staff identified as having any level of management responsibility for a particular programme possess the competencies, qualifications and experience required for the discharge of this responsibility;
- The centre maintains written local operating procedures for each programme or activity offered. That these should be appropriate to the site or range of sites used and the level at which activities are undertaken. That operating procedures define the competencies, qualifications and experience required of staff undertaking different levels of responsibility within the programme. That operating procedures conform to NGB guidelines where these are relevant to the safe conduct of the activity at the level being undertaken;
- Centre staff competencies are confirmed by possession of NGB qualification, where appropriate or are assessed to the satisfaction of a person appropriately qualified with the NGB to undertake this role;

### **4.5.3. Equipment**

Assurances should be sought that:

- The centre guarantees that sufficient equipment is used in all activities and that it is safe, appropriate, correctly sized and fit for the purpose intended;
- The centre guarantees that the use and condition of equipment is subjected to frequent checks and the results recorded in an equipment log;
- Equipment is checked to ensure that it is safe prior to each use.

### **4.5.4. Health, Safety and Emergency Policy**

Organisers of visits should obtain confirmation that:

- The centre maintains written accident and emergency procedures, including fire safety procedures. All staff are practiced and competent in accident/emergency procedures.

### **4.5.5. Insurance**

Confirmation should also be obtained that providers have public liability, product and third party insurance cover or adequate alternative provision. Details of copies of current certificates should be requested.

### 4.6. Residential Visits

Not all establishments will provide residential accommodation, and on many occasions activities will include overnighing in outdoor areas, mountain huts, bunk houses, under canvas, bivouacs etc. However where permanent accommodation is provided at a centre, or where providers use other organisations / establishments on a sub-contract basis to provide residential accommodation, group leaders from the school should ensure that:

- There is adequate provision for the storage of clothes, rucksacks and other outdoor equipment;
- There are adequate numbers of showers, toilets and washbasins. These should be separate male and female facilities;
- Centres have adequate heating;
- Sleeping areas have at least one external window providing adequate ventilation;
- There are separate male and female sleeping areas for mixed groups;
- All bedroom and bathroom windows have opaque blinds, curtains or the equivalent;
- All areas are adequately lit;
- The centre has provision for luggage storage;
- There is provision for drying clothes;
- There is adequate provision for safekeeping of valuables;
- There is adequate provision for sick/infirm participants;
- Fire regulations are fully observed and a fire safety policy is in place.
- There are appropriate security arrangements.

### 4.7. Visits Abroad

Overseas visits often provide valuable and rewarding experiences but it is important that careful preparation takes place. Planning for visits abroad may need to start 18-24 months before the visit.

Headteachers may choose to use a tour operator or to organise the package without the help of an outside body. Choose a tour operator with experience in group travel and a member of one of the bonding bodies approved by the Department of Trade and Industry. If the school provides a package the Package Travel, Package Holidays and Package Tours Regulation 1992 (The Package Travel Regulations) may apply. Whichever route is chosen there is no substitute for careful investigation of all arrangements and thorough planning on the part of the group leader.

Most of the information in this booklet is relevant to overseas visits but there are additional factors that need to be considered.

- Complete and carry Form E111 for visits to or through member countries of the European Union (Available from Post Offices or Freephone 0800 555777).
- Check medical and vaccination requirements for the country to be visited.
- Check passport and visa requirements and ensure that all party members comply.
- Organisers may wish to check the travel advice, relating to personal safety, which is given by the Travel Advice Unit of the Foreign and Commonwealth Office. The address of the nearest British Consular Office to the area being visited can be obtained at the same time.
- Consider language capability of the party as part of the risk assessment.
- Photocopies of passports and other essential documentation may be useful
- Parents should have the means to contact the group leader in an emergency. This may be via a third party but all reasonable efforts should be made to ensure that language does not make this unduly difficult.
- Agree codes of conduct with young people. This should take account of local customs and cultural issues which should form the basis of a discussion with all party members.
- Pupils should be briefed about local hazards and emergency procedures including the use of telephones.

There are specific regulations and other considerations concerning vehicles and driving overseas which should be borne in mind.

- Familiarity of drivers with road conditions in area to be visited.
- Driving Licences requirements.
- Tachograph regulations.
- Additional documentation required for minibuses taken abroad
- Group members may be unfamiliar with traffic travelling on the right-hand side of the road. In particular passenger doors on UK coaches and minibuses will **open on the 'wrong' side**
- The following documents give further details: Taking a **Minibus Abroad**; and **Drivers' Hours and Tachograph Rules for Road Passenger Vehicles in the UK and Europe**; both available from the Department of Transport.

### 4.8. Adventurous Activities

Adventurous activities include the following:

- Camping
- Mountain Walking
- Walking in remote areas including coasts
- Rock climbing
- Winter climbing
- Skiing on snow and artificial slopes
- Caving, pot-holing and mine exploration
- Pony trekking and horse riding
- Sailing whether on boards, dinghies, yachts or land yachts
- Water skiing
- Canoeing and kayaking
- Rowing
- Swimming or diving in sea, rivers and lakes
- Angling
- Orienteering
- Airborne activities (excluding commercial transport)

This list is by no means exhaustive and if group leaders are in any doubt about the nature of any activity they should consult the Senior Health and Safety Officer. These activities must be treated as adventurous activities whatever the purpose of the visit. For example, field studies which involve mountain walking should be treated as an adventure activity. Risk assessments should identify hazards in the areas to be visited.

In certain circumstances adventure activities can only be offered by a provider licensed by the Adventure Activities Licensing Authority (see section 4.5 above). Not all activities require a licence and providers may hold a licence for a limited range of activities but it is illegal to provide specified activities to young people (under 18 years of age) without a licence (see 4.5 for specified activities).

A provider may be an individual or it may be a large multiactivity centre. Group leaders should check whether or not a provider requires a licence and whether or not a licence is actually held for the proposed activities. Contact the Adventure Activities Licensing Authority.

**“The group leader and teachers retain ultimate responsibility for pupils at all times during adventure activities, even when the group is under instruction by a member of the provider’s staff. The provider is responsible for the safe running of an activity. Clear handover and handback procedures should be in place. Everyone, including the pupils, must have an understanding of the roles and responsibilities of the school staff and the provider’s staff ”.**

If a teacher is to organise and instruct pupils on adventure activities they may not need a licence but the Director of **Children and Young People’s Services** must be satisfied that the procedures outlined in this document have been carried out, and in particular that:

- A risk assessment has been completed;
- The group leaders and other members of staff are competent to perform their roles. Qualifications can be confirmed by contacting National Governing Bodies in activity areas where they exist;
- There is adequate first aid expertise within the group;
- Emergency procedures specific to the activity and the venue have been planned ;
- Suitable quantities of appropriate equipment is available;
- All pupils are suited to the activity and properly prepared and equipped.

The LEA can provide advice and guidance on specific activities. These are prepared separately so that they can be kept up to date (Contact the Council Principal Health and Safety Advisor).

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## Educational Visits and Journeys: Planner

### Educational Visit Planner

Step	Time scale	Stages	TICK	Details
1.	As early as possible  At least 20 weeks before departure recommended for Foreign visits	<b>Organise</b>		1. Prepare a clear rationale for the trip: learning outcomes, subject areas.
				2. Agree dates and accommodations.
				3. Research cost.
				4. Research transport possibilities.
				5. Identify a possible student capacity.
2.	As early as possible  At least 18 to 16 weeks before departure recommended for Foreign visits	<b>Planning</b>		1. Identify a Group Leader.
				2. As an initial visit been carried out: if not, plan to do so
				3. Identify deputy leader and staffing: consider competencies and availability.
				4. Identify student list: consider SEN, dietary and care plans when relevant.
				5. Consider First Aid: depending on medical of students, type of trip and contingencies.
				6. Complete HSV1 for all trips (it is good practice): Haringey Council Educational Visit Application Form for Approval.
				7. Specify Itinerary and External Provider if any: verify competence and accreditations.
				8. Specify Insurance: Number and name.
				9. Meet with EVC to discuss and gain permission to proceed.
3.	As early as possible  No later than  8 to 10 weeks before departure	<b>Implementation</b>		1. Preliminary Visit (if initial visit was never carried out).
				2. Risk Assessments (Haringey Council General Risk Assessment Pro-forma and Haringey Council Specific risk assessment(s) for activities-residential).
				3. Emergency procedures for the duration of the trip: Foreign visits what are the custom for emergency contact/support.
				4. Transport Finalised (Ensure Haringey Forms Transport forms are used for coach and volunteers).
				5. Finalise Staffing (CRB and ratio) and Insurance cover.
				6. Send to External provider of service, the document entitled "Enquiry to Proposed Provider of Services, Activities or Accommodation": a. Request their up-to-date risk assessment. b. Keep their response in records.
				7. Inform Parents: First explanatory letter, prepare briefing and consent forms collation.
				8. Confirm Booking with accommodation and Travel Company, external provider.
				9. Parents meeting for residential: aim and benefit, dates, code of conducts, steps 1, 2 and 3 as well as medical, dietary, religious needs and consent.
				10. Student briefing(s) including code of conduct, meeting points, clothing, meals, mobile phones, emergency procedure in foreign country, passports, reminder of medical and consent, etc.



## **APPLICATION FOR APPROVAL OF AN EDUCATIONAL VISIT**

- **Parts 1 and 2 must be completed for all visits**
- **Part 3 must also be completed for Category 3 residential visits, overseas visits and visits involving adventurous activities, as well as visit to Pendarren (Director's requirements since June 2012).**

The group leader should submit this form, when completed, to the Head or EVC at least six weeks before the proposed visit. For most visits approval in principle will already be in place and the Head will be kept updated about the progress of preparations. The group leader should obtain the consent of parents.

When approval is given, one copy of the form should be retained by the Head or EVC and another by the group leader. The Head or EVC should be informed of any subsequent changes in planning, organisation or staffing. If required, the Head should seek approval from the school governors or the Director of Children's Services.

### **PART 1 – THE VISIT**

School/group:

Group leader:

#### **1.1 The purpose of the visit and specific educational objectives:**

--

#### **1.2 Places to be visited:**

--

#### **1.3 Dates and times:**

Date of departure:

Time:

Date of return:

Time:



**1.9 Risk Assessments:**

Have risk assessments been completed for all aspects of the visit?

**Yes / No**

Please attach copies of risk assessments.

**PART 2 – THE PARTY**

**2.1 Size and composition of group:**

Age range:

Number of boys:

Number of girls:

Adult to pupil ratio:

Leader/participant ratio:

Names of students with special educational or medical/dietary needs:

**2.2 Accompanying school staff (Please indicate people having responsibility for First Aid and first aid qualifications):**

Name:

Experience, qualifications:

Responsibilities during visit,

**2.3 Accompanying other adult supervisors:**

Name:	Experience, qualifications:	Responsibilities during visit:
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**2.4 Details of contact person in the home area. This person should hold all the information about the visit or journey in case of emergency:**

Name:	Available 24 hours?:	<b>Yes / No</b>
Address:		
Telephone no:	Fax no:	Mobile no:

**2.5 Existing knowledge of places to be visited. Is an exploratory visit is intended? Accompanying staff knowledge of venue:**

Has an exploratory visit taken place?	<b>Yes / No</b>
If no, why not?:	
Extent of knowledge of venue:	

**PART 3 - TO BE COMPLETED FOR CATEGORY 3 VISITS - RESIDENTIAL VISITS, OVERSEAS VISITS AND VISITS INVOLVING ADVENTUROUS ACTIVITIES, AS WELL AS PENDARREN.**

**3.1 Accommodation to be used:**

Name:	
Address:	
Telephone no:	Fax no:
Name of Accommodation Manager:	

**3.2 Organising Company / Agency. Include Tour Operators, Travel Companies and providers of adventurous activities. If more than one, use additional sheet:**

Name: AALA Licence No:  
(If applicable)  
Address:  
Telephone no: Fax no:  
What will this company provide?  
Enclose copy of contract if applicable.

**3.3 Details of activities:**

Description of activities:  
Who has completed risk assessments?  
Enclose copies of risk assessments.

**PART 4 – REQUEST FOR APPROVAL**

**Group Leader's request approval for this visit on the basis of the information given.**

**Signed by Group Leader:**

**Signature:** **Position:**  
**Full name (print):** **Date:**

**PART 5 – APPROVAL**

I have studied this application and am satisfied with all aspects of the visit, including its planning, organisation and staffing. Approval is given.

- a) Please ensure that I have all relevant information, including a final list of group members, details of parental consent and a detailed itinerary, at least seven days before the party is due to leave.
- b) Your report and your evaluation of the visit, especially details of any incidents, should be with me as soon as possible but no later than 14 days after the party returns.

**Signed by Headteacher, or EVC on behalf of Headteacher:**

**Signature:**

**Date:**

**Print name:**

**Head / EVC**

**Signed by Chair of Governing Body:**

**Signature:**

**Date:**

**Print name:**

**For Category 3 visits - residential visits, overseas visits and visits involving adventurous activities (as well as Pendarren):**

**Signed by Council Occupational Health, Safety and Wellbeing Manager on behalf of the Director of Children's Services:**

**Signature:**

**Date:**

**Print name:**

**A copy of the application form and details of any subsequent changes should be retained by the head teacher.**

**The form must be sent to the Council Principal Health, Safety Advisor (for Category 3 visits) for LEA's approval. (38 Station Road Wood Green N22 6BF or [fabrice.terrochaire@haringey.gov.uk](mailto:fabrice.terrochaire@haringey.gov.uk))**

## Parental Consent for Educational Visit

### 1. Name of School

### 2. Details of visit

Departs from		On (date)		at (time)	
Meeting student at					
Returns to		On		at	
Collecting student from					

### 3. Details of pupil

Name		Date of birth		Boy / Girl	
Passport Number (when relevant)					

### 4. Medical Information

a. Any conditions requiring medical treatment including medication

Please give brief details. Include asthma, diabetes, heart trouble, travel sickness, epilepsy, migraine or other information which may help those who will be caring for your child.

b. Details of any medication known to be required during the visit

Medicine			
Dosage		Frequency	

c. Details of any allergies

To medicines	
To foodstuffs	
Others	

d. Medication not prescribed by a doctor

Please list any medication which you might give your child for relief of pain / flu symptoms ONLY IF YOU CONSENT to those who are caring for your child to give similar treatment.

## Educational Visits: Application for Approval Pack

e. **Infectious or contagious diseases**

Has your child been in contact with or suffered from any infectious or contagious diseases in the last four weeks? If so, please give details.

f. **Other relevant information**

Please give details of recent illnesses or injuries which you consider relevant or information which could be useful to those caring for your child.

g. **Doctors contact details**

This is only for emergency and your family doctor will not normally be contacted without your knowledge.

### 5. **Special dietary requirements**

Please give brief details of dietary requirements such as vegetarian, vegan, foods not eaten or allergies.

### 6. **Swimming ability**

To be completed if the visit includes activities in or near to water that could be hazardous

	Tick Please	Yes	No
Is your child able to swim 50 metres?			
Is your child confident in a swimming pool?			
Is your child confident in the sea or open water?			
Is your child safety conscious in water?			

### 7. **Other information**

Please give any other information which you think might be helpful to those who will be caring for your child.

**8. Declaration**

I would like..... (Name of pupil) to take part in this visit.

I agree to him/her receiving medication as detailed in Section 4 of this form and to any emergency dental, medical or surgical treatment, including anaesthetic or blood transfusions, as considered necessary by the medical authorities present.

I understand and agree with the departure and return arrangements.

Parents/carers are advised that some activities may contain an element of risk. Pupils will be supervised by staff with appropriate qualifications and experience but parents/carers are asked to remind their children of the importance of following the instructions of staff at all times.

I undertake to pay the charges applicable to his/her participation in this visit.

**Signed**..... **Date**.....

**Print name:** ..... Parent/Carer)

<b>Parent(s)/Carer(s) contact details during the visit</b>	
<b>Daytime telephone number:</b>	
<b>Evening telephone number:</b>	
<b>Address:</b>	

**Thank you.**

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## ENQUIRY TO PROPOSED PROVIDER OF SERVICES, ACTIVITIES OR ACCOMMODATION

### PART ONE - TO BE COMPLETED BY THE GROUP LEADER

School name	
Address and phone number	
Name of Group Leader	
Venue address	
Date of visit	
Provider's name and address	

### PART TWO – TO BE COMPLETED BY PROVIDER

**The following questions are directed to service, activity or accommodation providers. Please give careful consideration and then indicate your answers by signing in the appropriate space. Please delete any questions that do not apply.**

Accreditation	Yes / No
Do you hold a licence issued by the Adventure Activities Licensing Authority that covers any of the proposed activities during the time of the proposed visit?	
Which activities are covered by the licence?	
Please list any other relevant accreditation	

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<b>Safety and Activity management</b>	<b>Yes / No</b>
Have risk assessments for the entire provision been recorded and are they available for inspection?	
Do you maintain a clearly defined, well understood and recorded chain of responsibility for each activity?	
Is there a system in place for reporting and reviewing accidents and incidents?	
Do you maintain written local operating procedures for all activities undertaken and are they available for inspection?	
Do you have written accident and emergency procedures?	
Are all staff practiced and competent in these procedures?	
Do you ensure that there is an opportunity for frequent liaison between your staff and the group leader to review the programme and make changes if necessary?	
Do you have alternative appropriate programme options in the event of bad weather, staff illness or other unforeseen circumstances?	
Do you have a published health and safety policy?	
Do you have a current public liability insurance certificate which is available for inspection?	
<b>Staffing</b>	<b>Yes / No</b>
Do you operate a policy for staff recruitment, training and assessment which ensures that all staff with a responsibility for the safety and welfare of participants are competent to undertake the duties to which they are assigned? Staff competencies include personal qualities such as communication and leadership skills, as well as appropriate technical abilities.	
Do the staff members hold appropriate <b>National Governing Body</b> (NGB) awards, if available, or will they be approved by the holder of an appropriate award?	
Are lists of staff qualifications available for inspection?	
Where there is no appropriate NGB award, do you follow a Code of Practice, including training and assessment procedures, which is available for inspection?	
Do ratios of staff to students comply with NGB guidance?	
Do staff members have the appropriate training and experience to work with pupils of the proposed age and ability?	
Will appropriate numbers of qualified first aiders be available at all times?	
Have all reasonable steps have been taken to check staff for relevant criminal history?	
<b>Equipment</b>	<b>Yes / No</b>

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Is the equipment/s which will be used for all the proposed activities both suitable and sufficient?	
Is the equipment subjected to frequent checks and are the results recorded?	
Is the equipment checked to ensure that it is safe before each use?	
Are all vehicles and trailers used for transporting pupils and equipment serviced and maintained in accordance with existing regulations?	
<b>Accommodation</b>	<b>Yes / No</b>
Are fire regulations fully observed and a fire safety policy in place?	
Is the accommodation suitable for disabled party members?	
Does the accommodation have adequate heating?	
Are there sufficient washbasins, showers, toilets and an adequate supply of hot and cold water for the entire group?	
Are separate male and female showers, toilets and sleeping areas available for mixed groups?	
Are separate showers, toilets and bedrooms provided for accompanying staff members?	
Is there adequate ventilation in sleeping areas?	
Is there provision for the safekeeping of valuables?	
Is there a separate room available for members of the group who become ill?	

**PART THREE – DETAILS OF THE PERSON COMPLETING THIS FORM**

Please use block capitals to complete this section

**Name:**

**Position:**

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

Thank you for completing this questionnaire.

Please return the completed form to the Group Leader at the school address in PART ONE to whom any questions should be addressed.

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## **Educational Visits/ Activities**

# **RISK ASSESSMENT FORM** **Generic**

**Please complete all sections that may apply to your visit/activity**

**COMPLETION OF SECTION 1 IS COMPULSORY FOR ALL VISITS ACTIVITIES**

## SECTION 1: Completion is compulsory

**DESTINATION:** .....**ACTIVITY:** .....**DATE OF VISIT:** .....

Hazard	Level of Risk	Who might be harmed	Is the risk adequately controlled	Tick	Supporting Information
All visits/ activities	Injury, fatality, person left behind/separated from group. Illness of pupil or member of staff	Pupils and staff, volunteers, parents	<ul style="list-style-type: none"> <li>• All travel arrangements to be established before trip takes place</li> <li>• Reputable tour operators/travel companies are used</li> <li>• Appropriate and sufficient insurance is obtained to safeguard all possible risks</li> <li>• Suitable ratio in line with LEA policy for staff/pupils</li> <li>• Clear briefing to pupils and staff about any significant risks, roles and responsibilities</li> <li>• Headcount at appropriate times</li> <li>• Discuss itinerary and arrangements with pupils</li> <li>• Departure and return times made known to pupils, staff and parents</li> <li>• Contingency plan in place in the event of lateness or incident</li> <li>• Mobile phones carried if available</li> <li>• Sufficient toilet breaks built into journey times</li> <li>• Accompanying staff to have first aid experience</li> <li>• First aid kits to be carried or access to first aid arrangements made known to all staff and pupils</li> <li>• Group leader and/or deputy knows how to call emergency services/British Consulate/Embassy, both at home and abroad</li> <li>• Pupils/parents reminded to bring individual medication and this is kept securely</li> <li>• Information on pupil medical need is known in advance</li> </ul>		
Hazard	Level of Risk	Who might be harmed	Is the risk adequately controlled	Tick	Supporting Information
Special Educational Needs	As above	SEN students	<ul style="list-style-type: none"> <li>• The needs of all pupils with SEN considered to ensure that needs are able to be met whilst on a trip or visit</li> </ul>		

**SECTION 2: Complete sections as necessary**

Hazard	Level of Risk	Who might be harmed	Is the risk adequately controlled	Tick	Supporting Information
On foot	As above	As above	<ul style="list-style-type: none"> <li>• Journey is planned to avoid fast roads where possible</li> <li>• Close supervision front and back on pavements, roads, lanes and crossing points</li> <li>• Pupils to be briefed re.hazards and behaviour required</li> <li>• High visibility clothing use</li> <li>• Consider most suitable side of road, facing oncoming traffic</li> <li>• Leaders have torches for use in dark</li> </ul>		
Use of public transport	As above	As above	<ul style="list-style-type: none"> <li>• Identify high risk points including getting on and off transport</li> <li>• Have a specific plan for these include briefing staff and pupils and headcounts</li> <li>• Larger parties split into manageable groups (unless remote supervision has been agreed). Each part with adequate staffing to ensure all pupils get on and off transport safely. For crowded transport situations such as London Underground this can require very high ratios</li> <li>• All staff and pupils know destination and route and know what to do if separated from the main group</li> <li>• (Unless remote supervision agreed) staff are with pupils in each carriage, deck of the bus, etc</li> </ul>		

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Hazard	Level of Risk	Who might be harmed	Is the risk adequately controlled	Tick	Supporting Information
Use of private vehicle/ coaches	Injury, fatality	As above	<ul style="list-style-type: none"> <li>• Times of trains to be checked before leaving for the station to ensure that there are no delays or trains have been cancelled</li> <li>• Pupils sit in seats provided wherever possible or to hold onto the appropriate hand holds for stability</li> <li>• Pupils are encouraged to stand well clear of the platform edge and are closely supervised by staff whilst on the platform</li> </ul>		
Use of private vehicle/ coaches	Injury, fatality	As above	<ul style="list-style-type: none"> <li>• Driver confirms that vehicle is insured to carry pupils and staff</li> <li>• Seatbelts are worn at all times</li> <li>• Permission is obtained from parents</li> <li>• Vehicle is roadworthy</li> <li>• Child protection issues are addressed</li> <li>• Pupils to remain seated at all times the vehicle is in motion</li> <li>• All baggage to be stored in overhead lockers or under seats</li> <li>• Aisles to be kept clear</li> </ul>		
Mini buses	Injury, fatality	As above	<ul style="list-style-type: none"> <li>• Minibus is appropriately maintained and checked prior to the journey</li> <li>• Minibus driver(s) is competent such a vehicle and has passed the DCC test</li> <li>• Driver checks that seatbelts are worn</li> <li>• Vehicle loading is appropriate and aisles are not blocked</li> <li>• Driver follows DCC recommended practice</li> <li>• Suitable embarking points are used</li> </ul>		

**Educational Visits: Application for Approval Pack**

Hazard	Level of Risk	Who might be harmed	Is the risk adequately controlled	Tick	Supporting Information
Mini buses (Continuing)			<ul style="list-style-type: none"> <li>• Close supervision and headcounts and breaks in journey and getting on and off minibus</li> <li>• Avoid driving when tired</li> <li>• Sufficient stops planned for longer journeys</li> </ul>		
Walking about towns/cities	Injury, separation from group/abduction	As above	<ul style="list-style-type: none"> <li>• Suitable road crossing points are used to cross the road</li> <li>• All members of party keep valuables out of sight, phones locked in bags etc</li> <li>• Children are supervised closely and regular meeting points are arranged to check on numbers to ensure all the party can be accounted for</li> <li>• Uniform or similar coloured clothing to be worn</li> <li>• School name badges to be worn – but not names of children</li> <li>• Pupils to be encouraged not to run but to walk at all times</li> <li>• Everybody is encouraged to wear sensible shoes if lots of walking is involved</li> <li>• Route to be mapped out prior to visit taking place and map taken for any required deviation</li> </ul>		
Visits to public/private buildings (theatres, museums etc)	Injury, fatality, separation from group, abduction	As above	<ul style="list-style-type: none"> <li>• Risk assessment for the activities must be obtained before these are agreed</li> <li>• On accessing public or private buildings (e.g. theatres, museums etc) all members of the party are made aware of the fire procedures when they first enter the building and groups either have a guide or experienced member of staff to support them</li> </ul>		

**Educational Visits: Application for Approval Pack**

Hazard	Level of Risk	Who might be harmed	Is the risk adequately controlled	Tick	Supporting Information
Exposure to weather conditions	Fatality, heat injuries, cold injuries, over-exposure to sun	As above	<ul style="list-style-type: none"> <li>• Consider possible weather conditions and plan appropriate programme, clothing and equipment (warm and waterproof clothing and, in summer, sun protection)</li> <li>• Plan for pupils who may or do not bring suitable kit. Check before departure and/or bring spares</li> <li>• Daily weather forecast obtained and plans adjusted accordingly</li> </ul>		
Exposure to animals, insects and poisonous plants	Injury, fatality	As above	<ul style="list-style-type: none"> <li>• Avoid high risk situations</li> <li>• Take necessary avoidance action if encountered</li> <li>• Ensure those with known allergies carry medication</li> <li>• Ensure that pupils follow hygiene procedures after contact with animals, insects or plants</li> </ul>		
Return from visits particularly after school hours	Non/late collection by parents/anxiety		<ul style="list-style-type: none"> <li>• The return is pre-planned and parents are informed where to collect pupils from or, if pre-arranged with parents, older pupils will walk home</li> <li>• Suitable arrangements are made for pupils whose parents fail to collect them</li> </ul>		
Emergencies		As above	<ul style="list-style-type: none"> <li>• The school has an emergency plan for dealing with an incident on an educational visit</li> <li>• Contact details of parents, group leaders, schools and, if appropriate, head teacher/school contacts after hours numbers are held by group leader and school contact</li> <li>• Leader/head/school contact have instructions as to what to do in an emergency</li> </ul>		

**Educational Visits: Application for Approval Pack**

Hazard	Level of Risk	Who might be harmed	Is the risk adequately controlled	Tick	Supporting Information
Field studies centre/adventure activity centre visits	Injury, fatality, separation from group, abduction	As above	<ul style="list-style-type: none"> <li>• Ensure that adventure/activity centres are approved and have appropriate risk assessments (i.e. Ensure form HSV3/03 has been completed)</li> </ul>		
Field trips/activities trips organised by school	Injury/fatality	As above	<ul style="list-style-type: none"> <li>• Ensure students are informed of appropriate clothing and footwear for the trip/activity and ground conditions</li> <li>• Ensure students have been briefed on appropriate behaviour near water hazards</li> <li>• Ensure students are properly supervised near water hazards i.e. River walking, pond dipping, swimming, coastal activities</li> <li>• Ensure students remain in appropriate group sizes at all times</li> </ul>		
Service station and other breaks in journey	Injury, fatality, separation, abduction	As above	<ul style="list-style-type: none"> <li>• Brief pupils re.purpose and time of stop</li> <li>• Brief pupils on how and where to contact staff</li> <li>• Brief pupils to remain in pairs or threes – buddy system – each responsible for the other</li> <li>• Remind pupils about moving traffic and other hazards</li> <li>• Careful headcount before departure</li> </ul>		
Ferry crossing	Injury, fatality separation	As above	<ul style="list-style-type: none"> <li>• Close supervision on vehicle deck</li> <li>• Rules established and pupils briefed especially re. open deck areas (not permitted in the dark or in rough seas), wet surfaces and ship's movement</li> <li>• Explain the ferry emergency procedures (term muster station etc to group)</li> <li>• Muster stations made known to pupils on boarding</li> <li>• Remain in pairs and threes – buddy system – each responsible for named other</li> </ul>		

**Educational Visits: Application for Approval Pack**

Hazard	Level of Risk	Who might be harmed	Is the risk adequately controlled	Tick	Supporting Information
Ferry crossing (continuing)	Injury, fatality separation	As above	<ul style="list-style-type: none"> <li>• Establish a specific seating area/meeting point and have a member of staff there throughout the crossing</li> <li>• Plan arrangements for docking, reminding group of numbered</li> <li>• Stairways to coach deck</li> <li>• Students made aware of possible problems using stairways from large numbers of passengers and luggage</li> <li>• Careful headcount before departure</li> <li>• Planned procedure for missing pupils e.g. Member of staff to leave as foot passenger</li> </ul>		
Use of passenger ferry crossings	Drowning, injury	As above	<ul style="list-style-type: none"> <li>• Leader must check vehicle licence</li> <li>• Leader should risk assess journey with reference to size/age of pupils</li> <li>• Consider areas where small children could fall (overboard or down stairways) and arrange supervision</li> <li>• Consider if/where personal buoyancy should be worn</li> <li>• With groups of small children leader must pre-check craft has sufficient personal buoyancy of appropriate sizes</li> </ul>		
Leader's own children	Possible conflicting priorities	As above	<ul style="list-style-type: none"> <li>• If staff or volunteers' families join group pupil supervision must not be compromised</li> <li>• Staff children are similar to age to group and supervised with pupils or separate supervision must be arranged</li> <li>• Ensure that adequate insurance cover is obtained for these persons</li> </ul>		

**Educational Visits: Application for Approval Pack**

Hazard	Level of Risk	Who might be harmed	Is the risk adequately controlled	Tick	Supporting Information
Exchange or twinning visits	Unfamiliarity to persons or location. Language barriers	As above	Reassurance to be obtained prior to the trip commencing that all arrangements have been put in place and any checks, including criminal checks, have been undertaken where reasonably practicable  Familiarisation of the host premises and location to be encouraged by the host family		

**Signed:** ..... **Date:** .....  
 (Group Leader)

**This risk assessment has been discussed and all risk control measures confirmed**

**Signed:** ..... **Date:** .....  
 (School Visits Co-ordinator)

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**Educational Visits: Application for Approval Pack**  
**Validation for Voluntary Vehicle Use**

For the use of staff, parents and other volunteers' private vehicles

<b>SCHOOL:-</b>
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Name of Driver	Make and Model of Vehicle	Registration Number

I, the driver of the above vehicle(s), confirm that:

- I have a valid full driving licence suitable for the type of vehicle
- The vehicle(s) has a valid MOT (if required, i.e. the vehicle is over three years old)
- The vehicle(s) is serviced correctly and is roadworthy to the best of my knowledge
- I have current motor vehicle insurance covering the vehicle(s) and myself
- The vehicle(s) is fitted with front and rear seatbelts that I will ensure any children I transport will wear.
- When transporting children under the age of 12, or under 135cm, I will ensure that the necessary child seat or booster is used

I understand that I am not covered under the above school's insurance for the use of my vehicle(s).

<p>Under the terms of the Data Protection Act 1998 we must inform you of the following:</p> <p>By signing this form you are giving your explicit consent to Haringey Council to process your data. The processing involved will be for the purpose of monitoring health and safety in Haringey Council in accordance with relevant legislation. This may involve the sharing of information you provide with local regulatory bodies.</p>
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I consent to Haringey Council processing the information detailed in this form.  
I understand that this will be used by the Council in pursuance of its purposes and my consent is conditional upon the Council complying with their obligations under the Data Protection Act 1998.

Signed: ..... Date: .....

Print Name (in capitals) .....

## Information for retention at school

Information for this form should be recorded so that it can be completed with accurate details of all those who actually take part in the visit. The EVC should ensure that this information is available at all time during the visit. A copy should also be taken on the visit by the group leader.

The completed form should be kept together with:

- Completed risk assessments for the visit;
- Completed emergency procedures form;
- Parental consent forms for all pupils. These forms will include contact names and telephone numbers of parents/carers, and relevant medical information;
- Staff detail forms for all adults containing contact names and addresses and next of kin, and relevant medical information.

<b>1. Group (e.g. Year No and Curriculum)</b>			
<b>2. Name of group leader</b>			
Name		Tel. home	Tel. mobile
<b>3. Travel information</b>			
Departure date	Time	From: (location)	
Return date	Time	To: (location)	
<b>4. Number in party</b>			
Total including all adults:	Male pupils:	Female Pupils:	Adults:
<b>5. Contact information for remaining school staff. One member of staff is sufficient provided that they can be contacted throughout the visit.</b>			
	Tel. Daytime	Tel. Evening / night	Mobile
Head teacher			
EVC			
Other nominated staff member Name:			

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6. Travel company contact details		
Name		
Address		
Representative / contact		
Tel.	Fax.	Mobile
7. Accommodation		
Name		
Address		
Representative / contact name		
Tel.	Fax.	Mobile
8. Insurance / Emergency Assistance		
Name		
Tel.	Fax.	
9. Other emergency numbers, e.g. Vehicle breakdown		
10. Names of group members		
Adults, including group leader		
Surname	Forename	Date of birth

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Pupils		
Surname	Forename	Date of birth

Page left blank intentionally

## Educational Visit Evaluation Form

Group leaders are asked to complete this form following an educational visit which:

- Involved an activity, service or accommodation provider external to Haringey;
- Was particularly successful in achieving the objectives; or
- Raised significant concerns about quality or safety.

School			
Group leader			
Number in group	Boys:	Girls:	Teachers:- Other school staff:- Volunteers:-
Date(s) of visit			
Purpose(s) of visit			
Venue			
Provider			

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Please comment on the following features. *Delete any which did not apply to your visit.*

Rating:    1 - Excellent      2 - Good                      3 - Satisfactory      4 - Unsatisfactory    5 - Poor

<u>Criteria:</u>	Rating 1 to 5	Comments:
<b>1 The provider's pre-visit organisation</b>		
<b>2 Travel arrangements</b>		
<b>3 Content of educational programme provided</b>		
<b>4 Instruction</b>		
<b>5 Equipment</b>		
<b>6 Suitability of venues used</b>		
<b>7 Accommodation</b>		
<b>8 Food</b>		
<b>9 Evening activities</b>		
<b>10 Liaison with provider during the visit</b>		
<b>11 Other comments and evaluation, including close calls not involving injury or damage</b>		

Group Leader's Full Name (print): .....

Signed: .....

Designation: .....

Date: .....

Educational Visits – Planning checklist for pupils

Who is the group leader?

Where am I going to visit?

What will I be doing during the visit?

How can I contact my group leader?

How do I use the telephone if I need to?

What will be done to keep me safe and secure during the visit?

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

What is written in the code of conduct for the visit?

What do I do to keep my money and valuables safe?

## **Educational Visits: Application for Approval Pack**

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FOR RESIDENTIAL AND EXCHANGE VISITS

What is the name of the person in charge of where I will be staying, or the name of the host family?

What is the address and telephone number of the place where I will be staying?

Are there any special rules for the place where I am staying?

Where will I be sleeping?

Where should I wash / shower and get changed?

What should I do if I am worried or unhappy about anything when staying away from home?

## Educational Visits: Application for Approval Pack

### Educational Visits – Planning Checklist for Group Leaders

	Tick when done
<ul style="list-style-type: none"> <li>• Read the CYPS Educational Visit Guidance Note included in the School's Health and Safety Manual together with the "School Visits and Journeys - Guidance for Schools."</li> </ul>	
<ul style="list-style-type: none"> <li>• Maintain a tidy file containing notes of meetings and copies of letters and information sent to parents. (Others may need to access and use the file if you are not available.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Discuss the outline proposal with the head teacher. The outline should include aims, dates, transport, costs and insurance.</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify teachers, staff and volunteers willing to participate in the visit, following CYPS guidance on supervision. Arrange a meeting to establish and agree roles and responsibilities.</li> </ul>	
<ul style="list-style-type: none"> <li>• Check that all visit staff and volunteers have appropriate qualifications and experience. In the case of volunteers, CRB checks should be done, if the persons are to have unsupervised access to children.</li> </ul>	
<ul style="list-style-type: none"> <li>• If school minibus is to be used make sure that you have sufficient qualified and experienced drivers. Drivers should not be included in the First Aid provision.</li> </ul>	
<ul style="list-style-type: none"> <li>• Make provisional arrangements with providers of services, activities or accommodation. Establish costs.</li> </ul>	
<ul style="list-style-type: none"> <li>• Work out a budget for the visit, including a contingency for unforeseen costs.</li> </ul>	
<ul style="list-style-type: none"> <li>• Complete Form HSV1 to seek approval for the visit.</li> </ul>	
<ul style="list-style-type: none"> <li>• When approval is obtained write to parents / carers with information about the visit including:               <ul style="list-style-type: none"> <li>○ The aims and educational benefit of the visit;</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ The proposed itinerary;</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Departure and return times;</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Costs and financial arrangements;</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Insurance arrangements;</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Clothing and equipment required;</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ An assessment of all safety issues;</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Emergency arrangements.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• Obtain the consent of parents;</li> </ul>	
<ul style="list-style-type: none"> <li>• Arrange a preliminary visit to the venue where possible. Do not rely on out-of-date information.</li> </ul>	

## Educational Visits: Application for Approval Pack

	Tick when done
<ul style="list-style-type: none"> <li>• Arrange insurance (See Section 3.3 of the Educational Visit Appendices in <b>the School's Health and Safety Manual</b>). <b>If cancellation insurance is to be included, pay the insurance before paying any money to providers.</b></li> </ul>	
<ul style="list-style-type: none"> <li>• Confirm bookings with service, activity and accommodation providers.</li> </ul>	
<ul style="list-style-type: none"> <li>• Make arrangements for the collection and counting and receipting of money. Ensure that pupils receive appropriate financial support.</li> </ul>	
<ul style="list-style-type: none"> <li>• Carry out risk assessments or check risk assessments that have already been carried out for all parts of the visit.</li> </ul>	
<ul style="list-style-type: none"> <li>• Arrange a briefing meeting with pupils, parents or carers, visit staff and volunteers to discuss itinerary, code of conduct, emergency arrangements and answer questions. Record agreed arrangements in writing. Distribute a programme identifying who is responsible for each group at each stage of the visit.</li> </ul>	
<ul style="list-style-type: none"> <li>• Arrange for the head teacher, EVC or other member(s) of staff approved by <b>the head teacher to be a "school contact" throughout the visit. This person</b> will need a full list of pupils and emergency contact details for parents or carers. 24-hour contact must be available.</li> </ul>	
<ul style="list-style-type: none"> <li>• Hold a meeting with visit staff and volunteers to confirm arrangements for supervision. Each adult should have a precise list of all the pupils. In the event of pupils failing to attend for departure, all lists must be amended.</li> </ul>	
<ul style="list-style-type: none"> <li>• Keep additional copies of this guidance note, as they may have to be referred to while the visit takes place.</li> </ul>	

## Educational Visits: Application for Approval Pack

### Educational Visits – Planning checklist for headteachers

	Tick when done
<ul style="list-style-type: none"> <li>• Have the approval procedures been followed?</li> </ul>	
<ul style="list-style-type: none"> <li>• Are the ratios of staff to pupils suitable and sufficient for the all the pupils taking part in the visit?</li> </ul>	
<ul style="list-style-type: none"> <li>• Does the group leader have the necessary skills and knowledge of the venue?</li> </ul>	
<ul style="list-style-type: none"> <li>• Are all the visit staff suitably experienced and trained?</li> </ul>	
<ul style="list-style-type: none"> <li>• Is appropriate insurance in place for all participants and all activities?</li> </ul>	
<ul style="list-style-type: none"> <li>• Will I be able to contact the venue / group leader during the visit?</li> </ul>	
<ul style="list-style-type: none"> <li>• Will the group leader be able to get in touch with a school contact 24 hours a day throughout the visit?</li> </ul>	
<ul style="list-style-type: none"> <li>• Are copies of the following documents available to the school contact:</li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ parental consent Forms including medical information and contact details for parents / carers;</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ contact details of next of kin for staff and other adults;</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ the visit itinerary including address of base;</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ insurance policy;</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ contract(s) with external providers;</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ risk assessments for all aspects of the visit and the journey;</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ emergency procedures.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• Are there sufficient funds available to pay for the visit and deal with emergencies?</li> </ul>	
<ul style="list-style-type: none"> <li>• Have suitable arrangements been made for pupils who are not going on the visit?</li> </ul>	

## Emergency Plan

### Immediate Action

Establish the nature and extent of the emergency  
Account for the entire party and protect them from  
immediate danger  
Call emergency services and render first aid

#### At the incident

Give emergency service details of the Incident, including

- Time of incident;
- Details of injuries;
- Number of injured;
- Names of injured or missing;
- Action taken;
- Contact number for group leader.

Restrict access by pupils to telephones.

Remove remainder of party to safety and give reassurance and support.  
Ensure that a teacher accompanies pupils to hospital.

One adult should remain at incident to liaise with emergency services.

Advise other groups of the incident and ask them to return to base.

Refer press to LEA Emergency Planning Officer.

**DO NOT MAKE STATEMENTS TO THE PRESS**

Legal liability should not be discussed.

Complete accident forms.

Write report of events, times and contacts while still fresh in the memory.

#### Contact School

Give school contact as much information as possible, to include:

- Time of incident;
- Names of injured or missing;
- Details of injuries;
- Action taken
- Action to be taken.

Establish lines of communication between Incident - group leader - school - LEA Emergency Planning Officer.

School contact should inform headteacher EVC, LEA Emergency Planning Officer.

Headteacher should contact parents of those involved giving a full factual account of incident.

For serious incidents, all the parents should be contacted in order to give reassurance.

Media should be referred to the Press Office.

Legal liability should not be discussed.

Notify insurers which may include emergency assistance.