

# OUR LADY QUEEN OF PEACE R.C. PRIMARY SCHOOL



## **Educational Visits Policy**

In our school we believe that each person is unique and created to flourish in God's image.

We aspire to excellence through a nurturing environment in which every child takes Jesus Christ as their model and develops their individual gifts so that they live fully and serve others.

# Contents

A	Background & Legal Information.....	
B	Roles & Responsibilities.....	
C	Approval of Visits.....	
D	Competence to Lead.....	
E	Supervision and Staffing Ratios.....	
F	Information for Parents, Guardians & Carers.....	
G	Child Protection / DBS checks.....	
H	Disability Discrimination Act and Medical Needs.....	
I	First Aid.....	
J	Insurance.....	
K	Travel and Transport Arrangements.....	
L	Use of External Providers.....	
M	Risk Assessment.....	
O	Adventurous Activities.....	
Q	Residential Visits .....	
R	Visits Abroad.....	
V	Water Margin Activities.....	
W	Water Based Activities.....	
X	Beach Safety.....	
Y	Swimming.....	
Z	Farm Visits.....	
A2	Emergency Procedures.....	

## **Forms**

EV1	Online through EVOLVE.....	online only
EV2	Risk assessment form.....	29
EV3	Visit Planning checklist.....	30
EV4	Parental consent form.....	32
EV5	Parent and volunteer driver agreement form.....	33
EV6	External Provider form.....	34
EV7	EMERGENCY CARD (GROUP LEADER).....	36
EV8	EMERGENCY CARD (EMERGENCY CONTACTS)...	37
ALF	Activity Leader Form (only online through EVOLVE)..	online only
<b><u>Contacts</u></b>		38

## A Background and Legal Information

- A.1 The governors acknowledge the immense value of educational visits to children & young people, and fully supports and encourages all off-site activities that are correctly planned, managed and conducted.
- A.2 The school endorses and adopts the following DCSF guidance, which should be considered, where appropriate, alongside the guidelines contained in this document:
- 'Health & Safety of Pupils on Educational Visits' 1998 (HASPEV)
  - 'Part 1 supplement: Standards for LEA's in Overseeing Educational Visits' July 2002
  - 'Part 2 supplement : Standards for Adventure' July 2002
  - 'Part 3 supplement : A handbook for group leaders' July 2002
  - 'Group Safety at water margins' (DCSF/CCPR) Ref 0270/2003
- A.3 This guidance has been produced to make visits enjoyable, rewarding and as safe as possible. It summarises the procedures which should be followed by all employees in the management of visits and similar off-site activities.

### The Legal Framework

- A.4 **The 1974 Health and Safety at Work Act** requires employers to do all that is reasonably practicable to ensure health, safety and welfare at work of employees and non-employees who are affected by their undertaking. This includes off-site activities. Under the 1974 Act, The Management of Health and Safety at Work Regulations 1999 require that employers:
- Produce a health and safety policy linked to risk assessment
  - Have in place systems for reporting accidents and incidents
  - Produce and implement risk assessments
  - Develop measures to control those risks including training and the provision of information
  - Appoint people competent to carry out specific tasks
  - Develop emergency procedures
  - Monitor and review procedures and practice.
- A.5 **The Management of Health and Safety at Work Regulations 1999** places a duty on the organiser to carry out a suitable and sufficient *Risk Assessment* of the various activities undertaken, and to ensure that if other persons (e.g. instructors) take charge of activities, then those persons should provide a suitable and sufficient *Risk Assessment* for those activities.
- A.6 **Common law** expects people acting "in loco parentis" to take the same care as would a reasonable and careful parent. This duty applies to all educational visits and off-site activities and cannot be delegated. The principle applies to all young people in school and youth group settings.
- A.7 In addition, there is a higher duty of care on teachers and other professional staff as a consequence of greater knowledge they are assumed to have of children and of specialised activities. The level of judgement expected of staff is related to that individuals knowledge, experience and training.
- A.10 In the event of an accident, the Health & Safety Executive will assess the evidence to establish if the organisation did or did not take reasonable care. If the conclusion is that the organisation did not take reasonable care, the group leader, Head Teacher and/or LA could be prosecuted. A key part of any investigation would be whether the employer's health & safety policy and procedures are adequate and had been followed by its employees.

## B Roles and Responsibilities

### The Governing Body

- B.1 Governing Body will ensure that:
- The school adheres to the requirements contained in this guidance document.

- There is a clear policy regarding where approval from Governors is required and where approval has been delegated to the Head Teacher.

### Head Teachers

B.4 The Head Teachers will:

- Ensure the school policy is adhered to at all times,
- Ensure that staff leading and accompanying visits have the required training, competence and experience.

### Educational Visits Coordinators (EVC)

B.5 School has a nominated Educational Visits Coordinator (EVC).

- The EVC will be appointed by, and will act on behalf of the Head Teacher
- The EVC should be specifically competent, having practical experience in leading and managing a range of visits similar to those typically run by the establishment. Commonly, but not exclusively, such competence will be identified in a person on the senior management team of the school/service.
- The EVC will be the principal contact with the Health & Safety Team over visits planned by the school/service.
- The EVC will be involved in the planning and management of visits including adventurous activities led by the staff of the school/service.
- The EVC will be required to attend training and refresher training where appropriate.
- The EVC should ensure that DCSF guidance, the Schools/Services own policy, and/or any other relevant documentation is readily available for access by staff.
- The EVC is required to keep appropriate records of visits
- The EVC should seek advice from the Health & Safety Team, Physical Education Advisor, Outdoor Learning Adviser or other personnel, where necessary.

### The Group Leader

B.6 The group leader has overall responsibility for the supervision, conduct and safety of young people on the visit. They will:

- Gain approval from the Head Teacher/EVC/ as required,
- Inform parents of the nature of the visit and gain their consent and details of medical requirements,
- Undertake a risk assessment identifying the main risks and how these will be controlled. Where necessary this will require a pre-visit,
- Continually risk assess during the visit and encourage young people to take an active role in this process.

## C Approval of Visits

C.1

- All visits should be recorded on EVOLVE. This includes where approval is only required from the Head Teacher
- Details of all educational visits that require our approval must be submitted **AT LEAST 3 WEEKS BEFORE THE VISIT.**
- **If the approval procedures outlined are not followed insurance cover may be compromised.**
- **Failure to follow the health & safety policy and procedures of an employer is a breach of the health & safety at work Act 1974 and a criminal offence.** Following a serious incident or tragedy a civil case for negligence against an employee is likely to use failure to follow an employers' policy and guidelines as evidence of a breach of the duty of care towards the injured party.

C.2 All visits should be approved by the EVC. The EVC will obtain approval from the Head Teacher or Service Manager. Approval may also be required from the School Governing Body if this is specified in the School Policy for educational visits. The EVC, Service Manager and where

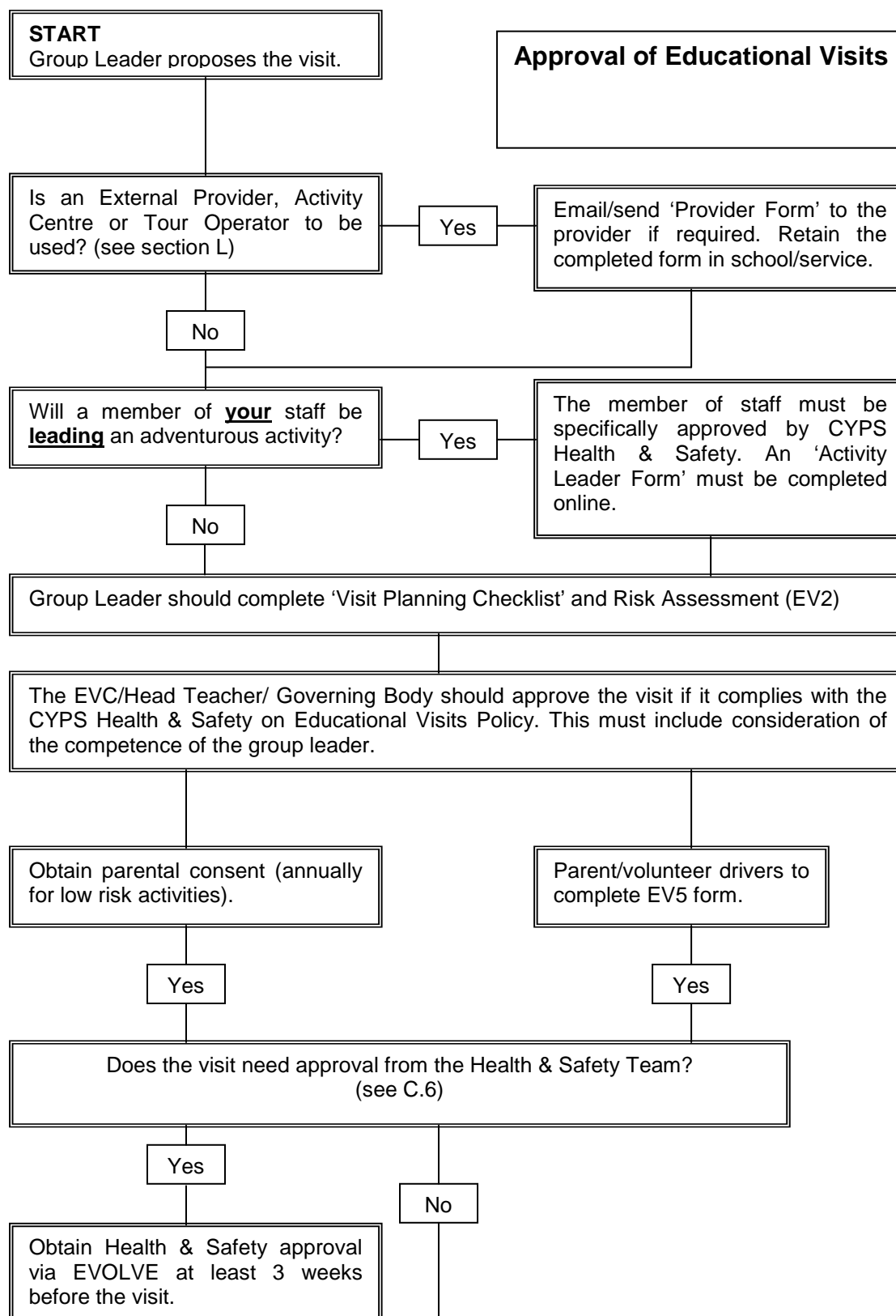
applicable Governing Body should ensure that the Visit H&S Checklist has been satisfactorily completed, and that the Visit Leader has been appropriately inducted and trained.

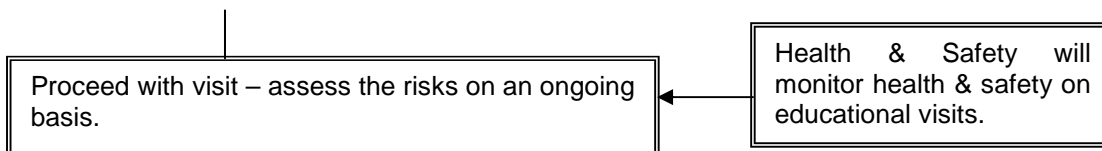
C.3 Approval of low risk visits is delegated to the head teacher

This delegation is conditional upon compliance with this policy, including the Visits Health & Safety Checklist, appropriate training, and assessment of the Visit Leader's competence.

C.4 The EVC must keep a record of these visits

C.5 The process to be followed for all visits is detailed in the following diagram.





**C.6 Specific approval from the Health & Safety Team is required for the following activities:**

- Residential Visits
- Overseas visits (including expeditions)
- Adventurous activities (see definition below)
- Other visits where the level of risk is similar to the visits listed above.

**C.7 Definition of adventurous –**

The following activities are regarded as ‘adventurous’ and require Health & Safety Team approval:

- All activities in ‘open country’ – any activity on moorland (open uncultivated land) at any height or mountainous ground over 600 metres above sea level when it would take 30 minutes to reach an accessible road or refuge.  
**Please contact the H&S Team if you are unsure if this definition applies as this can often be an arbitrary boundary that can be difficult to define.**
- Swimming (all forms except publicly life guarded pools)
- Camping
- Canoeing / kayaking / rafting / improvised rafting
- Sailing / windsurfing / kite surfing
- Use of powered safety / rescue craft
- All other forms of boating (except commercial transport)
- Water skiing
- Snorkel and aqualung activities
- Hill walking and mountaineering
- Rock Climbing (indoors and outdoors) and abseiling
- River/gorge walking or scrambling
- Coasteering/coastal scrambling/sea level traversing
- Underground exploration
- Off site mountain biking
- Skiing, snowboarding, and related activities (including dry slope)
- Air activities (excluding commercial flights)
- Horse riding
- Motor sports – all forms including go-carting and quad bikes
- High level ropes courses
- ‘Extreme’ sports
- Water based activities
- Adventurous activities with the armed services
- Any other activities involving skills inherent in any of the above or that may contain a similar level of risk to participants or staff.

**Approval for the above will only be given online via EVOLVE.**

**C.8** The following visits are not regarded as adventurous and therefore do not require Health & Safety Team approval. These activities must however be supervised by a member of staff who has previous relevant experience and who has been assessed by the EVC or Head Teacher as competent to supervise the activity –

- Walking in parks or non-remote country paths
- Field studies (unless in the environments defined as adventurous)

- Swimming in publicly life guarded pools
- Theme parks
- Tourist attractions
- Pedal go-carts
- Archery clubs
- Ice rink skating
- Farm visits
- Local traffic surveys
- Museums, libraries etc
- Physical Education and sports fixtures
- Water margin activities – such as walking along a riverbank or stream, collecting samples from streams & ponds, or paddling in gentle shallow (up to the knees) water. If the activity exceeds this definition the activity is water based and therefore adventurous.

Note staff involved in water margin activities should be conversant with, and adhere to, the guidance contained in the DfES publication 'Group Safety at the Water Margin'.

## **D Competence to lead**

- D.1 The single most important factor in ensuring the safety of participants involved in an Educational Visit or activity is the competence of the group leader.
- D.2 The EVC and Head Teacher should therefore consider the following when assessing the competence of a member of staff to lead a visit:
- What is the leader's reason for undertaking the visit?
  - Is the leader an employee?
  - Has the leader a real sense of responsibility, extending beyond the teaching of the subject to concern for the participants well-being?
  - Does the leader possess the necessary organising ability?
  - Is the leader competent in risk assessment and risk management?
  - What experience has the leader of the participants he/she intends to lead?
  - What experience has the leader in leading, or assisting in the leading of similar visits or activities?
  - What experience has the leader of the environment and geographical area chosen?
  - Does the leader possess appropriate qualifications?
  - If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
  - If leading adventurous activities, has the leader been approved by the CYPS Health & Safety Team?
  - Is the leader aware of, and able to comply with all relevant guidelines?
- D.3 The establishment should contact the Health & Safety Team if there is doubt regarding the competence of a member of staff to lead an Educational Visit.

### **Adventurous Activities for Which There Are No Specific National Qualifications.**

- D.4 In the absence of formal, recognised qualifications for some adventurous activities, it is good practice for group leaders to hold qualifications in closely-related activities. The level of the qualification required needs to be matched to the levels of hazard and risk. Group leaders wishing to lead such activities must seek full approval from their Head Teacher/EVC, and the Health & Safety Team.

## **E Supervision & Staffing Ratios**

- E.1 Young people on visits must be adequately supported and supervised at all times.
- E.2 The level of supervision should be based on risk assessment for the specific visits, and will be determined by such factors as:
- The type, risk and duration of activity
  - The nature and requirements of individuals within the group, including consideration of special and additional needs
  - The experience and competence of staff and other adults

- The venue, time of year and prevailing / predicted environmental conditions
- The contingency or plan B options.

E.3 We expect the group leader, EVC and Head Teacher to make a professional judgement regarding the appropriate level and suitability of staffing for every visit. A visit must not go ahead where any of the above persons are not satisfied that an appropriate level of supervision exists.

E.4 The following ratios are therefore **only a guide** and do not overrule or replace the professional judgement of the group leader, EVC and Head Teacher / Service Manager.

**Lower Risk Activities** (where the risk is similar to everyday life)

- Early Years Foundation Stage pupils - 1 adult to every 4 - 6 pupils
- Key Stage 1 pupils – 1 adult to every 4 - 6 pupils
- Key Stage 2 pupils - 1 adult to every 10 - 15 pupils

(HASPEV\* 1999)

**Higher risk / Adventurous / Residential Visits**

- Key Stage 1 pupils – 1 adult to every 2 pupils
- Key Stage 2 pupils - 1 adult to every 6 - 10 pupils
- Key Stage 3,4 & 5 pupils - 1 adult to every 10 - 15 pupils  
(adapted from HASPEV\* 1999)

**Remember - The group leader is responsible for the group at all times.**

E.5 It is good practice for each supervisory adult to:

- Have a clear plan of the activity to be undertaken and its educational objectives.
- Have a reasonable prior knowledge of the young people involved, including any special educational needs, medical needs or disabilities.
- Have prior knowledge of the venue.
- Carry a list/register of all group members and know who they are responsible for.
- Regularly check that the group is present.
- Have the means to contact the group leader if help is required.
- Continually monitor the appropriateness of the activity, the physical and mental condition and abilities of the group and the suitability of the prevailing conditions.
- Clearly understand the emergency procedures and have access to a first aid kit.
- Group leaders should provide a full briefing to accompanying adults prior to the visit.

**Down Time**

E.6 Group Leaders should ensure that children and young people continue to be properly supervised during “down time” – before, between and after activities, including lunch periods and the evenings on residential visits.

**Remote Supervision**

E.7 If the aim of visits for young people is to encourage independence and investigative skills, some of the time on visits may be supervised from a distance. The group leader must establish during the planning stage whether young people are competent in remote supervision and must ensure parents have agreed to this part of the visit. The group leader must ensure that all children can be seen by an adult



## Information for Parents, Guardians and Carers

- F.1 Parents and those with parental responsibility should be made fully aware of the likely risks and how these are to be managed, so that informed consent or refusal can be given on a **fully informed** basis.
- F.2 The parental consent form (EV4) should be completed either listing the activities to be undertaken or refer to the information letter which contains this information.
- F.3 Consent for low risk / local activities such as sport fixtures, museums, churches etc could be obtained, using form EV4, on an annual basis. In such circumstances exact dates may not be known but must be forwarded to parents before the visit takes place. A letter to parents with the EV4 form outlining the annual programme (include all activities) will suffice.
- F.4 Information to parents should include:
1. Dates.
  2. Objectives of visit or activity.
  3. Times of departure and return, including location for meeting parents.
  4. Method of travel including name of any travel company.
  5. Accommodation with address and telephone number, including details of host families for exchange visits.
  6. Emergency contact arrangements at home and away, if all young people are not at one centre. Consider the value of a 'telephone tree' to make easy and rapid contact with a large group of parents, e.g. regarding changed transport arrangements.
  7. Names of group leader and accompanying staff.
  8. Names and status (e.g. parent) of other accompanying adults who will exercise some responsibility during the visit.
  9. Details of activities planned. Any activity involving special hazards must be clearly specified.
  10. Charges or voluntary contributions; what they cover and do not cover.
  11. Methods of payment and cancellation arrangements.
  12. Insurance effected for the group members in respect of baggage, personal accident, cancellation and medical cover. Send a photocopy of the insurance schedule to all parents or state that a copy of schedule may be obtained from the group leader.
  13. Clothing/footwear and other items to be taken. Prohibited items.
  14. Money to be taken.
  15. Code of conduct; details relating to the standard of behaviour expected from the group during the visit; including for example, rules on general group discipline, smoking, sexual behaviour, illegal substances and alcoholic drinks.
  16. Parents should have sufficient information to give informed consent and give written consent for emergency medical treatment.
- F.5 Group leaders should appreciate the benefits of inviting parents to a planning meeting, particularly where a residential experience is involved, visits abroad or where the activity constitutes a 'new direction' for the group members or the establishment. There is then the opportunity for all involved to be fully informed and to raise issues which may be difficult to put down in writing.

## G Child Protection / DBS checks

- G.1 All employees and volunteers over the age of 16 involved in educational visits with young people will require DBS clearance.

## H Disability Discrimination Act and Medical Needs

- H.1 Following a 2002 amendment to the Disability Discrimination Act by the Special educational Need Act 2001, it is unlawful for any establishment to discriminate against disabled participants (current and respective) because of their disability, without justification – which must be both material and substantial to the particular case. You are required to make reasonable adjustments to avoid disabled participants being placed at a substantial disadvantage. However, the Disability Discrimination Act does not require responsible bodies to place employees or participants at risk in order to make reasonable adjustments. In all cases compliance with the Disability Discrimination Act must not be achieved by breaching the Health & Safety at Work Act 1974 i.e. reasonable adjustments must not place employees or others at unacceptable risk of injury or ill-health.
- H.2 Group leaders and other adults should be aware of all the children and young peoples' medical needs and any medical emergency procedures. If required, a member of staff should be trained in administering medication and to take responsibility in a medical emergency. If the young person's safety cannot be guaranteed, it may be appropriate to ask the parent or care assistant to accompany a particular young person.
- H.3 Enquiries should be made at an early stage about access and facilities for securing wheelchairs on transport and at residential centres.
- H.4 The group leader should also assess whether client manual handling skills will be needed, and if so, whether training should be sought. Group leaders concerned about whether they can provide for a pupil's safety or the safety of others on a visit because of a medical condition of a pupil can seek further advice from DfES guidance: Supporting Pupils with Medical Needs: A Good Practice Guide ([www.dcf.gov.uk](http://www.dcf.gov.uk)).
- H.5 The group leader should check that any additional insurance policy taken out covers staff and pupils with pre-existing medical needs. All medical conditions should be declared to the insurance company regardless of whether they have been specifically requested. Failure to declare a medical condition will often invalidate medical/travel insurance.

## **I First Aid**

- I.1 The group leader should make a professional judgement as to the level of first aid required for a particular visit. This decision could be influenced by factors such as the environment and proximity to emergency services or professional care. However, as a minimum, we recommend that for all visits there should be a responsible adult with a good working knowledge of first aid appropriate to the environment.
- I.2 The Appointed Person First Aid certificate is a basic qualification which may be suitable for routine urban visits, however risk assessment may indicate that a higher level qualification is appropriate in circumstances where it is likely that access by emergency services may be delayed.
- I.3 A First Aid Kit appropriate to the visit should be carried.

### **Accidents on educational visits**

<b>Accidents to be reported without delay to LA.</b>	
<p><b>Employees</b> Type of accident – Death or major injuries including –</p> <ul style="list-style-type: none"> <li>• Fractures (not fingers &amp; toes)</li> <li>• Amputations</li> <li>• Dislocations of shoulder, knee, hip or spine</li> <li>• Loss of sight (temp or permanent)</li> <li>• Chemical/ hot metal burn to eye or other penetrating injury to the eye</li> <li>• Electric shock or burn leading to unconsciousness, resuscitation or hospital admittance for over 24hrs</li> <li>• Hypothermia or heat induced illness</li> <li>• Other injuries leading to unconsciousness, resuscitation or admittance to hospital for over 24hrs</li> </ul>	<p><b>Non-employees including –</b></p> <ul style="list-style-type: none"> <li>• Children and Young People</li> <li>• Clients</li> <li>• Volunteers</li> </ul> <p>Type of accident –</p> <p>If the person in our care is killed or taken to hospital during the visit, regardless of how they were transported to hospital.</p>
<b>Report without delay to LA</b>	

- I.4 Accidents on educational visits are less common than most people think and there has been no evidence that accidents are more common on visits than they are in everyday school life or elsewhere.
- I.5 The Health & Safety Policy and Procedures continue to apply when the school undertakes off-site activities.
- I.6 All accidents should be recorded using the agreed procedures
- I.7 Should an accident occur that would be reportable to the Health & Safety Executive (see table above), the LA should be notified without delay i.e. by telephone.

## **J Insurance**

- J.1 The group leader in conjunction with the EVC, Head Teacher must be fully satisfied that adequate insurance cover has been obtained before approving any visit.

### **Employers' Liability & Public Liability insurance**

- J.2 Employers' Liability and Public Liability insurance applies to the activities away from the school site, home base or when employees are working in the community.

### **Personal Accident / Travel Insurance**

- J.3 Young people and staff **are not** insured for personal accident benefits while on education premises or during educational visits. Similarly there is no automatic insurance cover for the loss of personal property or belongings.
- J.4 Group leaders may feel it appropriate to arrange this type of insurance cover for young people as well as accompanying staff and adult volunteers.
- J.5 Group leaders and individuals who feel that the cover from school insurers may be inadequate to meet their needs are advised to obtain, at their own expense, a Personal Accident/ Travel Insurance Policy.
- J.6 Some National Governing Bodies of sport offer personal accident insurance for groups participating in certain sports.
- J.7 If the educational visit has been arranged via a travel company this cover can often be negotiated at reasonable additional cost as part of the travel package. If so, care should be taken to check the terms and conditions of the insurance and the activities that are covered or excluded.

## **K Transport and Travel Arrangements**

K.1 Parents and carers must be aware of the intended form of transport in order to give fully informed consent.

### **Guidance for Hiring Coaches and Minibuses**

#### **Local Journeys**

K.2 The following are a number of simple checks that can be carried out which will assist in deciding whether an operator is suitable to carry out your trip.

1. Ask the transport operator if they currently work on home to school transport. All operators engaged in this work have to regularly provide details of operator's licence and current insurance documentation to the Transport Monitoring Officer. If not ask for copies of both. This will ensure that the operator is licensed and falls within the checks provided by Vehicle and Service Operators Agency, who regulate standards of maintenance and drivers' hours compliance.
2. Ask the operator if the driver of your trip has DBS clearance
3. Does the operator check the driving licence of their drivers at least annually?
4. Does the operator have a procedure that will provide a contingency plan should the coach break down during the trip? Ask for details if in doubt.

#### **Long Distance and Continental Journeys by Coach**

K.3 The following are a number of simple checks that can be carried out on long distance and continental journeys.

1. If booking through a tour company, ask who the coach operator will be. Tour companies do not operate their own coaches but use sub- contracted coach operators.
2. Does the tour company carry out 'Quality Audits' on the coach operator they have booked for your trip? Ask for a copy. If not, then ask a few simple questions.
3. Obtain a copy of the operator's licence and insurance details. For continental trips, operators must have an international operators' licence – Do they have one?
4. Does the operator check drivers' licence at least annually?
5. Will the driver(s) of your tour be DBS checked?
6. Does the operator have a procedure that will provide a contingency plan should the coach break down during the trip, particularly on the continent? Ask for details if in doubt.
7. On a long distance journey, will the driver comply within EEC drivers' hours regulations? For long journeys, operators may use a feeder driver for the first part of the journey. Will the main driver(s) have had the statutory hours of rest before driving the main section of your trip?
8. On continental journeys, if you are unsure of the capability of the operator ask for some examples of previous trips operated.

K.4 These simple checks will give you an indication of the standard of the company which you are going to use for your trip. They will also enable you to satisfy yourself as to whether your driver is qualified, insured and will be sufficiently rested before carrying out your journey.

## **L Use of External Providers**

L.1 School will employ other organisations to provide an element of instruction, staffing and guiding on educational visits. In such cases an External Provider Form (EV6) must be completed unless they hold a LOTC Quality Badge. This will include -

- activity centres
- educational tour operators
- climbing walls where instruction is provided by climbing wall staff
- freelance instructors of adventurous activities
- youth hostels where instruction is provided
- voluntary organisations e.g. scouts where instruction is provided.

L.2 An External Provider Form (EV6) is **not** required for –

- establishments/venues which hold a Learning Outside the Classroom (LOtC) Quality Badge
- youth hostels where accommodation only is used
- hotel, B&B accommodation etc
- camp sites
- museums, galleries etc
- tourist attractions
- theme parks
- farms
- coach train or airplane complies
- swimming pools
- climbing walls where instruction is provided by a member of your own staff
- volunteer instructors of adventurous activities.

L.3 Where an External Provider Form is required this should be sent to the External Provider well in advance of the proposed visit and before any contractual agreement is signed or financial commitment is made.

L.4 The decision to select an external provider is the responsibility of the EVC and Head Teacher. Completion of the External Provider Form does not necessarily signify that the venue meets the needs of your group. A pre-visit and further information, such as references, should also be used to judge a provider's suitability. Reference to the LOtC quality badge scheme can be found on the Intranet and Extranet, as well as from [www.lotcqualitybadge.org.uk](http://www.lotcqualitybadge.org.uk)

L.5 If the External Provider makes any alterations to the wording of the form or is unwilling to comply, then you must discuss this with the provider and if necessary the Health & Safety Team.

## **M Risk Assessment**

M.1 Risk assessment is nothing more than a careful examination of what could cause harm to people, together with an identification of the control measures necessary in order to reduce the risks to a level which, in the professional judgement of the person carrying out the risk assessment, is deemed to be acceptable. The process is applicable to all visits.

M.2 There are three 'levels' of risk assessment. These are summarised below, and further detailed in the DfES Part 1 supplement: 'Standards for LEAs in Overseeing Educational Visits' Para 17–36.

### **a) Generic and Venue**

M.3 These will apply to all visits of a particular type as the nature of the visit remains constant and the same general controls will apply each time. School and venues will have generic risk assessments for routine visits to avoid unnecessary repetition when organising visits and to ensure that there is a consistent approach to managing risk.

M.5 When using generic risk assessments the group leader must ensure that the risk assessment is relevant to the proposed visit. The group leader should ensure that the controls in the generic risk assessment are in place and evaluate if this is suitable and sufficient, or if further action is necessary. This should then be signed and dated by the group leader.

### **b) Event Specific Risk Assessment – (carried out before the visit takes place)**

M.6 This considers any **significant hazards** or risks relating to a visit that are not covered within the Generic Risk Assessment, and should take into account the venue, activities, group, transport, plan B, etc. 'Significant' implies those hazards that could result in serious harm or affect several people. The process should identify the hazards, who might be affected by them, and the measures in place to control the risks.

M.7 The Risk Assessment must be recorded (normally by the Group Leader), using the Risk Assessment Form EV2 (or alternative) and approved by the EVC before the visit takes place.

**c) On-going – (carried out continuously throughout the visit)**

M.8 The on-going monitoring of all aspects of the visit by the Group Leader and other staff is the single most important aspect of risk management of visits, and hence safety. Risks should be monitored throughout the visit, and where appropriate activities must be modified or curtailed (e.g. Plan B) to suit changed or changing circumstances. **This is the responsibility of all involved in the visit, not just the Visit Leader.**

M.9 It is not necessary to record on-going risk assessments during the visit, although notes of significant events or decisions can assist the post-visit review following an incident or accident.

M.10 An activity should only take place / continue if, in the professional judgement of the Group Leader and/or supervising members of staff, the residual risk following implementation of any control measures is deemed to be acceptable.

M.11 Relevant aspects of the risk assessment process should be shared with staff and helpers involved in the visit, as well as participants and where appropriate parents.

M.12 Participants who are involved in a visit's planning and organisation, and who are well prepared, will make more informed decisions and will be less at risk. It is therefore good practice to involve participants in the risk assessment process.

## **O Adventurous Activities**

O.1 The Activity Centres (Young Person's Safety) Act 1995 and the Associated Adventure Activities Licensing Regulations 2004 are in place to ensure the safety of young people involved in adventure in hazardous environments. Schools and youth groups planning to visit an adventure centre in the UK should check on the licence status of the provider to ensure the centre is licensed to deliver adventurous activities with young people ([www.aals.org.uk](http://www.aals.org.uk)).

O.2 Many of the activities children and young people take part in do not require a licence and will be covered within existing health and safety legislation. However, the following activities (where undertaken by young people under 18 years of age and over 18's in full time education and unaccompanied by a parent), need an Adventure Activities Licence (AALS):

**Climbing** – climbing, sea-level traversing, abseiling or scrambling over natural terrain or certain man-made structures requiring the use of special rock-climbing or ice-climbing equipment or expertise, gorge walking and ghyll scrambling.

**Trekking** – going on foot, horse, pony, pedal cycle, skis (not piste), skates or sledges over moorland (open uncultivated land) at any height, or on ground over 600 metres above sea level when it would take 30 minutes to reach an accessible road or refuge. Off-piste skiing also requires a licence.

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

**Watersports** – sailing, canoeing, kayaking, rafting and windsurfing, on the sea, tidal waters including estuaries, the tidal reaches of rivers, sea lochs and harbours, inland waters at a location where any part of those waters is more than 50 metres from the nearest land, and turbulent inland waters such as weirs, rapids, waterfalls and fast flowing currents. Rowing is exempt.

O.4 **Single-school groups consisting of children and young people under 18 years of age and over 18's in full time education are exempt from licensing regulations and therefore do not require an AALS licence. However, such groups should still follow the AALS criteria for managing safety during adventurous activities. Group Leaders of single school groups are required to complete an Activity Leader Form (ALF) via the EVOLVE system to gain Health & Safety Team approval.**

O.5 **Groups of young people from different schools, or with other group members under 18 years of age are not exempt from licensing regulations and must conform with AALS requirements, including holding a licence.**

- O.6 **The armed forces who offer adventure activities are not licensed by the Adventure Activities Licensing Scheme. Schools and youth groups planning such a visit should ensure adequate safety standards are observed in all activities and public liability insurance is in place.**
- O.7 **ALL AALS LICENSE VISITS REQUIRE APPROVAL VIA THE HEALTH & SAFETY TEAM REGARDLESS OF WHETHER THE GROUP WILL BE LED BY A SCHOOL, SERVICE OR ANOTHER LICENSED ACTIVITY PROVIDER.**

## **Q Residential Visits**

- Q.1 All residential visits must be submitted for Health & Safety approval, using EVOLVE, at least 3 weeks before the visit is due to take place.
- Q.2 The 'External Provider Form' must be completed if there is an element of instruction, staffing or guiding as part of the agreement with the accommodation provider (see section L).
- Q.3 Mixed groups should be accompanied by at least 1 male and 1 female member of staff if possible. If a responsible adult is used such as a partner, parent or student, the relevant disclosure and barring checks must be obtained. For primary aged children it may be acceptable for female teachers only to accompany mixed groups, provided the EVC, Head Teacher, parents and staff involved are fully satisfied with this arrangement.
- Q.4 If the residential accommodation has not been used before, a preliminary visit is strongly recommended. If this is not practical, for example due to distance, the group leader should make sufficient enquires with the accommodation to be satisfied that it will be suitable for the group involved.
- Q.5 On arrival it is advised that staff check out the accommodation, rooms, campsites etc and report any damage to the head of centre/manager before pupils access the rooms.
- Q.6 Teachers should be accommodated on every floor where there are children or young people.
- Q.8 All staff and young people should be aware of the emergency procedures and escape routes in the event of fire.

## **R Visits Abroad**

- R.1 Visits abroad provide valuable and rewarding educational experiences. Such visits require detailed planning and preparation. Group leaders should seek to ensure they use the services of a reputable tour operator experienced in group travel. Air travel organisers may be licensed through ATOL (Air Travel Organisers License) for all or part of a package. This licence is a legal requirement and provides security against a licence holder going out of business. It is recommended that establishments use tour companies which are members of a Department of Trade approved bonding body; such as ABTA (Association of British Travel Agents) or AITO (Association of Independent Tour Operators). Ensure you have ready access to your insurance company telephone number. The Package Travel Regulations 1992 may apply. Where schools independently provide a package they should ensure they act within the regulations.
- R.2 In addition to the Planning Checklist group leaders should:
- Ensure the 'External Provider Form' is completed if there is an element of instruction, staffing or guiding as part of the agreement with the tour operator.
  - Identify whether there are medical requirements imposed by the country to be visited.
  - Ensure a European Health Insurance Card is obtained for all visits to member countries of the European Union, available from Post Offices or freephone 0800 555777.
  - Ensure the group has comprehensive travel insurance covering all proposed activities.
  - Enquire about insurance cover should a parent need to travel out to the resort as a result of an accident/incident involving their child. Some policies provide cover for only 1 parent to travel whilst others will pay for both parents. These details must be shared with parents prior to the departure of the group.
  - Ensure all children and young people, teachers and accompanying adults' passports are current and suitable to enter the destination country.

- The group leader knows the international dialling code in the event of a serious accident or the emergency contact needs to be informed.
- The group leader should make regular contact with the school throughout the visit to keep contacts informed of significant events.
- Identify an emergency contact at home/back at base who holds a valid passport and could travel out to the area to support the group leader in the event of an emergency.
- Brief children and young people about any local hazards and emergency procedures, including the use of telephones.
- Risk assess all activities planned for the visit, particularly hotel swimming pools and all adventurous activities.
- Discuss any local customs and cultural issues.
- Agree codes of conduct with children and young people.
- Check visa and passport requirements including those children and young people classed as non-UK residents. Ensure all members of the party carry the address and telephone number of the hotel or hostel in case of separation.
- It is good practice for each child or young person to carry a card with a contact telephone number of the group leader or residential base, to call if he/she becomes lost. Children and young people should be instructed to go to a local shop or approach a police official and show the card if he/she becomes separated from the group.
- Consider language ability as part of their risk assessment.
- Photocopies of passports and other essential documentation may prove useful. Copies should also be held by the emergency contacts in the UK.
- Seek advice from the Foreign and Commonwealth Travel Advice Unit or the Suzy Lamplugh Trust for visits to Third World or sensitive countries. (See Appendix - contacts and publications).
- Register with the Foreign Office LOCATE service. (online at [fco.gov.uk](http://fco.gov.uk))

R.3 Approval should be sought from the Health & Safety Team via EVOLVE at least 3 weeks in advance or at the planning stage, whichever is the earlier. Group leaders are encouraged to have a 'plan B', making alternative arrangements so they are prepared should the need arise to change the itinerary due to unforeseen circumstances.

R.4 In normal circumstances each party should be accompanied by two adults, at least one of whom should be a member of staff.

## **V Water Margin Activities**

V.1 Further information can be found in the publication "Group Safety at Water Margins". (DfES)

V.2 Water margin activities are defined as learning activities that take place near or in water – such as a walk along a riverbank or sea shore, collecting from ponds and streams, or paddling / walking in gentle, shallow water. It does not apply to swimming and other activities that require water safety qualifications and equipment, or water-going craft. Note that 'shallow' generally means up to the knees.

V.3 As with all activities the group leader's judgment will be paramount. The activity or journey should be matched to the party in terms of aims, terrain, distance, equipment available, clothing worn, weather conditions (both current and forecast), degree of supervision and time available.

V.4 Specific approval from Health & Safety Team is not required for water margin activities.

V.5 Water margin activities should be approved by the Head Teacher and recorded on EVOLVE.

V.6 If the planned activity exceeds the above definition, the visit is 'water based' and will therefore require approval from the Health & Safety Team.

## **W Water Based Activities**

W.1 'Water based' activities are regarded as adventurous and therefore require approval from the Health & Safety Team via the EVOLVE website.



W.2 The responsibility for safety will therefore rest with either:

a) **an external provider** – in which case the ‘External Provider Form’ should be completed, or

b) **a member of school / service staff** – in which case the ‘Activity Leader Form’ must be completed via EVOLVE and the persons qualifications approved by the Health & Safety Team.

W.3 In order to participate in ‘water based’ activities, participants should normally be water confident. Participants who lack water confidence may still be able to take part subject to risk assessment, and taking into account factors such as the activity taking place, staff competence and supervision arrangements. Reference to National Guidelines may help in this process. The level of water confidence of all participants must be known by the activity leader prior to the commencement of ‘water based’ activities.

W.4 Leaders should have a knowledge of the water conditions/ hazards (and potential changes) that might be encountered, and prepare accordingly. Local advice must be sought where appropriate in unfamiliar locations.

W.5 Personal buoyancy conforming to the appropriate National Governing Body standard must be worn at all times by all participants in water based activities (except at the discretion of the leader in swimming activities).

W.6 Further advice is available in DfES supplements, ‘Standards for adventure’ and ‘Handbook for group leaders’.

## **X Beach Safety**

X.1 The beaches and coastal areas offer a wide range of opportunities for both study based and activity based use. However, whilst presenting many challenges and interest, areas where the land meets the sea present their own inherent hazards. A high level of vigilance and supervision is needed when close to any stretch of water, even shallow water. The sea needs extra care and attention. Group leaders planning activities in coastal areas should consider the following points:

- Tides, swell, wind, currents, sandbanks and cliffs can present difficulties. Exit routes must be checked well in advance and at all times during the visit or activity.
- The group leader should be aware of the prevailing local conditions: surf and tide, currents, wind, cold water, weeds, polluted water and stability of the sea or river bed may all affect safety. Gain access to local information where possible.
- Swimming is inadvisable no matter how inviting the sea may seem and should never be allowed as an impromptu activity. Group leaders who decide to allow swimming should ensure this is part of a carefully supervised activity conducted by suitably qualified leaders, with adequate lifeguard provision and experienced adults in the group who are qualified to enter the water to rescue a swimmer in difficulty. The group leader must be fully confident of undertaking a rescue of any member of the group and remain in control of the whole group, including those in and out of the water. See section Y for further information on swimming qualifications.
- Paddling in very shallow water needs to be strictly supervised, especially on coasts with sudden drops, submerged rocks, sandbanks or large waves. Again, the group leader must be able to remain in full control of all pupils, including those in and out of the water.
- Risk assessments for outdoor water-based activities should take account of the possibility of children who suddenly panic in cold water.
- Beaches present their own problems, particularly when large numbers of the general public are present. Establish a ‘base’ to which members of the group must return if separated from the rest. Look out for warning notices and flags.
- Be aware of the possible presence of dangerous debris such as glass, syringes, sewage, jelly fish, barbed wire or marker flares.
- Digging in the sand, particularly in cliffs or dunes could cause cave-ins.
- Climbing on rocky beaches and cliffs should be discouraged. Do not work or base groups under such sites or allow young people to knock down or throw stones.
- Weed covered rocks may make surfaces very slippery.

- Children, young people and staff on beach related visits should be made aware of the risk of sunburn and heat stroke. This should be considered as part of the risk assessment.
- On cliff tops remain on the path. The group leader should be at the front and a responsible adult at the back. Accompanying adults should act as a 'buffer zone' between pupils and the edge of the cliff. Cliff tops are exposed areas and may experience rapid changes in weather conditions. Clothing, route choice and group management should reflect this on very exposed paths. Be prepared to seek advice from the Coastguard, Lifeguards, the District Council, the Met Office or the Health & Safety Team. Only undertake those activities and projects which you have the necessary experience and competence to undertake.

## Y Swimming

Y.1 Children and young people must be supervised by a competent adult at all times whilst undertaking swimming activities. The following criteria apply:

### Open water swimming

Y.2 Note: Health & Safety Team approval is required for this activity.

#### For free swimming activity

- a) a valid National Beach Lifeguard Qualification administered RLSS UK (or equivalent in the country visited) see [www.lifesavers.org.uk](http://www.lifesavers.org.uk)

#### For structured or programmed activity

- b) a valid RLSS UK Emergency Response (Activity Supervisor) Award **or**
- c) a written statement of competence by an appropriate technical adviser.

Y.3 In addition, the designated lifeguard must be dedicated exclusively to the group, and the location used must fall within the RLSS definition of a 'safer bathing area'. (A site evaluation form is available from RLSS UK on receipt of a large SAE.)

### Swimming pools (lifeguarded)

Y.4 Note: Health & Safety Team approval is **not** required for this activity.

Y.5 UK Swimming Pool safety is guided by various Health and Safety at Work Acts and Regulations. Pool operators have a duty to take all reasonable and practicable measures to ensure teaching and coaching activities are conducted safely.

Y.6 For publicly lifeguarded pools abroad, the group leaders must seek assurances that appropriate lifeguard cover is in place prior to participants entering the water.

Y.7 Unless suitably qualified, School staff should not have responsibility for lifeguarding. However, they do retain a pastoral role for participants at all times either through direct or 'remote' supervision.

Y.8 For swimming lessons, the group leader should ensure the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to the guidelines given in the Hotel (and other ) swimming pools section below.

Y.9 Staff leading structured swimming lessons should hold an ASA level 2 Swimming Teaching qualification or higher. The current ASA ratio for swimming lessons is 1:20.

## Z Farm Visits

Z.1 Visits to private working farms, agricultural college farms, 'model' farms and rural studies centres are a regular feature of education for children and young people from both rural and urban environments. Such visits are usually highly beneficial to children in helping them to appreciate aspects of rural life. Children and young people are often invited to touch livestock, help bottle-feed calves and lambs, and taste things such as animal feedstuff and raw milk.

### The Risks

Z.2 Experience over recent years shows that visits can carry a small risk for the children and young people of acquiring infection, particularly gastroenteritis. Several micro-organisms are commonly present in livestock animals and may cause gastroenteritis in humans. They may be found in faecal droppings and elsewhere in the farm environment. Farm visits may result in a risk of transmitting infection directly because the substance eaten is infected or contaminated. In addition, fingers may become contaminated with animal faeces which are then transferred to their mouths when eating or simply sucking their fingers or thumbs.

### **Health Precautions**

Z.3 Farmers and visit organisers need to be aware that visitors may be more susceptible to infection from the farm environment and its products than those who live in that environment. Therefore prevention depends primarily on simple hygiene measures. Parents, teachers and children should be made aware of these measures and they should be re-emphasised before and during the visit. To this end the following advice is given:

Z.4 *For the Farmer:*

- The hazards that farms can pose to personal safety should be stressed to children and young people and teachers on their arrival.
- A high standard of physical and general cleanliness is required in all areas to be visited by children and young people.
- Plenty of fresh bedding should be provided for stock to minimise the risk of contact with dung. Areas should be hosed where appropriate.
- Sick animals –must be isolated well away from visitors.
- Adequate hand washing facilities must be provided for visitors, i.e. soap, running water and disposable hand towels (not roller towels). Toilet facilities should also be available.
- A separate clean area must be set aside for eating purposes if refreshments are taken on site.
- Children and young people must not be encouraged to taste animal feed or raw milk.

Z.5 *For Group Leaders/Teachers/Parents/Volunteers:*

- Carry out a pre-visit to identify specific hazards.
- Ask children and young people with cuts or abrasions to cover them with a suitable dressing.
- There should be a briefing for children and young people at the farm at which the points in these guidelines should be covered.
- Keep their fingers out of their mouths and do not eat their sandwiches etc, until they have washed their hands.
- Do not sample, taste or take away any animal feed stuff, raw milk etc.
- Do not drink from farm taps.
- Children and young people should be closely supervised if direct contact with animals is likely. If this happens they should be made to wash their hands afterwards.
- Never let children or young people place their faces against the animals.
- Consider the risks of allowing children or young people to ride on tractors or other farm machines.
- Do not let children or young people play in the farm area (grain storage tanks, slurry pits) other than designated play/rest areas.

### **Other Hazards**

Z.6 Modern farms can present hazards to children, young people and adults. Group leaders need to be aware of:

- At harvest time some children and young people with asthma or hay fever may experience difficulty.
- The dangers of moving machinery and mechanised tools such as chain saws etc.

- Some farms hold stocks of highly toxic chemicals, used in spraying etc, contact with which present a clear hazard.
- The possible risk of diseases being transmitted to pregnant women during lambing time.

Z.7 Although the above guidelines have been written with farms in mind, the general principles should be followed when visiting other similar establishments (zoos, wildlife reserves, etc).

Z.8 Further information can be found in DCSF 'A handbook for Group Leaders'.

## **A2 Emergency Procedures**

All schools and services should consider the need for robust emergency arrangements as part of visit planning and risk assessment process.

All staff involved in a visit should be aware of the action to be taken in the event of an emergency. Information contained within the DfES Part 3 supplement: 'A Handbook for Group Leaders' is particularly appropriate, and all staff should be aware of the guidance contained therein, in addition to any school / service specific procedures.

It is vital that **all staff** understand the first aid and emergency procedures, not just the visit leader. Particular consideration should be given to participants that have Special Educational Needs or medical conditions.

For all visits -

A completed: '**Emergency Card – Group Leader**' (EV7) form must be with the Group Leader at all times.

Where the emergency contacts will not be at their workplace during the visit–

A completed '**Emergency Card – Emergency Contacts**' (EV8) form must be with the Emergency Contact(s) at all times.

**RISK ASSESSMENT**

School / Service \_\_\_\_\_

Group Leader \_\_\_\_\_

Activity / Visit \_\_\_\_\_

Date \_\_\_\_\_

Educational / Visit Objectives:-

- 
- 

<b>1. HAZARD</b> <i>List the hazards which could cause harm</i>	<b>2. RISK</b> <i>List who might be harmed and how</i>	<b>3. CONTROLLING RISK</b> <i>List existing precautions and whether more should be done</i>	<b>4. RECORD YOUR FINDINGS</b> <i>List what actions you've taken</i>	<b>5. REVIEW AND REVISE</b> <i>Is any further action required before, during and after the visit</i>

Signature..... Date.....  
 (Group Leader)

Signature..... Date.....  
 (EVC)

### Visit Planning Checklist

This checklist should be completed by the Group Leader or EVC for **all** visits. This is only a guide and not an exhaustive list of requirements. The visit should only go ahead if the answer to all applicable questions is YES.

			Yes / No
1.	<b>Purpose</b>	Is there a clear educational purpose of the visit matched to the age & ability of the group?	
2.	<b>Group Leader</b>	Is the group leader sufficiently experienced and competent to manage the proposed visit?	
3.	<b>Supervising adults</b>	Are all supervising adults DBS checked and competent to supervise children and young people on the visit?	
		Have all supervising adults been briefed on the details of the visit, the risk assessment and the specific needs of individual children or young people on the visit?	
		Is the level of supervision suitable for the location, activities and needs of the group?	
		Have staff leading adventurous activities been approved by H&S Team (via online Activity Leader Form)	
	<b>Approval</b>	Will the visit be approved by the Head Teacher / Line Manager / EVC / Governors before it takes place?	
4.		For residential, overseas and adventurous activities, will approval be obtained from the Health & Safety Team at least 3 weeks before the visit takes place?	
5.	<b>Risk Assessment</b>	Are all the significant risks identified in the risk assessment (EV2), along with suitable measures to control this risk to adults and young people?	
6.	<b>Location</b>	Is the location suitable for the activities planned and the ability of the group?	
		Has a pre-visit been undertaken (recommended practice)? If not has sufficient information been obtained about the location or venue?	
6.	<b>External Providers</b>	Have external providers of staffing, guiding or instruction completed an External Provider Form or do they hold an LOfC Quality Badge?	
7.	<b>Transport</b>	Are transport arrangements suitable and satisfactory?	
8.	<b>Finance</b>	Has finance been agreed to cover the cost of the visit and arrangements made to collect parental contributions?	
9.	<b>Insurance</b>	Has insurance been arranged that is sufficient for the activities planned?	
10.	<b>First aid</b>	Is the level of first aid appropriate to the activities planned?	
11.	<b>Medical</b>	If participants have medical needs, have these been addressed and staff suitably informed/trained?	
12.	<b>Parents</b>	Has fully informed parental consent been obtained?	
		For residential/overseas visits, have parents been offered a parents meeting to detail the visit arrangements?	
13.	<b>Briefing participants</b>	Have the participants been fully briefed including – <ul style="list-style-type: none"> <li>• Purpose of visit</li> <li>• Clothing, footwear and equipment</li> <li>• Jewellery / mobile phones / personal electronic equipment</li> </ul>	

		<ul style="list-style-type: none"> <li>• Travel arrangements</li> <li>• Groupings for study and activities</li> <li>• Behaviour and code of conduct</li> </ul> Safe practice and results of risk assessment.	
14.	<b>Emergency Procedures</b>	Have the emergency procedures been shared with all the adults involved and the emergency contacts?	
15.	<b>Plan B</b>	Has an alternative programme been considered should the activities be affected by poor weather or adverse circumstances?	
		Are there arrangements in place to inform parents in case of a delay in the return time?	
16.	<b>End of visit</b>	Are there arrangements for evaluation of the visit and learning lessons for future visits of this type?	
17.	<b>Overall</b>	Does the visit comply with the Health & Safety policy for Educational Visits?	

**Completed by** .....

**Date** ...../...../.....

## PARENTAL CONSENT / MEDICAL FORM

School/Group			
Visit to / Venue			
Activities			
Pupils Name		Date of birth	

Date of Departure		Time	
Date of Return		Time	

**1. General consent and indemnity (please tick)**

I have received and read information the school has provided for me outlining the type of visit and I understand the purpose and nature of the activities. I understand that during the visit the group will be under the supervision of a suitably qualified and experienced member of staff.	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
I hereby undertake to indemnify Sunderland City Council and the staff in charge of the group against any claims, damages, costs and expenses reasonably incurred by them on behalf of my child during the visit. This indemnity will not extend to any claims, damages, costs or expenses against the risk of which Sunderland City Council or member of staff in charge are entitled to be indemnified under any policy of insurance.	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

**2. Medical Information about your child (please tick)**

I agree to my son/daughter receiving medication as instructed and any emergency dental, medical or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present.	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
I will inform the group leader as soon as possible of any changes in the medical or other circumstances between now and the date of the visit.	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

Please list any medical conditions or prescribed medication you want the group leader to be aware of. (In special circumstances, you may wish to talk to the group leader prior to departure).

**List all medical needs -**

--

**3. Signature of parent / guardian.**

**I am therefore willing to allow my child to take part in the proposed visit(s) activities.**

Name (capitals)		Relationship to young person	
Signature		Date	
Emergency contact number –			



**EMERGENCY CARD – GROUP LEADER**

THIS CARD SHOULD BE HELD BY GROUP LEADER AND KEPT IN THEIR POSSESSION THROUGHOUT THE VISIT.

IN THE EVENT OF A **SERIOUS ACCIDENT**, SUCH AS A FATALITY, MULTIPLE INJURY, MENINGITIS, ABDUCTION OR NATURAL/MAN-MADE DISASTER THE FOLLOWING PROCEDURES MUST BE FOLLOWED:

1. Assess the situation and safeguard the uninjured members of the group.
2. Attend to any casualties.
3. Call the emergency services, if appropriate.  
(999 in UK, 112 in Europe, 911 in North America)
4. Contact your **Emergency Contacts** at your School/Service.
5. Inform Health & Safety Team
6. Stay in contact with your Emergency Contacts until the accident/incident is fully under control.
7. **DO NOT** contact individual parents or adults associated with the visit; this will be done by the Emergency Contacts/ Emergency Planning Team/ CYPS Health & Safety Team.
8. **DO NOT** speak to the press or media,
9. Keep a written account of all events/times/contacts/decisions as they happen. This will help you recall events afterwards.
10. Keep all receipts for any expenses. Insurers will ask for these after the event should you wish to claim them back.
11. If abroad, ring the British Consulate or Embassy.

<b>My emergency contacts are –</b>	
1. Name -	2. Name -
Tel Number –	Tel Number -

## EMERGENCY CARD – EMERGENCY CONTACTS

THIS CARD SHOULD BE HELD BY BOTH EMERGENCY CONTACTS AND KEPT IN THEIR POSSESSION THROUGHOUT THE VISIT.

IN THE EVENT OF A **SERIOUS ACCIDENT**, SUCH AS A FATALITY, MULTIPLE INJURY, MENINGITIS, ABDUCTION OR NATURAL/MAN-MADE DISASTER THE FOLLOWING PROCEDURES MUST BE FOLLOWED:

1. If contacted by the group leader, ask for and write down all the information required including -
  - The telephone number of the group leader making the call
  - Time of call, time of incident
  - Nature of incident, including names of pupils and staff involved, type of injuries, location of incident
  - Ask have emergency services (999) been called/at the scene
2. Locate your copy of all the information about the visit.
3. Be prepared to go to an emergency centre with all the visit information.
4. Stay in contact with the group leader until the accident/incident is fully under control.
5. **DO NOT** contact individual parents or adults associated with the visit;
6. **DO NOT** speak to the press or media,
7. Keep a written account of all events/times/contacts following notification of the serious accident/incident.
8. Remain on call so the group leader can relay further information to you.

### Equality statement

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.
- This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.