



Squirrel Hayes First School

Policy Reviewed on	June 2017	June 2018	June 2019	May 2021	May 2022	May 2024
Policy Owner Signature	HJA	HJA	HJA	HJA	HJA	HJA
Policy adopted by the Governing Body on	20.06.2016					
Chair of Govs/Committee Signature						
Policy Review Date	June 2018	JUNE 2019	June 2020	June 2022	June 2023	June 2025
Version	9	10	11	12	13	14

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

Educational Visit Policy

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Educational Visits Policy

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Policy Review Information

This policy was reviewed on _____

Signed _____

This policy was adopted by the *Governing Body* on _____

Signed _____

This policy is to be reviewed again in _____

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Advice and details of visits requiring County Council approval should be directed to the appropriate person: -

For Schools:

Visits Advisory Team

email: via EVOLVE

or

eva@entrust-ed.co.uk

eva@staffordshire.gov.uk

Tel:07794 331637

Provision of Employer Guidance

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

Staffordshire County Council has formally adopted Outdoor Education Advisers' Panel 'National Guidance' (NG) as its guidance for the management of off-site visits and learning outside of the classroom (LOtC). This guidance can be found on the following web site:

<http://oeapng.info/>

Squirrel Hayes First School follows the National guidance document and the Staffordshire Educational visits policy.

DEFINITIONS

- **VISIT.** The term visit or educational visit refers to any journey or activity organised by or for the school/Youth Service, for a group of its pupils, students or members that takes place off the premises.
- **ACTIVITY.** Throughout this document the term activity includes any curricular academic study, lesson, lecture, extra-curricular activity, sport, outdoor and adventurous activity or recreational activity.
- **COUNTY EDUCATIONAL VISITS ADVISER (EVA).** These are the officers of the County Council Education and Lifelong Learning Directorate responsible for advice, guidance, any necessary approval and the monitoring of this policy document. The EVA is the first point of contact. See above for details.
- **SCHOOL.** Throughout this document the term school is used when referring to persons keeping records or undertaking the task of approval. In this context the term school means the headteacher or delegated educational visits co-ordinator, monitored by a fully informed governing body. It also includes other establishments assisting in the delivery of statutory education.
- **EDUCATIONAL VISITS CO-ORDINATOR (EVC).** This is the person who is designated with the role of co-ordinating educational visits and ensuring the necessary records are up to date and approving the categories of visit delegated by the County Council Education and Lifelong Learning Directorate. Additionally the EVC is required to liaise with the appropriate EVA for activities that require County approval.
- **LEADER.** The visit leader is the staff member in charge of and responsible for all aspects of the safety, conduct, supervision and deployment of all participants and staff attending the visit. Every visit must have a leader who, although they may receive advice from more senior staff,

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retains command. The leader should monitor all services provided to the group and receive satisfactory responses on any issue they judge to be unsafe or, if necessary, withdraw the group from the activity.

- **ASSISTANT LEADER.** Assistant leaders operate under the leader's direction. They may be other staff members or, where appropriate, volunteers. Assistant leaders may, at times, be delegated responsibility for all or part of the group. Where an assistant is the senior qualified leader for a particular activity (e.g. they are the qualified swimming pool supervisor) they hold visit leader's responsibility for that particular activity.
- **PARTICIPANT.** Participants are the school pupils, students, young people or other group members attending a visit.
- **PROVIDER.** A provider is any individual or organisation that offers a service giving either access to premises (e.g. theatre, museum, castle or farm) or staffing of an activity (e.g. ski instruction, sports coaching or staffing of an interactive activity at a Tudor house).

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INTRODUCTION

Educational visits provide opportunities for pupils, which enhance their learning and are of sound educational benefit. They enable pupils to develop investigative skills and undergo experiences not available in the classroom. Residential visits encourage greater independence and opportunities to live and work together in a new, exciting and stimulating environment.

AIMS AND PURPOSES

Educational visits are purposeful and a valuable part of the child's life in school for the following reasons:

- They enhance and extend the curriculum by providing first hand experiences and adding to a child's cultural capacity. (**Cultural capital** is the essential knowledge that children need to be educated citizens.)
- They bring reality to theory.
- They develop key skills.
- They raise achievement by boosting motivation.
- They raise achievement by boosting self-esteem.
- They aid personal and social development.
- They promote health and fitness.
- They encourage the safe management of risk.

ROLES AND RESPONSIBILITIES

The employer, the County Education Service is ultimately responsible for all visits, for providing policy, procedures and guidance to schools, for monitoring the procedures carried out by schools and for approving certain types of visit.

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The Governing Body should ensure visits are approved as necessary, decide what sort of visits they should be informed about, ask questions about a visit's educational objectives and ensure the Head Teacher, Educational visit co-ordinator and staff are supported as necessary. The governing body will receive reports from the headteacher detailing the school visits that have taken place through the Headteacher's termly report.

The Head Teacher should approve visits after ensuring all planning, organisation and staffing of a visit are appropriate and inputted onto EVOLVE. Supporting leaders with training and induction as needed, informing the governing body as required and delegating tasks to the Educational visit co-ordinator.

The Educational Visits Co-ordinator should assess visit planning, organisation and suitability of leaders and risk assessments. They need to check all of the information that has been processed on EVOLVE. The Educational visit co-ordinator should support visit leaders by ensuring they receive any necessary training and induction. The functions of the Educational visit co-ordinator are to:

- Carefully read and check visit forms that have been processed on EVOLVE and submit these to the Head Teacher for final approval.
- Ensure educational visits meet the employer's and school's requirements
- Support the Head and Governors with approval and related decisions
- Assess competence of prospective leaders and staff
- Ensure risk assessments meet requirements
- Organise training and induction
- Ensure parents are informed and give consent
- Keep records of visits, accidents and incident reports
- Organise emergency arrangements
- Review systems and monitor practice

The County Council is aware that the greatest influence on risk reduction has always been a capable teacher or leader who: -

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- Diligently plans and organises an educational visit.
- Can deploy assisting staff and impress upon them the responsibility of their role.
- Knows his or her own limitations and works within them.
- Has the ability to supervise and control a group in a range of out of school situations.
- Has the ability to identify a changing or a potentially dangerous situation and revise a planned programme as necessary. This is now termed "ongoing risk assessment".

The Visit Leader has responsibility for the effective pre-planning and organisation of the visit and is in overall charge of and responsible for all aspects of safety, conduct, supervision and the deployment of participants and staff attending the visit. The visit leader may delegate tasks to other adults for part or all of a visit. They need to:

- Plan and organise a visit, submitting the details to EVOLVE.
- Group manage and control
- Manage risk assessment, including those who need individual risk assessments.
- Have a responsible attitude towards complying with control measures identified through risk assessment
- Have the ability to deploy assistant leaders
- Have the attitude to work within their own capabilities
- Build on experience gained through previous visits.
- The planned learning outcomes or benefits of the activity/visit.

To fulfil their duty of care, visit/activity leaders should ensure that young people are supervised in accordance with the principles of "Effective Supervision", requiring them to take account of:

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- The nature of the activity (including its duration).
- The location and environment in which the activity is to take place.
- The age, maturity and gender of the young people to be supervised.
- The ability of the young people (including their behavioural, medical, emotional and educational needs).
- Staff competence and experience.

Legal definition of Duty of care

Both organisations and individuals (including volunteer helpers), who assume a responsibility for the supervision of young people, take on a legal duty of care. This means that the law requires them to take reasonable care to avoid acts or omissions, which can be reasonably foreseen as likely to injure anyone that they ought reasonably to have consideration for. The law does not expect perfection or even best practice but simply reasonable care, or behaviour in accordance with that expected of an averagely responsible person or fellow professional. Where a non-specialist or non-professional adult takes on responsibility for supervision of young people, the legal expectation of the standard of care is 3.2a 3.2 a Underpinning legal framework Page 4 of 6 Legal frameworks and employer systems folder described as that of a 'reasonable person' (the person traditionally described as "the man on the Clapham omnibus"). When the adult taking on the duty of care has a particular expertise or specialist knowledge, then the law may expect a higher standard of care - that of the 'reasonable professional'. For an employer the standard is somewhat higher, as they are required to have safety management systems in place to ensure 'as far as is reasonably practicable' that people are not harmed by their activities. Those establishments which undertake the care, supervision or control of vulnerable people (including children) have, in certain circumstances, a non-delegable duty of care and so are not merely required to 'take reasonable care' of those in their charge but to ensure 'that reasonable care is taken'.

Approval of Leaders

Employers should have clear processes for approving Leaders to lead visits or activities. This should ensure that Leaders are accountable, confident and competent to lead the specific visits or activities for which they are approved. Being accountable means that the Leader has been engaged through an appropriate recruitment process, which includes vetting and induction into the establishment's policies and procedures. The details of this process may depend upon whether the Leader is employed, contracted or acts as a volunteer, but in all cases should be thorough. Regardless of a Leader's employment status, they should understand the chain of accountability, what is expected of them, and the establishment's policies and

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procedures. Being confident includes Leaders having the ability to take charge of a situation while being aware of, and understanding, their abilities, as well as their limitations. Being competent means that the Leader has demonstrated the ability to operate effectively, and has sufficient relevant experience and knowledge of the activities, the group, and the environments in which the visit will take place. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment. It is situational - a leader who is competent in one activity or environment may not be so in another, and it involves breadth as well as depth. Relevant experience is not necessarily gained by repeating the same thing several times, but by experiencing a range of different activities and environments.

The school's current EVC is: Mrs Helen Johnson Allen

Note: Any tasks not indicated in the above list remain that of the headteacher.

The designated visit leader is in overall charge of the group and remains responsible throughout the visit.

INCLUSION AND EQUAL OPPORTUNITIES

Squirrel Hayes will take all *reasonably practicable* measures to include all young people. The principles of inclusion will be promoted and addressed for all visits, thus ensuring an aspiration towards:

- An entitlement to participate
- Accessibility through direct or realistic adaptation or modification
- Integration through participation with peers

CATEGORIES OF ACTIVITY RISK

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Risk Management - an overview Further guidance on the law, and on the concept of duty of care can be found in the document 3.2a "Underpinning Legal Framework and Duty of Care".

What is Risk Management? Risk management, in the context of outdoor learning and off-site visits, is a two stage process:

1. The identification of the potential benefits to be gained from an activity, along with any risks to the health and safety of those involved.
2. The implementation of a plan to best realise these benefits, using professional judgement to ensure that the level of risk does not exceed that which can be justified by the benefits. Most human activity involves balancing benefits and risks. We cannot have all of the benefits but none of the risks. We can eliminate all of the risk only by stopping the activity - but we then lose all of the benefits. This is recognised by both the Health and Safety Executive (HSE) and the Department for Education (DfE): "HSE fully recognises that learning outside the classroom helps to bring the curriculum to life - it provides deeper subject learning and increases self confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives. Striking the right balance between protecting pupils from risk and allowing them to learn from school trips has been a challenge for many schools, but getting this balance right is essential for realising all these benefits in practice". (School trips and outdoor learning activities: Tackling the health and safety myths, HSE). "School employers should always take a commonsense and proportionate approach, remembering that in schools risk assessment and risk management are tools to enable children to undertake activities safely, and not prevent activities from taking place. Sensible risk management cannot remove risk altogether but it should avoid needless or unhelpful paperwork". (The Department for Education's advice on health and safety for Schools updated February 2014)

Categories of Visit There are two broad categories of visit requiring different levels of planning. You can find further guidance in the document 1b "Foundations". The categories are:

1. **Routine visits** that involve no more than an everyday level of risk 4.3c February 2016 4.3c Risk Management - an Overview Page 2 of 3 Good practice folder and are covered by establishment procedures and policy. Such visits should require minimal planning or preparation beyond what is needed to make best use of the learning opportunity. In a school context, they are simply lessons in a 'different' classroom.
2. **Visits requiring additional planning, and some level of specific risk assessment.** A visit moves into this category because one or more aspects cannot be managed adequately by existing procedures and policy. This may be due to distance from the establishment, the nature of the activities, the environment or venue(s), the nature of the particular group, the need for specialist leader competencies, or any combination of these. For some visits this will involve detailed planning over an extended period of time. The additional steps needed to manage these aspects should be identified and recorded.

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Three levels of risk management Risk management involves answering two basic questions: a. What could go wrong? b. What are we going to do about it? This process happens at three levels:

1. Generic - Policies and procedures that apply across a range of visits (normally recorded) This is guidance or practice that remains constant regardless of the nature of the visit. It covers the management of risks identified as relevant to all visits involving similar activities.

2. Visit-specific - Carried out before the visit takes place (may need to be recorded) This is the identification and management of any risks not already covered through generic risk management. It is unique to each occasion and should address staffing, activity, group and environment (the 'SAGE' variables from the document 1b "Foundations"). For guidance about what should be recorded, and how, see the document 4.3g 'Risk Management - what to record and how'.

3. Dynamic/on-going - Carried out continuously throughout the visit (not necessary to record) This refers to the on-going monitoring of all aspects of the visit/activity by the visit leadership team. The group and the level of risk must be monitored and assessed throughout and, if circumstances dictate, activities should be curtailed or amended (e.g. change to plan B). In practice, it is often these on-going decisions of the Visit Leader(s) that determine whether the group remains safe and whether the activity is successful. Hence a competent visit leadership team is essential. Risk Management Implementation Employers should ensure that their establishments manage the benefits and risks 4.3c February 2016 4.3c Risk Management - an Overview Page 3 of 3 Good practice folder created by any learning opportunity in such a way that maximises the benefits, while ensuring that any remaining risk is proportionate. This requires employers to be clear about who does what within the planning and management of outdoor learning and off-site visits, and to provide establishments and employees with sufficient guidance, training and support to do this effectively. The ways to achieve this should be neither paper intensive nor overly bureaucratic but should be practical and focus on real and significant risks.

Establishment systems should ensure that:

- Visits and outdoor learning are an integral part of the work of the establishment.
- Leaders are given time and support to gain experience in a planned and progressive fashion - not 'thrown in at the deep end'. Learning how to manage a group of young people effectively on public transport, for example, or walking through a busy town centre, is not a skill that can be learned by reading a good practice manual.
- Leaders plan and manage visits within their own, and the visit leadership team's experience, knowledge and capability.
- Benefits and learning outcomes are clearly identified and maximised as much as possible.
- Appropriate training and advice is available to the establishment, the EVC and to Leaders.
- Straightforward and practical plans and procedures exist to cover the generic risk management of 'routine' visits.
- Appropriate information on any visit is shared with colleagues, participants, parents etc.

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- All leaders and, where appropriate, young people are involved in the planning process.
- Risk assessment is a part of the overall planning process and not 'tagged-on' afterwards.
- Risk assessment recording is not unduly onerous, but is supportive and helpful for the leadership team.
- Visits are approved or authorised as required.
- There is a prepared 'Plan B', should things go wrong. For most routine visits this may simply be to return to base. However, be aware that in some settings, the temptation to 'push on' when things start to go wrong has led to serious accidents and this temptation may be stronger if the only alternative is to 'give up and go home'.
- Visits are monitored and reviewed, and, where appropriate, any lessons learned are shared and acted upon in future visits.
- Where consent is required, parents are provided with sufficient information to make an informed decision about their child.

National guidance found at: <http://oeapng.info/> has a wide range of additional information that is specific to certain visit types. For example: Museums and Galleries, Farm Visits, Field Studies. These should be referred to by staff before going on an educational visit.

HIGH RISK

These are the highest risk activities. They include all those included within the *Adventure Activities Licensing Regulations 1996 (AALR)* plus some other activities included in the current Approved Activities List shown below: -

- Walking and trekking activities on any open moor (at any altitude) or land above 600 metres where it is possible to become more than 30 minutes walking time from the nearest transport or refuge.
- Any activity on or in open water. This includes canoeing and kayaking, sailing, windsurfing, rafting, rowing, powerboating and water skiing, sub-aqua, gorge walking and swimming in any open water including the sea, rivers, lakes or canals. This also includes river study fieldwork where flowing rivers deeper than 15cm are practically investigated.
- Caving (except guided visits to public areas of show caves).
- Climbing including gorge walking with technical descents or ascents.

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- High Ropes Courses.
- Skiing including supervising skiing sessions at ski resorts or at artificial ski slopes.
- Horse riding.
- Off road cycling on any open moor or land above 600metres, or where there are significant terrain hazard such as rocky ground, trees, steep slopes, drop offs or jumps where participant's safety is dependent on their personal skill and ability (all terrain or mountain biking). This will include challenging areas of Cannock Chase.

Activities that are not on the current approved activities list are either not considered appropriate, or are activities for which the county does not have a technical expert. Schools/YS wishing staff to lead, instruct or supervise any other activity should check with the EVA. It may be necessary to engage an appropriate technical expert to assess the proposal.

Leading Adventurous Activities

If establishment staff are to lead adventurous activities, then it is essential that they are properly assessed as competent to do so. See the document on Assessment of Competence in this Guidance.

Using an external Provider If the establishment does not use its own activity leaders, there are several options available:

1. There are many freelance instructors who can arrange activities by the day in school grounds or in the local countryside. They can often provide all of the equipment you will need.
2. Some employers (such as local authorities) have their own outdoor and/or environmental centres. While their primary purpose is likely to be focussed on serving the needs of a defined community of establishments, many will also provide services to groups from outside that community.
3. There is a large number of centres operated by private companies and charitable trusts throughout the country, some of which offer residential opportunities and others specialising in special needs provision.
4. Some providers run Summer Camps, where young people can benefit from adventure activities in school holidays. These holidays provide opportunities for informal and recreational learning, as well as the chance to make new friends, gain in self-confidence, learn new skills and have fun. For advice on selecting a Provider and ensuring that they meet required standards, see the Check List on Assessing an Adventure Provider in this Guidance. Licensing and Accreditation Adventurous activities for young people in England, Scotland and Wales are subject to the Adventure Activities Licensing Regulations 1996. However, not all providers are required to hold a licence, and not all activities fall within the scope of licensing. Other accreditation schemes also exist. See the document on Adventure Activity

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Licensing Regulations in this *Guidance* for more detail but the decision tree below provides a summary. Adventurous activities Page 3 of 4 Specialist activities and visits folder.

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Activities requiring licensing

Caving – exploration underground apart from show-caves

Climbing – climbing or descending natural terrain using specialist equipment and expertise

Trekking – crossing remote moorland or land over 600 metres on foot, horseback, cycle, skis, skates or sledges

Watersports – using craft without engines on the sea, tidal waters, white water and lakes more than 100 metres across

Are these activities being provided to young people under 18 years of age in England, Wales or Scotland?

No

Yes

Is the provider a voluntary body providing for its own members, or to members of another voluntary body?

Yes

No

Is the provider an educational establishment providing for its own pupils?

Yes

No

Are the activities only for children accompanied by their own parents?

Yes

No

Is payment being made for the activities, OR is the provider a local authority providing activities for pupils of an educational establishment?

No

An AALA Licence is NOT required.

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PROCEDURES

Appendix 1 is a flow diagram outlining the following procedure. Staff wishing to plan and undertake a visit (prospective visit leaders) should apply verbally to the headteacher or educational visits co-ordinator (EVC) for permission to plan the visit during the Topic Curriculum Planning Day. Once granted they should submit the details on *EVOLVE*, to the headteacher or EVC and receive outline permission to undertake the visit.

Outline permission will be granted when all the requirements identified in *Educational Visits* have been considered, the visit can be accommodated within the school timetable and the ethos of the visit is one with which the school wishes to be associated.

When the visit involves additional or high risk activities, foreign travel or is a residential visit then details of the visit will also be sent to the County Council Educational Visits Adviser by the headteacher or EVC for approval that all the procedures have been satisfactorily completed.

Once outline permission, and any necessary county approval, has been received the visit leader can complete the planning organisation and bookings for the visit. When all details are complete they must be submitted for final approval. This should be a minimum of 6 working weeks before the visit.

Regularly repeated visits may receive block annual approval subject to parents being made aware of every visit, especially any involving a return time outside the normal school day.

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Following each visit the leader will undertake a review. Any incidents or accidents will be reported in accordance with the reporting requirements. This should be documented on EVOLVE in the notes section. Leaders of visits that have involved considerable time or financial resources, such as residential visits, will produce a short report evaluating the travel and transport, facilities, quality of any providers and the success and value of the visit and submit this to the headteacher or EVC.

Accident Reporting

All accidents that involve anyone – employees, pupils, service users, contractors or members of the public – on County Council premises or anywhere else when engaged in County Council activities are to be handled in line with ‘Staffordshire’s’ Accident Policy. Accident investigation and employee hazard report forms are available from the Health and Safety intranet site alongside other relevant policies and useful information. A copy of any County Accident Forms (HSF40) submitted to the Strategic Health and Safety Service should be attached to the visit form on EVOLVE.

All school staff will be made aware of the requirements of this policy and any changes that are made when the policy is reviewed.

Note: Visits to the County Outdoor Education Service and School Swimming Service are self-approving and do not require further notification or action. The Youth Service is the designated operating authority for The Duke of Edinburgh’s Award and should be liaised with in regard to relevant expeditions and activities.

Normally the County Council requires all providers and establishments to have public liability cover.

ASSESSING PROVIDERS OF NORMAL RISK ACTIVITIES

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For visits to establishments or organisations open to the public dealing with normal risk activities it can be expected that the organisation is responsible for the risk assessing the operation of its activity and that appropriate public liability is in place. These establishments are usually easy to identify and include many that charge an entrance fee.

Where the school is staffing all or part of the activity at these establishments, e.g. supervising study groups within a museum, self guiding a group at a castle or around an open farm, then the leader is responsible for risk assessment and the production of control measures to ensure the safety and welfare of the group.

Special care should be taken where arrangements are made to visit an organisation that is not designed for, or does not normally take, visiting groups or school parties. Examples include visits to working farms, factories and other industrial sites often offered on a voluntary basis.

The risk assessments and control measures for these visits will need strategies for dealing with the increased risk. Typically this will include tighter supervision and a higher staff to participant ratio than visits to organisations designed for public access. In addition confirmation of public liability insurance must be obtained from the provider.

Approval for non-residential, provider staffed, normal risk activities taking place within the UK is delegated to schools.

RISK ASSESSMENTS AND CONTROL MEASURES

Thorough and comprehensive risk assessment is the keystone to effective health and safety management. **All risk assessments need to be agreed by the Health and Safety leader before being put onto EVOLVE.** Unless proper consideration is given to potential risks when planning a visit, it is not possible to anticipate danger and control risks. All elements of a visit must be risk assessed leading to the production of control measures or precautions that reduce the risks to an acceptably safe level and minimise or prevent harm. This process is a legal requirement.

Risk assessment will need to consider the overall suitability of the visit for the proposed participants.

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Anyone who is required to undertake risk assessments should have received suitable training but the following is included as a simple reminder.

A hazard is anything that could cause harm and everyday examples include steep slopes in the countryside and interaction between pedestrians and road vehicles.

A risk is the chance that the hazard will cause harm. Running down a steep slope considerably increases the chance of tripping and falling. Undisciplined behaviour and lack of care while getting off a coach increases the chance of a child stepping into the path of a moving vehicle.

Injury or harm results from the failure to control risks by reducing to a safe level or completely eliminating the hazard.

A comprehensive risk assessment should: -

- Identify any significant hazards e.g. pond or lake.
- Identify who might be affected e.g. participants' age, special needs etc and how e.g. they may be drowned or trapped in boggy ground.
- Determine the risk e.g. of drowning, and how likely this would be under the circumstances.
- Establish what precautions are necessary to reduce and control risk to acceptable level e.g. high supervision ratio, safe operating procedure.
- Inform staff and students of the risks and the precautions to be followed.
- Review the adequacy of the assessment throughout the event and revise as necessary.

Risk assessments have three levels. Firstly there are the Education Service or a National Governing Body Generic Risk Assessments which result (where they exist) in procedures which can be applied in a typical situation and which a school or group may decide to adopt. Secondly there are Site or Group Specific Risk Assessments that result in control measures relevant to a particular site, group or specific individuals within a group. Thirdly there are Ongoing Risk Assessments that are undertaken continually by a skilled leader and results in control measures being changed when conditions are found to be outside the expected parameters.

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Some combined *Generic Risk Assessment and Control* measures are provided on the school's shared drive. Leaders may use these for their visits or adapt them for site, or group specific use.

For a site-specific or group specific risk assessment to be valid it must be undertaken by someone with relevant experience and ability. In the final analysis the person concerned would need to be able to produce a statement of competence supported by named peers or acknowledged experts.

The control measures produced after risk assessment may include procedures for the staff or rules for the participants on which they will need briefing and which should be appropriate for their age and ability to follow.

For normal risk activities capable member(s) of staff with experience of the age and ability of the participants concerned and previous experience of educational visits are suitable persons to undertake the process. For additional risk or high risk activities additional training and experience are required. An assessment of ability may also be needed. It is for this reason that these activities require County Council Education Service approval.

Risk assessment should be recorded and submitted to the EVOLVE website 6 working weeks prior to the visit taking place. A sample risk assessment form is shown in appendix 5. By going through the processes required to complete this form and keep it up to date a suitable assessment should be achieved. The form requires a decision to be made on staff ratio and the minimum competence or qualification of the leader and assistant leaders.

The findings of any risk assessments, control measures, precautions or rules must be clearly understood and adhered to by all persons staffing the visit. Where parents and other persons are used as assistant leaders on normal risk visits this may be achieved by giving a briefing to the participants in the presence of the assistant leaders.

Control measures should not be relaxed during a visit. If considered too restrictive they may be reviewed after the visit and amended for future use. However, ongoing risk assessment during the visit may result in the leader introducing more stringent, safer procedures or abandoning certain activities.

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In some instances it may be good practice to introduce participants to undertaking the risk assessment themselves. However, in order for these assessments to be valid an experienced leader capable of ensuring they are complete must supervise the process. Responsibility for the development of risk assessments cannot be transferred to the participants.

Records of written risk assessments should be retained in accordance with the county. They may be needed to defend future liability insurance claims.

PARENTAL NOTIFICATION AND CONSENT

Once permission to organise a visit has been granted parents must be informed about the visit details. This will always involve a letter to parents and for some visits, including all residential visits, will require a parental briefing meeting. HASPEV paragraphs 30 to 33 and Chapter 5 paragraphs 109 to 122 give guidance accepted by the County Council on this matter.

A model parental notification letter and consent form is provided in appendix 6. This will need modifying according to the specific requirements of the visit.

School may obtain block consent from parents for routine, normal risk, visits when young people join the school and on an annual basis. All the visits that will take place should be detailed, as should any transport arrangements.

PARTICIPANTS' MEDICAL DETAILS

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

Medical information will be required for all participants undertaking a visit. For non-residential visits parents must be asked to declare any relevant medical or special needs on the consent form, see appendix 5. For residential courses more specific information will be needed, as required to complete the County Medical Form, see appendix 7.

This form should be filled in just prior to the visit in order to ensure it is up to date. However, it will be necessary to obtain information about major medical conditions well in advance of the visit. Both providers and insurers will need prior-information of serious medical conditions especially where they cause a disability.

Insurers may require additional premiums before accepting certain medical conditions and providers have been known to refuse participants unless they have medical reassurance that they are fit to take part and reassurance from their public liability insurers.

It is important that wherever possible participants are not prevented from participating in visits due to medical problems or a disability. Unless justifiable under the terms of the *Disability Discrimination Act 1995* such an action would be illegal.

Staff must be aware of any participants attending while undergoing a course of medication. These medications may need to be collected by staff to ensure they are not misused and are taken as prescribed. School policies may, following risk assessment, allow pupils and students to retain asthma inhalers or other medications that may be required at any time and without warning.

A summary sheet detailing participants' medical conditions is useful for informing all persons needing to know about the medical needs of participants. This is likely to be combined with the parental contact and next of kin information needed by the home contact.

HOME CONTACT FOR VISITS EXTENDING BEYOND THE SCHOOL DAY

A home contact is a link person (or persons) available when the school is closed and is needed for any day visit that extends beyond the school day and for all residential visits. Many schools now provide mobile phones for this purpose but care needs to be taken to ensure the phone batteries are

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charged and that the phone is within range of its network. For many schools the headteacher will be the home contact but in the event of an emergency any other home contact person will need to be able to contact the headteacher (or a suitable deputy) in order to implement the school emergency plan. In the event of a serious crisis (such as a fatality) the headteacher will in turn need to link with the county emergency plan by contacting the senior education officer on duty.

The home contact needs to hold parental contact details for all participants on the visit and next of kin details for staff and volunteers. For pupils and students this information can normally be extracted from school records although HASPEV model form 8 could be used. The home contact should not be the partner or direct relative of a party member, as in the event of an emergency they may be too distressed to undertake the link person responsibility.

RETURN OF PARTICIPANTS TO PARENTAL CARE

When a group returns from a visit leaders must ensure that participants are returned to the care of a person with parental responsibility or their representative from the classroom unless written permission has been given from an adult with parental responsibility.

STAFFING RATIOS

There are no legal requirements for ratios. We were advised in [May 2022](#) by Staffordshire Entrust, that there are no specific ratios and that they are judged by school staff. However, early years ratios still apply and must be adhered to.

- Nursery (3-4 years old) 1:3
- Reception (4-5 years old) 1:5

As a general guideline we tend to organise children based on the guide lines below but this is left to the judgement of the class teacher alongside the Headteacher.

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- Year 1, 2 & 3 (5-9 years old) 1:6
- Year 4 (8-9 years old) 1:10

Pupils with a special educational need may require additional adult support (1:1). Discussion with the educational visits co-ordinator and SENCO must be completed at time of the risk assessment completion to establish suitable supervision requirements.

Ratios for supervision are constantly reviewed and updated. Any changes to best practise will be amended to this document as they are made.

School Residential Visits. For school residential visits it is recommended that male and female staff should supervise a mixed group. However, a female staff member should normally supervise girls and may, in certain circumstances, supervise boys, normally of year 8 or younger. Where a provider will be providing suitable staff to assist with pastoral care and emergency cover at night, such as at the County Outdoor Education Centres, these staff can contribute to staff ratios.

For school groups, on route to destinations, where staff are supervising travel, ratios may be lower. Apart from short distance journeys (predicted travel time of less than one hour) there should be a minimum of one staff member to 25 to 30 school participants. On a large coach this will result in a minimum of two staff (one of whom may be the driver, where a staff member is so qualified).

School Residential Visits. For residential visits where the school staff will have sole responsibility for supervising participants outside the activity sessions or where staff are leading the study or activity sessions themselves the guideline minimum ratio is one staff member to 10 participants. For larger groups this may allow staff to have short periods of free time (downtime) while retaining the guide ratio of staff remaining on duty.

USE OF VOLUNTEERS

Volunteer adults such as parents may be suitable assistants for many visits and with younger participants may be necessary to achieve a safe staff ratio.

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Where a volunteer adult is relied upon as a key staff member (rather than an assistant leader/helper) they must be unambiguously informed of their duties and prepared to accept them.

For day visits a Criminal Records Bureau (CRB) Disclosure will not be required for participant's parents, or for governors of the school, who assist on an occasional basis. However, they must never have sole charge of any participant or group of participants and must remain under the supervision of a staff member at all times.

Schools must satisfy themselves of the suitability of all volunteer assistant staff.

Before accompanying any residential visit, all adults, including parents and governors, must be subject to a CRB disclosure at enhanced level. In the case of a professional person (e.g. nurse, care worker or teacher from another authority) their current employer may already hold this check and a letter of confirmation will suffice.

People under 18 cannot be used as staff but may assist visits as a work experience or other trainee. Where the person is not known, confirmation of their suitability must be obtained from their most recent place of full time education or other suitable establishment.

For all persons needing a CRB disclosure the appointing officer should ensure that the volunteer completes a Disclosure Application Form. The form must be completed as necessary by the prospective person and returned to a senior member of staff, along with the necessary documentation approved for the purpose of proving their identity. Once the appointing officer has verified the person's identity at section X the form must be returned to the Shared Service Centre for completion of section Y. The CRB make no charge for disclosures undertaken on genuine volunteers.

STAFF ACCOMPANIED BY THEIR OWN CHILDREN

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Children of persons staffing the visit should only be included if they are of similar age and/or ability as the other participants. Even so it should be realised that a staff member who is also acting as a parent may have divided loyalties and demands upon their time, especially in an emergency. Staffing ratios will need to be adjusted where this is the case.

Staff cannot adequately fulfil their duties if their own child's needs for supervision or support are significantly different from those in the group. In this instance staff should not include their children on the visit.

INSURANCE

The authority holds public liability cover to protect the county council, schools, staff and approved volunteers from any claim of negligence or legal responsibility on its behalf that has resulted in injury or loss.

In order to ensure similar protection on visits the County Council requires providers to have public liability insurance of at least £5 million. Within the EC this equates to approximately 7.5 million Euros. In the instance of providers of ground for overnight camping while trekking, it is permissible that the situation regarding public liability insurance may not be known or may not exist. Parents must be advised and consent to this

It is advisable to take out personal accident insurance for members of any group undertaking additional or high risk activities. This insurance pays out a sum of money to any person suffering permanent injury and includes accidents where there has been no negligence.

Leaders must ensure parents are aware of insurance policy conditions. Anyone with a medical condition, for which they receive prescribed treatment, must have consent from their doctor that they are fit enough to take part before attending a residential visit, or undertaking an activity that may exacerbate the condition. Some insurers (not the county arranged school journey insurers) require prior notification of specified conditions.

EMERGENCY PLANNING and Critical incident support

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

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- Either suffered a life threatening injury or fatality
- Is at serious risk;
- Or has gone missing for a significant and unacceptable period.

As an employer, 'Staffordshire' is committed to providing emergency planning procedures to support establishments in the event of a critical incident.

For further information please refer to NG document [Critical Incident Management](#)

The emergency contact phone number for Staffordshire County Council outside office hours is 00-44-1785-278499 or 00-44-8451-213322. This is the number for Staffordshire Fire & Rescue Service Fire Control and it will be answered by a Control Operator. Upon connection, please provide the Operator with your name, a contact number and a brief outline of what has happened. Then ask the Control Operator to page the CCU Duty Officer and to pass this information in full onto him/her. Please note that calls to the numbers above are to be used only in extreme circumstances, such as serious injuries and/or fatalities. This provision is not for resolving matters such as lost passports, lost luggage and forgotten items such as medication.

These numbers should be carried by leaders at all times during an off-site activity.

The risk assessment for each visit will identify the relevant emergency procedures during the visit. For visits extending beyond the school day this includes designating a home contact from the school who may be needed as a link between the party, the parents, the school and the County Council in the event of an emergency.

In the event of a delay (of more than 1 hour), or of an incident resulting in harm to any attending participant, staff member or volunteer, then the school must be contacted as soon as possible to inform the headteacher or designated deputy so that they can decide: -

If the incident is of a less serious nature then the next of kin or parents of those affected will be informed about what has happened (e.g. that the party will be returning late or that an incident has befallen a party member) and the action that has been taken so far. In appropriate circumstances the visit leader will be designated to undertake this task.

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However, if the incident is very serious (e.g. involves a disabling or life threatening accident, or a fatality) then the headteacher, deputy or the home contact will inform the designated senior officer of the Education Service (Director or Deputy Director) and the school will instigate its critical incident plan (as identified in *Coping with a Crisis*, produced by Pupil and Student Services). Officers of the authority will be allocated to support the school with the immediate incident and any necessary follow up or inquiry.

In the event of a party being overdue and without contact by more than 1 hour, the school, or the home contact, must investigate the reason and may, where appropriate, need to involve the police.

Under no circumstances should these numbers be given to young people or to their parents or guardians.

EMERGENCY CONTACT WITH THE COUNTY COUNCIL

Within the two weeks prior to a residential or foreign visit the school must contact the Director of Education's Personal Assistant to obtain contact telephone numbers available 24 hours a day for the member of the senior management team who will be on duty during the period of the visit. The school will need to give details of the home contact person's/persons' telephone numbers which will also need to be available 24 hours a day throughout the visit.

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Emergency plans should contain details regarding not allowing participants to contact home until the parents of any affected child have been informed and not allowing anyone to talk to the media except designated senior staff. The ownership of mobile telephones by participants makes the management of an incident very difficult and mention should be made of this at visit briefings and parental meetings.

CHARGING FOR SCHOOL ACTIVITIES- DFE May 2018

School charging

Education

School governing bodies and local authorities, **cannot** charge for:

- an admission application to any state funded school - paragraph 1.9 (n) of the 'School Admissions Code 2012' rules out requests for financial contributions as any part of the admissions process;
- education provided during school hours (including the supply of any materials, books, instruments or other equipment);
- education provided outside school hours if it is part of the national curriculum¹, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education;
- instrumental or vocal tuition, for pupils learning individually or in groups, unless the tuition is provided at the request of the pupil's parent;
- entry for a prescribed public examination, if the pupil has been prepared for it at the school; and
- examination re-sit(s) if the pupil is being prepared for the re-sit(s) at the school². Schools and local authorities **can** charge for:
 - any materials, books, instruments, or equipment, where the child's parent wishes him/her to own them;
 - optional extras (see page below);
 - music and vocal tuition, in limited circumstances (see page 6);
 - certain early years provision³;
 - community facilities⁴.

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¹ It should be noted that 'part of the national curriculum' is not restricted to learning outside the classroom experiences that are specifically subject based (e.g. geography or science fieldwork) and include, for example, activities designed to fulfil requirements under the national curriculum 'inclusion statement' (e.g. developing teamwork skills).

² However, if a pupil fails, without good reason, to meet any examination requirement for a syllabus, the fee can be recovered from the pupil's parents.

³ The Education (Charges for Early Years Provision) Regulations 2012

⁴ The powers to provide community facilities are under s.27(1) of the Education Act

Optional extras

Charges may be made for some activities that are known as 'optional extras'. Where an optional extra is being provided, a charge **can** be made for providing materials, books, instruments, or equipment. **Optional extras are:**

- education provided outside of school time that is not: a) part of the national curriculum;
 - b) part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school; or
 - c) part of religious education.
 - examination entry fee(s) if the registered pupil has not been prepared for the examination(s) at the school;
 - transport (other than transport that is required to take the pupil to school or to other premises where the local authority/governing body have arranged for the pupil to be provided with education);
 - board and lodging for a pupil on a residential visit;
 - extended day services offered to pupils (for example breakfast club, after-school clubs, tea and supervised homework sessions).
- In calculating the cost of optional extras an amount may be included in relation to:

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- any materials, books, instruments, or equipment provided in connection with the optional extra;
- the cost of buildings and accommodation;
- non-teaching staff;
- teaching staff engaged under contracts for services purely to provide an optional extra, this includes supply teachers engaged specifically to provide the optional extra; and
- the cost, or an appropriate proportion of the costs, for teaching staff employed to provide tuition in playing a musical instrument, or vocal tuition, where the tuition is an optional extra.

Any charge made in respect of individual pupils must not exceed the actual cost of providing the optional extra activity, divided equally by the number of pupils participating. It must not therefore include an element of subsidy for any other pupils wishing to participate in the activity whose parents are unwilling or unable to pay the full charge.

Furthermore in cases where a small proportion of the activity takes place during school hours the charge cannot include the cost of alternative provision for those pupils who do

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not wish to participate. Therefore no charge can be made for supply teachers to cover for those teachers who are absent from school accompanying pupils on a residential visit.

Participation in any optional extra activity will be on the basis of parental choice and a willingness to meet the charges. Parental agreement is therefore a necessary pre- requisite for the provision of an optional extra where charges will be made.

Voluntary contributions

Nothing in legislation prevents a school governing body or local authority from asking for voluntary contributions for the benefit of the school or any school activities. However, if the activity cannot be funded without voluntary contributions, the governing body or head teacher should make

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this clear to parents at the outset. The governing body or head teacher must also make it clear to parents that there is no obligation to make any contribution.

It is important to note that no child should be excluded from an activity simply because his or her parents are unwilling or unable to pay. If insufficient voluntary contributions are raised to fund a visit, or the school cannot fund it from some other source, then it must be cancelled. Schools must ensure that they make this clear to parents. If a parent is unwilling or unable to pay, their child must still be given an equal chance to go on the visit. Schools should make it clear to parents at the outset what their policy for allocating places on school visits will be.

When making requests for voluntary contributions, parents must not be made to feel pressurised into paying as it is voluntary and not compulsory. Schools should avoid sending colour coded letters to parents as a reminder to make payments and direct debit or standing order mandates should not be sent to parents when requesting contributions.

The regulations make clear that charging may not be made if the teaching is either an essential part of the national curriculum, or is provided under the first access to the key stage 2 Instrumental and Vocal Tuition Programme. They also make clear that no charge may be made in respect of a pupil who is looked after by a local authority (within the meaning of section 22(l) of the Children Act 1989).

Transport

Schools **cannot** charge for:

- transporting registered pupils to or from the school premises, where the local education authority has a statutory obligation to provide transport;
- transporting registered pupils to other premises where the governing body or local authority has arranged for pupils to be educated;
- transport that enables a pupil to meet an examination requirement when he has been prepared for that examination at the school; and
- transport provided in connection with an educational visit. Guidance on school travel is available here:

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Charging and remissions policies

No charges can be made unless the governing body of the school or local authority has drawn up a charging policy giving details of the optional extras or board and lodging that they intend to charge for, and a remissions policy.

The governing body's policy may be more or less generous than the local authority's, as long as it meets the requirements of the law. A policy statement will take account of each type of activity that can be charged for and explain when charges will be made.

If a charge is to be made for a particular type of activity, for example optional extras, parents need to know how the charge will be worked out and who might qualify for help with the cost (or even get it free). This information should be made available to parents.

The remissions policy must set out any circumstances in which the school or local authority propose to remit (wholly or partly) any charge which would otherwise be payable to them in accordance with their charging policy. For example, a school may decide to provide an Italian language evening class as an optional extra. The governing body may decide to reduce the cost for those children whose parents are in receipt of certain benefits.

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Residential visits

Schools **cannot** charge for:

- education provided on any visit that takes place during school hours;⁵
- education provided on any visit that takes place outside school hours if it is part of the national curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education;
- supply teachers to cover for those teachers who are absent from school accompanying pupils on a residential visit.

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Schools **can** charge for:

- board and lodging and the charge must not exceed the actual cost.

When a school informs parents about a forthcoming visit, they should make it clear that parents who can prove they are in receipt of certain benefits will be exempt from paying the cost of board and lodging. The list of benefits to which this applies can be found [here](#).

Guidance on school policies for Learning Outside the Classroom, including charging, is available [here](#).

Education partly during school hours

Where an activity takes place partly during and partly outside school hours, there is a basis for determining whether it is deemed to take place either inside or outside school hours. However, a charge can only be made for the activity outside school hours if it is not part of the national curriculum, not part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school and not part of religious education.

If 50% or more of the time spent on the activity occurs during school hours, it is deemed to take place during school hours. Time spent on travel counts in this calculation if the travel itself occurs during school hours. School hours do not include the break in the middle of the day.

Where less than 50% of the time spent on an activity falls during school hours, it is deemed to have taken place outside school hours. For example, an excursion might require pupils to leave school an hour before the school day ends, but the activity does not end until late in the evening.

⁵ See section 452 of the Education Act 1996 for guidance as what counts as during school hours. 8

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Non-residential activities

If 50% or more of the time spent on the activity occurs during school hours, it is deemed to take place during school hours. Time spent on travel counts in this calculation if the travel itself occurs during school hours. School hours do not include the break in the middle of the day.

Where less than 50% of the time spent on an activity falls during school hours, it is deemed to have taken place outside school hours. For example, an excursion might require pupils to leave school an hour before the school day ends, but the activity does not end until late in the evening.

Residential visits

If the number of school sessions taken up by the visit is equal to or greater than 50% of the number of half days spent on the visit, it is deemed to have taken place during school hours (even if some activities take place late in the evening). Whatever the starting and finishing times of the school day, regulations require that the school day is divided into 2 sessions. A 'half day' means any period of 12 hours ending with noon or midnight on any day.

Example 1

Pupils are away from noon on Wednesday to 9pm on Sunday. This counts as 9 half days including 5 school sessions, so the visit is deemed to have taken place during school hours.

Example 2

Pupils are away from school from noon on Thursday until 9pm on Sunday. This counts as 7 half days including 3 school sessions, so the visit is deemed to have taken place outside school hours.

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CONTINGENCY FUNDS

For residential and foreign visits it is prudent to set the charge high enough to include a contingency fund. As with surplus visit funds parents must be clearly informed what will happen to the surplus contingency fund after the visit. In these cases it is more normal to return an equal share to each contributor.

TRANSPORT USED ON EDUCATIONAL VISITS

Safe coach travel

There are four key safety factors when using hired coaches:

- The driver
- The coach and equipment
- The company
- The route or itinerary Establishments can address some of these in planning, and when selecting the coach provider. However, others will require the ongoing monitoring and involvement of the Visit Leader.

The county council does not permit the use of double-decked buses for either home to school transport or educational visit transport.

Where participants are to be transported in staff cars the vehicle insurance must include business use and it must be taxed and maintained to the legally required minimum standard. The staff member must hold an appropriate licence. Parents must agree to participants travelling in staff cars.

VOLUNTEER DRIVERS

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

Where transport is to be provided by parents, volunteering to use their private vehicles, or where older participants may be transporting their peers in private vehicles, participants parents must be informed and consent to this travel. An adult volunteer driver must never travel with any single participant who is not his or her own child.

Cars of volunteer drivers must be taxed, insured and maintained to the current legally required standard. Most insurance companies include this cover within the clause covering social, pleasure and domestic use. However, drivers must check with their insurers that their policy is valid in these circumstances.

Checks should be made that volunteer drivers are suitable and can be relied on to operate their vehicle legally and safely. If the person is not personally known by staff this can be achieved by obtaining a character reference.

Some control of the transportation process is gained when a group of vehicles all start the journey at the same time and arrive at the destination within a short period. Travelling strictly in convoy is not recommended as it can divert a driver's concentration from road safety matters. Drivers should, therefore, know the route to their destination and not rely on following others.

Volunteer drivers must be given instruction regarding what is expected of them and this can be achieved by asking them to sign a declaration of which they retain a copy. A model *Volunteer Drivers Declaration* is shown in appendix 10.

Where a volunteer will be regularly driving participants and especially if they undertake single vehicle journeys, where no-one else could verify where the vehicle went or how long it took, they must be subject to a CRB declaration and further consideration should be given to their suitability. Additional reassurance may be obtained from a second character reference. Also see the general section on volunteers.

RECREATIONAL AND FREE TIME (DOWNTIME) ON VISITS

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

All recreational time (downtime) and other periods, e.g. while travelling, must be risk assessed and control measures produced. This will include organisation of any free time that is remotely supervised by staff.

This is most likely to result in rules as to where participants can and cannot go, what they can and cannot do, what time they must return and who they must be with (e.g. with a partner or buddy). It may also involve a logbook for participants to record the time when they leave and return to their base.

The leader and staff retain responsibility during any periods of remote supervision. The control measures must include participants being judged old enough and responsible enough to obey the instructions, participants knowing where a duty staff member can always be contacted and may involve staff patrolling to ensure rules are being obeyed. Where any participant demonstrates they are not responsible enough they must not be allowed remotely supervised time.

At the end of all such periods the group must be counted to ensure that all the participants have returned. This is also important during rest breaks while travelling and before going to bed at the end of a day.

FIRST AID

Before undertaking any visit the risk assessment should address the issue of what level of first aid will be needed. A first aid kit should be available and every adult on the visit should know how to call the emergency services. HASPEV gives additional advice on this matter including the minimum contents of a travelling first aid kit.

VISITS TO THE COUNTY OUTDOOR EDUCATION SERVICE

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

Visits by schools to the County Outdoor Education Service do not require approval or notification to the EVA, as they are self-approving. The County Council Education Service monitors this service and is aware of all schools using the service and all activities taking place. There is still the need for school staff using this service to obtain school approval before booking a visit and that parental consent is obtained. In addition schools must ensure they have home contact person available 24 hours a day.

VISITS TO LEARNING OUTSIDE THE CLASSROOM BADGE HOLDERS

All visits need to be submitted to EVOLVE.

USE OF SWIMMING POOLS DURING VISITS

Visits to establishments that have swimming pools are governed by the same regulations as for swimming pool sessions within the county. Some pools at hotels or other establishments have lifeguard cover that may adequately protect the participants. However, school may need to provide their own appropriately qualified swimming pool supervisor or lifeguard.

Swimming lessons provided by the Staffordshire Schools' Swimming Service are self-approving and directly monitored by the County. A risk assessment for travelling to the pool must be undertaken and the annual visits return should summarise the number of visits and participants involved.

SCHOOL MATCHES AND SPORTS EVENTS

Inter-school sports matches and events have operated on a regular basis for numerous years. Pupils gain immense benefits from participation and for the most part such activities occur without incident. However, the overall risk assessment for school matches and sports events, particularly when they are off-site, should specifically address issues relating to accident or incident procedures in the case of injury to staff or pupils or other unexpected events. What will happen, for example, should a member of staff be required to accompany a player to the hospital, a supervising staff

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member become injured or the transport break down and the team become unable to return on time? Such possibilities must be considered as part of the risk assessment for school matches and sports events and contingency plans made in advance.

On occasions, the use of non-specialist leaders or inexperienced teachers may be used to accompany or supervise teams. This will constitute an additional risk factor. Any increased risk to pupils must be identified and addressed through a normal risk assessment.

ADVENTURE PLAYGROUNDS

Adventure playgrounds can offer an excellent opportunity for fun, challenge, adventure and imaginative play. They can also be used for structured problem solving activities. However, they vary in quality and can be subject to vandalism.

Each adventure playground will need risk assessing. This will include an assessment of the suitability of the equipment for the age and ability of the group. Any area where the participants could fall more than 0.7 metres must have an impact absorbent surface (e.g. play bark or rubber) that extends at least 1.8 metres around the equipment. Any equipment where the participant could fall 2 metres or more should be considered carefully and, where deemed suitable, control measures (rules) set to minimise the chance of any fall. For example, climbing on the outside of a rope ladder pyramid where the holes are small enough to prevent a child falling through may be deemed permissible, whereas swinging from your arms and hanging on the inside would not.

Staff supervising adventure playgrounds must remain vigilant undertaking ongoing risk assessment at all times.

VISITS TO ANIMAL FARMS, ZOOS, AND PET SHOPS

Visits to farms and other animal husbandry establishments may expose participants and staff to hazards associated with animals especially where people are encouraged to have direct contact with animals.

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These visits also raise issues of animal husbandry and establishments visited should be those where the care for the animals or creatures is given a high priority. As an example selling food for visitors to feed ad-lib to animals is detrimental to the animals health and should not be encouraged.

The main hazards associated with visits to animals for people include health risks from micro-organisms, such as *E.coli 0157* bacteria which can cause food poisoning, and the possibilities of physical injuries from the animals, such as being bitten. Working farms also have risks associated with machinery, agricultural buildings and associated farming activities (e.g. the use of chemicals). All these hazards need risk assessment and a generic risk assessment is available, see appendix 13.

HASPEV paragraphs 190 to 193 gives further advice on the hazards associated with visiting these establishments and suggests control measures to ensure they are safe. In addition advice from the DfES and the Health and Safety Executive have been issued and are available electronically from the *QLS Environment and Sustainable Development Website* found at <http://www.sln.org.uk/green/nav25.htm>.

What should we do about visits given the current threat of terrorist attacks?

The current global situation means that the possibility of being close to, or caught up in, a terrorist attack is a risk faced by us all. Like all risks this needs to be kept in perspective and managed in a thoughtful and proportionate way. To provide some perspective, the UK government identifies five levels of threat - from 'low' to 'critical'. Since 2006, when the levels were first published, it has never been below 'substantial' – the middle level. When planning any off-site visit consider the likelihood of the destination, venue or transport hubs being at risk of a terrorist attack. It is sensible to:

- Be aware of the latest news relating to your destination
- In the UK, know the current threat level (available at: www.mi5.gov.uk/home/the-threats/terrorism/threat-levels.html).
- When travelling abroad check the FCO website www.fco.gov.uk in the early stages of visit planning, at regular intervals and immediately prior to leaving.
- Consider the threat of terrorism as part of visit risk management and include it within visit emergency plans.

When visiting a major city, venue or event, where the risk of attack may be greater, consider within your planning:

- Possible safe areas or venues, near where you intend to be, that you could use as an emergency shelter.
- How to minimise waiting time at busy transport venues.

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- How you would get away in an emergency, bearing in mind that the direct route and planned transport might no longer be an option. Are you aware of alternatives and can you access emergency funds to pay for them?
 - The possibility of an enforced overnight stay and what this might entail – for example do you need a reserve of any critical medication?
- How the leadership team might manage an enforced group split.

During the visit:

- Be vigilant and aware of your surroundings – know where the exits are and where you would run to.
- When staying at any place for more than 30 minutes identify emergency meeting points in case the group is forced to move and becomes split.
- Avoid congregating too long around entrances to major public sites.
- At ports and airports don't linger unnecessarily on the public side of security screening.
- Be aware of the 'Stay Safe' principles: 'Run, Hide, Tell' and know what to expect if you encounter armed response officers (see point 2 in 'recognizing the terrorist threat': <http://tinyurl.com/pp4fxmu>) Another useful source of information is the website of the National CounterTerrorism Security Office: <https://www.gov.uk/government/organisations/national-counter-terrorismsecurity-office>.

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Transport

There is no reference to use of transport in the Educational visits section of the DfE Guidance but it is advised that your refer to the section on

Pg 17 Travelling to a setting

And

[Transport to schools and colleges: 2020 to 2021 academic year - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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You must consider things such as maintaining integrity of bubbles on coaches, use of face coverings, hygiene e.g hand sanitising before and after. As part of the school Covid-19 protocol, many schools are using a seating plans for coaches. If they do have an Covid 19 case, they can easily identify who was sitting in close proximity to the person who has tested positive for Covid 19.

If you are using a transport provider, you should consult with them to see what Covid-19 protocols they have in place.

If you are using your own transport such as a minibus, it is the schools responsibility to ensure there are clear Covid-19 procedures in place for use of the minibus, safety of passengers and a cleaning regime in place between bubble use.

Use of Providers

It is important to engage with providers and ensure you clearly understand what Covid-19 safety procedures they have in place to protect your group. These should include methods to maintain social distancing to reduce transmission, information on hygiene practices, cleaning of facilities, equipment etc, along with any changes to their provision due to Covid 19. Providers should be able to give you this information and should be operating in a manner which should keep their employees and customers safe.

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If you are using a provider who holds a **Learning Outside the Classroom** accreditation there is no requirement for schools to see their operating procedures or risk assessments. These do not need to be added to Evolve but schools should ensure they understand and are happy with the measures these providers have in place to ensure the safety of customers in relation to Covid -19

Residential Visits

From May 17th schools are allowed to undertake residential visits.

The requirements for schools undertake these visits safely are outline in Annex C of the DfE guidance on the link below:

[Schools coronavirus \(COVID-19\) operational guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90122/schools-coronavirus-covid-19-operational-guidance.pdf)

Schools undertaking residential visits must consider the following:

Can bubbles be maintained? It is advised bubbles are circa 30 pupils so if you have a large group you may need to consider more than one bubble.

Does sleeping accommodation allow for bubble integrity? Are the rooms specifically for each bubble?

Have staff members got their own room to sleep in?

How are toilets and showers managed. Are there specific toilets for each bubble? If there are not enough showers for each bubble does each bubble have a allotted time to shower.

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How are mealtimes managed?

Does the provider operate one way systems to encourage social distancing where required?

Do bubbles have specific areas for their sole use e.g a classroom/meeting areas. If there are communal games rooms, changing areas for pools etc, is each bubble given a specific time to use them?

Has the provider got effective measures in place to ensure effective and frequent sanitising and cleaning of shared facilities e.g kitchens, dining rooms, bathrooms, shared equipment and communal areas, touchpoints etc.

Does the accommodation provider have a specific quarantined area for anyone showing symptoms of Covid 19 to remain until they are collected by parents/school.

Are face coverings required for adults and where and when do they need to be worn?

If you are a secondary group whose staff and students are actively involved in regular lateral flow Testing, have you considered if and when this should be done during a visit? If you are on a five day residential visit, you may need to consider this part way through the visit. How would you record this?

Camping

There is no specific guidance regarding how many students can be put in tents. You should consider the information previously about not mixing bubbles, consider the size of the tents and the space in there – can students be spaced out?

If you do choose to have one person per tent for example on DofE expeditions you may need to consider them only carrying half the tent but more importantly you **MUST consider Safeguarding**.

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A single person in a tent may not be as “safe” as sharing with another so you may need to plan how you would cover this to ensure the safety of the participants e.g should you consider a staff member being awake during the night? If you are considering single tent occupancy you must ensure that the students are happy with this and the parents have been informed and consent to this.

Risk Assessment/Operating procedure

It is vital that you have carried out a full risk assessment of the visit. This does not mean that you have to ask providers for copies of their risk assessments as the information on here is often not relevant to your group.

As part of your assessment you should consult with the provider to see if they have the measures outlined above in place, and evidence you have checked this.

You should also consider how you will effectively supervise the group/bubbles throughout the visit. This should include during transport, periods of downtime and any other periods when the students are not being directly instructed or taught. This is often referred to as indirect supervision. If you are using indirect supervision, you need to consider how you will maintain the integrity of the school bubble

You should also include an emergency plan including a procedure in case a staff member or student exhibits covid-19 symptoms during the visit.

Covid protocols and procedures should also be included such as hand sanitising, use of face coverings on transport for those over 11 etc

This risk assessment/operating procedure must be added to your Evolve form. It should be shared with all staff and they should be fully briefed on their roles and responsibilities particularly regarding covid protocols.

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Visit Cancellation/Postponement

At present we are still in a pandemic and things may change particularly with the roadmap dates.

Since March 2020, any new visit bookings may not be covered by your insurance if they are cancelled due to Covid-19. It is essential that you are clear on what will happen if the visit needs to be cancelled. It is advised that you check your insurance and also any providers statements and Covid guarantees along with their terms and conditions

OEAP (www.oeapng.info) Document 4.4k Coronavirus has some very good guidance regarding this.

Overseas visits

The DfE advises against any overseas visits until at least September 5th 2021. It is expected further guidance will be issued regarding this which will be posted on Evolve.

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Local area visits

General

Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day following the Operating Procedure below.

These visits/activities:

- must be recorded on EVOLVE via the 'Local Area Visit' module.
(Or if not activated: must be recorded on a 'Signing-out' sheet to be left with the office)
- do not require parental consent.
(but state how parents are to be informed in advance, eg. via EVOLVE or a slip sent home).
- do not normally need any additional risk assessments / notes (other than following the Operating Procedure below).

Transport to the Local Learning Area

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Walking

Bus

The following are potentially significant issues/hazards within our Local Learning Area:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Head must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no-go' areas, and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.

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- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will either record the activity on EVOLVE.
- A mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves,)

First Aid Policy for LLA

As Local Learning Areas are close, contactable, and easily reached, a minimal first aider policy based on the schools existing procedures and the likely activities undertaken, should be sufficient.

DOCUMENT CHANGE LOG

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

Version No.	Date of review	Reviewer	Changes Made
01	Sept 2009	Erica Smith	<ul style="list-style-type: none"> Adopted LA model
02	Sept 2010	Rachel Nevins-Stanford	Included own flow-chart & model letters
03	Sept 2011	Rachel Nevins-Stanford	New LA model policy used. Included new school letters
04	June 2012	Rachel Nevins-Stanford & Helen Johnson-Allen	Included new Evolve procedure
05	June 2013	Helen Johnson-Allen	Evolve procedure and the removal of list 99 for volunteers.
06	June 2014	Helen Johnson-Allen	Policy reviewed. KC checked SLN for any legal changes. There were no new changes.
7	June 2015	Helen Johnson-Allen	Health and safety leader needs to check RA before anything is submitted to EVOLVE.

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Version No.	Date of review	Reviewer	Changes Made
8	June 2016	Helen Johnson-Allen	Changes including responsibilities and advice concerning terror threats.
9	June 2017	Helen Johnson-Allen	Reviewed

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Version No.	Date of review	Reviewer	Changes Made
8	June 2016	Helen Johnson Allen	Provision of employer guidance Visits team contact information. Inclusion Risk categories Group leader requirements Legal definition of Duty of care Approval of visit leaders Accident reporting Ratios Emergency planning and critical incident support Transport What should we do about visits given the current threat of terrorist attacks?

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Version No.	Date of review	Reviewer	Changes Made
9	June 2017	Helen Johnson Allen	Reviewed
10	June 2018	Helen Johnson Allen	Reviewed
11	June 2019	Helen Johnson Allen	Cultural capacity reference included. Ratios.
12	May 2021	Helen Johnson Allen	COVID guidance from Entrust and Charging information.
13	May 2022	Helen Johnson Allen	Removal of Covid Guidance Updated information on ratio. Removal of outdoor education information for over-night stays.
14	May 2024	Helen Johnson Allen	Local area visits guidance

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Appendix

1. Flowchart detailing education visit procedure and requirements
2. EVOLVE Staff Starter Guide
3. Checklist for providers of residential accommodation to Staffordshire County Schools and groups - Form EV2
4. Checklist for providers of activities
5. Educational visit risk assessment form
6. Model notification letter and consent form
7. Medical form for participants attending a residential visit
8. Educational visit incident form
9. Educational visit accident form

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10. Volunteer Driver's Declaration

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Appendix 1 Education Visit Guidance

Proposed educational visit

- Check diary for availability
- Gain quotes from three bus companies if transport is required. (office administrator)

(Preferably) arrange for a visit to the establishment to discuss:

- curriculum needs
- arrangements for lunch and toilets
- adult supervision provided by the establishment and that required by school

Complete EVOVLE submissions and submit to Educational Visits Coordinator and Headteacher for approval. This includes a general class risk assessments and any risk assessments that are needed for individual children.

When indicating ratio's (staff supervision) check the diary for staff availability and request permission from affected staff before completing the form.

This is required no later than 6 working weeks before the planned educational visit.

Complete risk assessment including details of:

- Groupings - with designated staff
- Additional actions relating to SEN pupils
- A chronological overview of the day to ensure all risks have been identified and each have an identified management strategies in place.

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Report Educational Visit to Parents & Lunchtime Staff

- Write a letter to parents indicating the start & finish times of the trip, lunch arrangements
- Inform Kitchen staff of the required number of packed lunches **5 working days** prior to visit
-

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Headteacher
Miss E. J. Smith

Telephone
01782 297886
Fax. (01782) 297946



Squirrel Hayes First School
Springfield Road
Biddulph
Stoke-on-Trent
ST8 7DF

Dear Parent/Person with Parental Responsibility

EDUCATIONAL VISIT TO

This term, our topic is '_____'. As part of this work, the children will have the opportunity to enhance their learning with an educational visit to _____. This will take place on _____ and the children will return to school in time to be collected at _____. In order to support the school fund learning outside the classroom, we kindly ask for a contribution of £10.

The children will be active all day and will therefore need to wear suitable clothing. They will need _____ and their school jumper so they are easily identifiable. If your child uses an inhaler, please ensure they have it with them whilst participating on the visit.

In order to ensure the safety of all participants, your child will be expected to be responsible enough to wear any seatbelt provided until informed it may be released, they will also need to have a record of good behaviour and demonstrate that they can obey safety and other rules. Anyone whose behaviour becomes unacceptable after the trip has been booked may be excluded or required to return home early and any expenses incurred will be the responsibility of their parents.

The visit will include the following programme of activities.

-
-
-

Every child will require a packed lunch that should be provided in a labelled carrier bag - **not a lunch box**. If you would prefer the kitchen staff at school to provide this, please indicate on the consent slip below. **Please be aware that the school kitchen can only provide a cheese sandwich and any lunch MUST be ordered no later than the return of the permission slip.**

If you would like your child to attend this visit, please complete the reply slip below and return by _____. If you require any further information, please do not hesitate to ask.

Many thanks,

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Teacher with educational visit responsibility

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CONSENT FOR EDUCATIONAL VISIT

Please complete this form and return it to _____ by _____

Medical details. My son/daughter has the following medical or special needs.

- I would like my child to have a packed lunch made by the school kitchen team Yes No
- Photographs taken on the visit may be used in school or education service promotional information.
 Yes No

I agree to my son/daughter attending the visit detailed above and I acknowledge that to be included he/she will need to maintain responsible behaviour.

Name of pupil _____ Class _____

Signed _____ Print _____ Date _____
(Person with Parental Responsibility)

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MEDICAL FORM FOR PARTICIPANTS ATTENDING A RESIDENTIAL VISIT

To be completed not more than fourteen days prior to the visit start. For participants under 18 years of age a parent, or person with parental responsibility, must complete this form.

Name of participant Date of Birth

Address

..... Home Telephone No.

Name of parent or contact(s).....Relationship

Work Telephone No. Mobile Telephone No.

Name of Participant’s Doctor

Doctor’s Address & Telephone Number

IF THE ANSWER TO ANY OF THESE QUESTIONS IS ‘YES’ PLEASE GIVE FULL DETAILS OVERLEAF

(Please circle the appropriate answer)

- | | | |
|--|-----|----|
| 1. Will the participant need to bring any medications for treatment during the visit? | YES | NO |
| 2. Has the participant suffered from, or been in contact with anyone suffering from, an infectious or contagious disease in the last four weeks? | YES | NO |
| 3. Does the participant suffer from? | | |
| a) Epilepsy | YES | NO |
| b) Diabetes | YES | NO |
| c) Asthma | YES | NO |
| d) Bedwetting | YES | NO |
| e) Allergies (including to any medication) | YES | NO |
| 4. Is there any condition that may restrict, or be aggravated by, physical activities? | YES | NO |

Has the participant received an anti-tetanus injection? If ‘yes’ give date

I hereby give permission for the participant to receive, if necessary, the following proprietary medications, at a dose appropriate to their age, to alleviate these complaints:

- | | |
|-------------------------------------|-----------------------------------|
| 1. For colds causing congestion | Decongestant Lozenge (e.g. Tunes) |
| 2. For headache | Paracetamol or Calpol |
| 3. For insect/plant bites or stings | Proprietary spray or cream |
| 4. For sore lips | Lip Salve or Vaseline |
| 5. For sun protection | Sunscreen |

I agree to the participant receiving medication as instructed and any emergency dental, medical or surgical treatment including anaesthetic or blood transfusion as considered necessary by the medical authorities. I declare that I have

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answered all the above questions to be best of my ability and have not knowingly withheld any information regarding physical fitness. I undertake to inform the leader in charge of any changes to the above between the date signed and the start of the visit.

..... Date
Sign and Print Name (Parent/Parental Responsibility Holder if participant is under 18 years)

This medical form must be returned to the visit leader and will be taken on the visit. The data provided will be used to ensure the appropriate care and treatment of participants. The data will be shared with health professionals where necessary.

THIS SECTION TO BE COMPLETED ONLY IF THE ANSWER TO ANY QUESTION OVERLEAF IS 'YES'

Give details of any medical treatment needed during the visit or medications that need to accompany the participant (e.g. Hayfever remedies). If regular medication is needed please ensure that sufficient is provided to last throughout the visit.

Nature of infectious disease and how contacted during the past four weeks:

If the participant suffers from EPILEPSY, DIABETES, ASTHMA, please give FULL details below. These should include severity and frequency of attack, approximate date of the last attack and details of any medication taken regularly or kept for emergencies. (Confirmation of fitness to attend, from a doctor, may be required before affected participants are deemed suitable to attend some visits):

Bed-wetting – arrangements must be made by the person with parental responsibility to provide suitable bedding, which may be necessary in this event.

Condition casing restriction upon, or that may be aggravated by, physical activities and relevant details (Confirmation of fitness to participate, from a doctor, may be required in certain cases):

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Details of allergies, including reaction to painkillers, antibiotics, analgesic and other propriety medicines and reactions to types of food i.e. nuts.

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Staffordshire County Council	E & LL Directorate	Form EVIN (2004)	
Report of Incident during an Educational Visit			
School or Group:		DfES N^o.	
Incident Date:		Reported By:	
Person(s) Involved (for young people include age):			
Details of Incident:			
Where relevant, names and address or telephone number of witness(es):			
Any Actions Taken or Suggested:			
Signed:		Telephone Number:	

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Actions Undertaken (This section is for completion by the School/YS or EVA):

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Volunteer Driver's Declaration

1	To the _____ School/Group
---	---------------------------

2	<p>I confirm I am willing to use my own vehicle for transporting young people on educational visits.</p> <p>I accept responsibility for maintaining appropriate insurance cover and have checked with my company that young people carried voluntarily on these visits are insured.</p> <p>I have a current valid driving licence.</p> <p>I will ensure that the vehicle is roadworthy in all respects.</p> <p>I will ensure that passengers all wear correctly fastened seatbelts.</p> <p>I will not transport a young person on their own, unless they are my own child, as part of any visit. (This section does not apply to 17 and 18 year old students/participants transporting their peers)</p> <p>I consent to the terms and conditions outlined on this declaration and will work within them. I have never been convicted of any offence that would render me unsuitable to work with children.</p> <p>Signed: _____ Date: _____</p>
---	---

3	<p>Name: _____</p> <p>Address: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	---

4	<p>The School, Youth Service or the County Council reserve the right, at any time, to request copies of any relevant documentation including the vehicle registration document (form V5C), MOT certificate, insurance certificate, road tax and driving licence.</p> <p>Additionally persons regularly transporting young people will be asked to undertake a CRB</p>
---	---

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disclosure (to ascertain they have not been convicted of an offence rendering them unsuitable to work with children) or obtain a *Certificate of No Convictions* from the police (available under data protection procedures).

Drivers should retain a copy of this declaration reminding them of the School, Youth Service and County Council expectations.

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