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## Related Documents

Document	Reference
Health & Safety Arrangements	HS.P1.01

## Reference Material

Guidance
DfE Health & Safety: Advice on legal duties and powers, Dec 2012
HSE Guidance School trips and outdoor learning activities - Tackling the health and safety myths, 2011
Health & Safety at Work Act, 1974
Outdoor Education Advisors Panel ( <a href="http://oeapng.info/guidance-documents/">http://oeapng.info/guidance-documents/</a> )
Council for Learning Outside the Classroom ( <a href="http://www.lotc.org.uk/">http://www.lotc.org.uk/</a> )
RoSPA: Planning & Leading Visits and Adventurous Activities

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## Introduction

Educational opportunities outside of the schools on site facilities support, enrich and extend the curriculum in many subject areas, encourage co-operation, team work and the application of problem solving skills and develop independence and self-confidence. External residential opportunities, physical challenge and adventure can have a particular part to play in the development of personal and social qualities for all young people. Outdoor education helps young people to be physically active and to understand how to assess and manage risk.

The management of educational benefits of Learning Outside the Classroom (LOtC) activities places particular responsibilities for the health, safety and welfare of all participants on the Headteacher/Principal, the party leader, members of staff and volunteers, pupils/students and parents/carers. School management also has responsibilities to other members of the public and to third parties. This protocol therefore complements the wider RADIUS Trust Health and Safety Policy & Arrangements and related school procedures.

The key points within the HSE guidance (June 2011) are set out below:

- Children should be able to experience a wide range of activities. Health and safety measures should help them to do this safely, not stop them.
- It is important that children learn to understand and manage risks that are a normal part of life. Common sense should be used in assessing and managing the risks of any activity. Health and Safety procedures should always be proportionate to the risk of activity.
- Staff should be given the training they need so they can keep themselves and children safe and manage risks effectively.

## Roles & Responsibilities

### Headteacher/Principal

- Ensures all LOtC activities are safe, well managed and have specific and appropriate educational objectives.
- Provides relevant training to the EVC for specific duties and to monitor and review the work of the EVC, offering help and advice if required.
- Ensures emergency procedures and contingency planning for an emergency are in place.
- Ensures staff focus on real risks when planning trips.
- Ensures proportionate systems are in place – so that trips presenting lower-risk activities are quick and easy to organise and higher-risk activities (such as those involving climbing, caving or water-based activities) are properly planned and assessed.
- Monitor LOtC activities and provide a regular report to the Governing Body about the off-site activities which have taken place.

### School Governing Body

- Assures that the Headteacher/Principal working through allocated school roles and arrangements ensures related activities of LOtC are managed and undertaken in a safe and educationally beneficial manner.
- Assures that the school has adequate emergency procedures.
- Assures that the Headteacher/Principal has in place a system for parental permission for offsite visits and a system in place to investigate parental complaints.

### **Trust Charity Office/CEO**

- Advises the Headteacher/Principal on policy and adequacy of arrangements to comply with national, local and regulatory compliance.

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

The Headteacher/Principal may delegate specified tasks to a suitably experienced and competent Educational Visits Co-ordinator (EVC). The Headteacher/Principal is considered to be the EVC where tasks are not delegated to a named member of staff. The EVC is responsible for carrying out agreed tasks and attending relevant training. The role of the EVC and related responsibilities are included in the named individual's job description. These tasks include:

- Ensuring training and experience in the management of groups involved in LOtC activities is gained.
- Assisting the Headteacher/Principal in ensuring that all visits and activities are carried out in accordance with the Trust Health & Safety Policy & Arrangements, this protocol and recognised good practice.
- Ensuring off-site programmes are led by competent staff who are appropriately experienced to assess the risks, manage the activity and manage the specific group.
- Assisting colleagues in planning, preparation and recording of LOtC activities and seeking Headteacher/Principal approval.
- Checking that the staffing ratio is suitable for each visit/activity. Where a pupil/student has a specifically allocated a 1:1 member of staff working the individual, then that 1:1 staff member should not be considered as part of the overall staffing ratio.
- Ensuring that all adults involved in LOtC activities are DBS cleared, are assessed for the role they will be leading on, and have the appropriate technical or national body qualifications necessary to competently supervise or undertake the activity.
- Ensuring LOtC activity leaders have access to a planning checklist and adapted as necessary to meet the particular needs of the activity and individuals participating.
- Checking that risks have been assessed at the appropriate level and customised to match the nature of pupil behavior and activity and significant risks are recorded and any appropriate safety measures are in place.
- Ensuring the real life issues and risks are managed during the trip/activity.
- Recording, monitoring, and reviewing all LOtC activities.
- Ensuring that if an incident occurs, where relevant, support the Headteacher/Principal in providing the Health and Safety Executive or a Trust appointed investigator with access to a clear audit trail of planning and risk assessments.

### **LOtC Activity Group Leader**

The LOtC Activity Group Leader is required to:

- Have overall responsibility for the management, supervision and safe conduct of the group (or sub group) taking part in a specific visit.
- Be approved to lead the activity and able to evidence that they are suitably competent and knowledgeable about the Trust Health and Safety Policy and Arrangements, this protocol and related school procedures.
- Be required to plan and prepare for the activity using the planning checklists and ensuring all procedures have been followed.

- Ensure that pupils/students are supervised in accordance with the principles of “Effective Supervision”, requiring them to take account of:
  - a. The nature of known behaviour risks.
  - b. The nature of the activity (including its duration).
  - c. The location and environment in which the activity is to take place.
  - d. The age and gender (including developmental age) of the young people to be supervised.
  - e. The ability of the pupil/student to comprehend and understand risks and consequences (including their behavioural, medical, emotional and educational needs).
  - f. Staff involved in the activity levels of competence.
- Evidence that a reasonable, written risk assessment suitable for the activity has been carried out. (See Planning & Risk Assessment section below). Risk assessment for individual pupils/students and behaviour/care plans are consulted and acted on in the overall plan for the visit.
- Obtain approval before any off-site activity takes place (see Appendix I).
- Inform parents/carers fully about the visit and gain their consent, where appropriate.
- Clearly communicate information about the planned visit or activities to staff, pupils/students, parents/carers. This includes an explanation of what the precautions for carrying out the activity safely are and why they are necessary to help ensure that everyone focuses on the important safety and educational beneficial issues.
- Be able to show that they have put sensible precautions in place, and show that these will work in practice.
- Be able to demonstrate when and how to apply contingency plans where they are necessary.
- Be prepared to take account and adhere to advice and warnings from others, for example those with local knowledge or specialist expertise, especially in respect of higher risk activities.
- Ensure a Provider Questionnaire (see Appendix C) is completed (or a previously completed form is available) where commercial, charitable or private are being used for adventurous or residential activities. The questionnaire is not required for an organisation with recognised LOtC accreditation.
- A preliminary visit/review is strongly recommended (see section below).
- Re-assess risks while the visit or activity takes place.
- Ensure there is a contingency plan should a significant change to the programme be necessary due to weather etc.

### **Accompanying Staff, Parent Helpers and Volunteers**

These roles are vital in assisting the LOtC activity group leader in delivering a safe, beneficial educational experience for children and young people. The group leader ensures:

- They are fully briefed on their duties, roles and responsibilities thorough out the visit, especially if it is an extended day visit or a residential.
- Staff understand who will be directly supervising those young people who have high risk aspects on their individual risk assessments, for example, likely to run away, display challenging behaviour or have an epileptic seizure.
- Briefing includes empowering accompanying staff to intervene appropriately with the group or an individual pupil/student for safety purposes.
- Assist the activity group leader to ensure the health, safety and welfare of young people on the visit.
- Staff are confident regarding the staffing ratio for a particular visit before the visit goes ahead.

## **Pupils/Students**

Whilst taking part in off-site activities pupils also have responsibilities about which they are made aware by the activity group leader, for their own health and safety and that of the group. Children and young people are briefed to:

- avoid unnecessary risks and behaviours.
- follow instructions of the activity group leader and other members of staff.
- behave sensibly, keeping to any agreed code of conduct.
- Inform a member of staff of significant hazards at any point in the activity.

## **Parents/Carers**

Parents/carers have an important role in deciding whether any visit or off-site activity is suitable for their child. Subject to their agreement to the activity parents/carers should:

- support the application of any agreed code of conduct.
- inform the activity group leader about any medical, psychological or physical condition relevant to the visit.
- provide an emergency contact number.
- sign the consent form (see section below on Parental Consent).

## **Approval Process**

The Headteacher/Principal supported by the EVC is responsible for approving all off-site activities. This includes confirming and recording that the group leader for each LOtC activity has:

- recent, relevant experience of the activity, and if this experience is logged.
- an organising ability and a sense of responsibility and leadership.
- sufficient knowledge of the individual young people involved.
- previous experience of the location/area to be visited and under conditions likely to be encountered during the visit.
- identified sufficient appropriately experienced and responsible supportive adults to accompany the activity.

The role and responsibilities of accompanying adults are made clear, explicit and understood by all, including the pupils/students going on the visit.

The approval process and examples of LOtC visits is summarised in Appendix I.

## **Preliminary Visits / Reviews**

Where feasible, a preliminary reconnaissance visit/review is made by the activity group leader to the venue or activity provider to be used. The purpose of the visit/review is for the leader to familiarise themselves with the venue and its safety procedures, the staff members who may be on duty at the time of the visit and the risk assessments and safety procedures for any activities being offered or provided.

A preliminary visit/review will also reduce the likelihood of logistical issues such as lack of disabled access, toilet facilities, parking spaces and mobile phone service for emergency calls.

Alternatively, the activity group leader researches the venue/activity and becomes sufficiently familiar with the area and conditions likely to be encountered, and to be aware of any potential hazards. Where a

preliminary visit/review is not feasible as much background information as possible is obtained from local sources and organisations.

### Safety Considerations

In researching the suitability of a venue, the activity group leader identifies significant potential hazards and ensure that they are risk-managed. These may include the following:

- Car parks and manoeuvring traffic.
- Unclear site boundary.
- Open water.
- Exposure to height.
- Members of the party getting lost or separated in an environment requiring remote supervision strategies.
- Open access to points of danger e.g. narrow gauge railway lines.

### **Training and Information**

A copy of this protocol, the Trust Health & Safety Arrangements and associated school procedures are made available to all staff who may be responsible for planning and/or leading off-site visits and activities and to any parent/carer requesting a copy.

Appropriate training is made available to activity group leaders and other adults taking part in off-site activities in order to reflect identified school health and safety and educational priorities.

The Headteacher/Principal (or EVC) ensures a record is maintained of the qualifications held by staff and volunteers involved in off-site activities including first aid, life-saving, mini-bus driving and specific hazardous activities.

### **Emergency Procedures**

The Headteacher/Principal ensures that emergency arrangements are in place and known to staff, to cover the range of activities undertaken from the school and the times at which they take place. This will include a minimum of two emergency contact numbers for designated senior members of staff or the governing body out-of hours. First aid provision and training of staff will be in accordance with good practice.

### **Accidents & Incidents**

Any accidents and incidents that occur during off-site activities are reported and recorded in accordance with the Trust Health and Safety Policy and Arrangements and related school procedures. Accidents and incidents will subsequently be reviewed within the school to identify any learning points.

### **Planning Process**

A LOTC planning form/checklist (see Appendix A) and risk assessment (see section below and Appendix B) is completed by the LOTC activity group leader and EVC for the following categories of high risk activities:

- hazardous outdoor and adventurous.
- visits abroad.
- activities where there is significant concern about health, safety and welfare.

The Headteacher/Principal will monitor off-site visits and activities and will provide a regular report to the Governing Body about the off-site activities which have taken place from the school.

## Levels of Supervision

The following factors are required to be considered when determining staffing requirements:

- The nature of the mix of pupil/students.
- The need to administer medication.
- The need for a member of staff to accompany a pupil/student to the toilet.
- The likelihood of a pupil/student absconding.
- The likelihood of a medical emergency arising.
- The way in which being away from a normal setting will affect behaviour (for example unpredictable fears and phobias).
- The flexibility for staff working on a 1:1 basis to take a break.
- Staff required for the travelling arrangements to and from the activity. If a member of staff is driving the vehicle they may not be able to deal with emergencies and it may require another member of staff as part of the staffing ratios. It may be necessary to programme in extra drivers to ensure that staff do not have to drive when tired.
- The risk of violence/assault.
- The need for manual handling of a pupil/student.
- The need for physical intervention and deployment of trained staff.
- Parental advice on how the child is likely to behave on such a visit can be valuable.
- Staff are experienced in dealing with the behaviour and particular needs of all the pupils/students intended to be involved in the planned activity.

## Risk Management & Risk Benefit Analysis

Risk assessment and risk management are terms used to describe the process of thinking about the risks of any activity and taking steps to counter them. Low level, everyday activities may not need to be risk assessed but activities which take place away from school or which involve a higher level of risk is always risk assessed. The member of staff carrying out a risk assessment is familiar with the activity which is being planned and understand the associated risks. These risks and the control measures used to minimise the risk are recorded (see Appendix B).

The Health and Safety Executive promotes the view that the risk management process should be simple, manageable, proportional and suitable and sufficient.

The key technical elements to consider when carrying out a risk assessment are:

- Understand and describe the proposed visit/activity.
- Identify any hazards – anything with the potential to cause harm.
- Identify the risks – the likelihood that someone will be harmed by the hazard.
- What control measures can be put in place to reduce the possibility of someone being harmed by the hazard.
- What are the benefits – or positive learning outcomes to be achieved by children/young people participating in the proposed activity.
- Review the position and conclude if the activity can go ahead safely with the likelihood of the hazard causing harm being reduced by control measure and the benefits now outweighing any possible issues presented by the identified hazards.



The three traditional types of risk assessment are:

- **Generic risk assessments** - These are a starting point for developing a safety management plan based on previous experience of similar visits. They may also reference statements of good practice as set out in either national or local safety guidelines. They will provide generic prompts, and set out the challenges and possible hazards associated with that type of visit or activity, as well as suggested ways control measures so that those hazards can be minimised.
- **Event or activity specific risk assessments** - These assessments are best undertaken by the LOtC activity group leader in association with supervisors and pupils/students (where appropriate).  
A leader pre-visit to the activity venue will provide a valuable insight into local conditions, the type of activities on offer, and whether the activity provider can offer the right conditions for the age range and experience of the young people you are working with.  
Activity providers are best placed to provide detailed risk assessments on the activities they offer based on their national governing body qualifications and experience, and local knowledge and experience.
- **Ongoing or dynamic risk assessments** - Activity group leaders must be aware of the changing nature of the visit as circumstances change though the nature of the activity; group dynamics, or even events outside of the control of the organiser.  
Management decisions, involving professional judgments based on leadership competence, training and previous experience may be called upon to change or even cancel activities if the situation is such that the safety of the group is compromised. Activity group leaders must be constantly aware of the need for ongoing dynamic risk assessment and always take heed of advice given both during the visit and specifically on the day by people who have current knowledge of site conditions and local expertise. This will be a dynamic process and although there is no need to write down the process in the form of a risk assessment at the time, it is good practice to record the reasoning at a later time and the experience may be such that it can be used to inform the generic risk assessment for future visits.

### Individual Risk Assessment

Decisions on whether a particular pupil/student may be taken on a particular LOtC activity will be the result of wide discussion with all interested parties, including the Headteacher/Principal, activity group leader, class teacher/tutor, parents/carer, support/care staff and possibly the School Nurse and any third party provider. Such consultation will take place well before the visit. This is especially important when considering including or excluding a pupil/student with serious behavioural issues.

### **The 'Adventurous Activities Licensing Service' (AALS)**

Any activity provider supplying defined adventurous activities for children/young people under 19 years of age in the UK currently must have an AALA License. The aim of adventure licensing is to provide assurances to the public about the safety of those activity providers who have been granted a licence under the scheme. In this way it is expected that children/young people will be able to continue to enjoy exciting and stimulating activities outdoors without being exposed to avoidable risks of death or disabling injury.

Activities deemed to be 'in scope' for licensing purposes are:

- Climbing or abseiling or scrambling over natural terrain and cliffs.
- Trekking on foot, horse or cycle over remote hills or mountains.
- Water sports on the sea, tidal waters, large lakes or white water.
- Exploring natural caves underground.

Accordingly, the school will expect the centre provider to hold an AALA License. A license is granted after an inspection by the 'Adventurous activities licensing service' (Health & Safety Executive) and is normally granted for between one and three years. It is important therefore to check that the license is still in date.

The license may not cover all the activities which the activity centre/provider offers, because some may not be included with the scope of the licensing. Those activities not 'in scope' must be subject to additional activity/site specific risk assessments.

## **Parental Consent**

When LOTC activities take place during the school day and are part of the student's normal education at school, additional written consent from parents/carers is not required for students taking part in the majority of offsite activities organised by the school. However parents/carers will be told where their child will be at all times and of any extra safety measures required. Parental Consent is sought for these 'general trips / activities' on admission (see example in Appendix G), this will cover a pupil's/student's participation in any of these types of activities throughout their time at the school.

Parents/carers are told in advance of each activity and given the opportunity to withdraw their child from any particular activity or school trip covered by the form. If parents/carers withhold their consent, the pupil/student will not be taken on the visit. If the visit is an integral part of a national curriculum subject or external examination course, an alternative way of providing the knowledge gained will be found for those pupils/students not participating.

Activities which need a higher level of risk management or those taking place outside school hours require a 'visit specific' parental consent form (see example in Appendix H). It is vital that parents are given full and complete information regarding the organisation and administration of any higher level offsite visit, journey outside of the school day and for any residential stay. A briefing meeting may be appropriate for residential ventures and more complex undertakings such as expeditions.

Where alternative activities may be included in the planning, parents/carers are fully informed of this possibility and the details of the proposed alternative activity.

See Appendix D for the minimum information parents/carers are given regarding the LOTC activity.

## **Information & Guidance to Pupils/Students**

Children/young people participating in a LOTC activity are provided with a clear understanding of the purpose of the activity, and what is expected of their role in terms of behaviour, the nature of the activity and how they should behave/respond to ensure their own personal health and safety and the health and safety of others within the group.

The individuals are:

- told who is responsible for the whole group and what standards of behaviour are expected.
- briefed and have some background information about the place to be visited and the activities to be undertaken.
- clear about the aims and objectives of the visit and what the educational outcomes are expected to be.
- encouraged to participate in the completion of generic written risk assessments.
- agree a 'code of conduct' (see example in Appendix E). Such a code can be as detailed as the activity group leader requires and or they can cover specific details as relevant to the visit. Details of any proposed sanctions can be included if these are considered necessary. It is good practice for the pupil/student and/or parent/carer to sign the document agreeing to abide by the code of conduct.

## **Travelling Arrangements**

In terms of risk and Health and Safety assessment the travelling to and from the activity is as important as the destination and all staff are required to comply with the Trust Health & Safety Arrangements and related school procedures relating to transporting children/young people. See Appendix F for specific travelling arrangements.

All participants are made aware of the length of the journey, told about planned stops and rules regarding food, drinks and general behaviour. Individuals are briefed on why safety precautions are in place and why they should follow rules.

Initial planning, good discipline and appropriate supervision arrangements are essential. The level of supervision required in a vehicle is considered as part of the overall risk assessment. To ensure adequate supervision a second adult will normally be needed, unless the journey is local, the group size is small or the young people are mature enough to be deemed to be personally responsible.

The educational or medical needs of children/young people included in individual risk assessments will help determine what type of vehicle, what type of supervision, what equipment is needed.

If the vehicle needs to stop in an emergency, the occupants of the vehicle will remain together under the direct supervision of a responsible adult until assistance arrives. The activity group leader will normally evacuate the vehicle and move the group to a position behind the safety barrier on a motorway or well away from moving traffic.

### **First Aid**

Ideally, for any LOTC activity at least one adult member of the party holds a first aid qualification. The visit/activity risk assessment is used to identify whether a qualified first aider is required on the visit, or not. This may depend on the level of risk associated with the activity/visit or in some cases the makeup of the group or the needs of individual pupils.

What is “appropriate” will be determined by:

- The nature of the activity.
- The nature of the group.
- The likely injuries associated with the activities.
- The extent to which an activity will isolate the group from normal ambulance support, or a known point where a qualified first aider will be available.

A very basic level of first aid support must be available at all times. This will require one or more of the staff leading the activity to be designated as the appointed person and:

- To know how to access qualified first aid support.
- Have a working knowledge of simple first aid and are competent to use the first aid materials carried by the group.

Where a group of young people are subject to remote supervision for significant periods of time (as with a Duke of Edinburgh award expedition) then the group itself must similarly be in a position where one or more of the young people should:

- Know how to access qualified first aid support.
- Have a working knowledge of first aid and be competent to use the first aid materials carried with the group.

For some activities (most commonly in defined adventurous activities) there is an expectation that those leading such activities will hold a current first aid qualification, which includes a formalised assessment process (otherwise any certification will have the status of a certificate of attendance). In practical terms the course will be a minimum of 16 hours.

A first aid kit is part of the activity group leader’s essential equipment and readily available throughout the visit with at least one adult member of the party having experience or confidence in its use. The individual

tasked with a first aid responsibility will check that the contents of the first aid kit, if previously used – has been replenished, and is sufficient for the needs of the off-site activity.

It is recommended that first aid kits do not contain sharp pointed scissors and pain relief tablets or other items which are designed to be taken by mouth. Any pain relief tablets and personal medication are identified in the parental consent/medical forms and provided by the individual concerned. It is a legal requirement that all mini-buses must carry a first aid kit.

### **Medical Information & Medication**

A medical form is obtained from parents/carers prior to LOtC activities. Parents/carers or the pupil/student informs the activity group leader directly that there is a known medical condition which might cause a problem for the individual or the group as a whole. The Headteacher/Principal and the activity group leader decides if this is acceptable in the circumstances of the visit/activity. The parents/carers, the pupil's/student's doctor, and others with specialist knowledge/expertise may be called upon to justify the final position, which is documented.

It is expected that students with special/chronic conditions will be allowed to go on visits and take part in activities and reasonable adjustments will be made to accommodate these needs. Under the Special Educational Needs and Disability Act 2001 and the Equality Act 2010 it is unlawful to treat a pupil less favourably for a reason relating to his or her disability without justification or to place them at a substantial disadvantage with other non-disabled pupils without justification. However while aiming for total inclusion, the visit/activity may have to be modified; a parallel activity could be provided; the activity could be adapted for all, or for some; the visit location or activity could be changed; or a more specialised experience base may be sought.

### **Mobile Phones**

Whilst there are many concerns about the problems caused by unnecessary use of mobile phones, there are good aspects to this technology. Activity group leaders ensure that a fully charged mobile phone is available at all times within the adult members of the group; so that contact can be made with the school should this be needed. Pre-checking on mobile phone reception in a given area, especially in remote or hard to reach locations, is good practice. If an emergency situation arises, it can save vital minutes if you know where a mobile signal can be accessed.

It is recognised that some young people find the constant sending of text messages a normal, necessary activity and activity group leaders may wish to consider restricting the use of mobile phones for this purpose while the young people are taking part in an organised activity or while on a residential visit. There are numerous recorded occasions when young people taking part in a challenging activity have sent text messages home to say they are in difficulties. It is hard for the parent to judge how serious the problem is and whether they need to take steps to intervene. Parental concerns can be addressed by systems being in place whereby they can be informed, for example, that a group has arrived safely at a foreign destination and by assurances that if their child does need home contact that will be arranged through the visit staff.

Young people travelling alone by train or car or visiting large towns or cities in groups will be advised to use mobile phones to maintain regular contact with the activity group leader. There is concern that some young people have become over-dependent on text messaging and mobile phone use and a negotiated period of non use may be worth considering as part of an education residential or similar activity.

### **Overseas Visits**

By following sensible and proportional guidelines, it will be possible to establish, manage and maintain safe and productive overseas visits.

Benefits and learning outcomes include:

- Providing knowledge, skills and understanding to live in, and contribute to, a global society.
- Providing an understanding of the world in which we live, including the languages, values and cultures of different societies.
- Helping to develop self-esteem, self-confidence and independence.
- Meeting new people and developing new friendships; broadening horizons.

### **Foreign and Commonwealth Office Travel Advice**

When planning a visit to countries that are further afield, or that have experienced disasters, conflicts, terrorism or civil unrest problems in recent years, the Foreign and Commonwealth Office website will be visited, in the early stages of visit planning, at regular intervals and immediately prior to leaving.

Information regarding safety of tourists is available on the site. The exact wording of this statement is usually the basis upon which insurance companies decide whether or not they will cover visits to such countries, including costs incurred by a cancellation based on terrorism and civil unrest. Cancelling visits at a late stage may incur major financial penalties and may be outside of insurance cover.

### **Passports & Visas**

Personal identification is required in many countries, usually in the form of an individual passport. Group passports do not satisfy the requirements in all countries.

Some countries have an immigration requirement for a passport to remain valid for a minimum period (usually six months) beyond the date of entry to the country, requiring the activity group leader to ensure that all passports are in good condition and valid for at least 6 months at the date of return.

There may be a requirement for a visa to enter particular countries. Check visa requirements with the travel company, or contact the consulate or embassy of the country to be visited.

Check the national citizenship status of all members of the party with care. If there are party members that are British dependent territories citizens, or a British overseas citizen, British subject, British national overseas, or a British protected person, they may need a visa that is not required by British citizens. This may be relevant to countries through which the party passes in transit.

If there are young people with non-British passports, they may require a visa not required by British citizens.

An emergency plan for an overseas visit will consider action in case a member of staff becomes incapacitated or has to leave the visit. If the country visited requires a visa, you will need to address the issue of whether there is a back-up member of staff who holds an appropriate visa.

It is recommended that at least 2 photocopies of all passports, visas and other important travel documents are taken. One set will be kept by the home base emergency contact, and the second copy kept with the party - but kept separate to the original documents.

### **Health**

When temporarily visiting a European Union (EU) country, Iceland, Liechtenstein, Norway or Switzerland, UK residents may be entitled to free medical treatment or treatment at a reduced cost. Only treatment provided under the state scheme is covered. However, to obtain treatment, staff and young people will need a European Health Insurance Card (EHIC) and a completed form E111. Not all UK residents are covered in Denmark, Iceland, Liechtenstein, Norway or Switzerland. Refer to the NHS direct and FCO websites for up to date information. If in doubt as to whether a vaccination is required, consult a GP at least 6 weeks prior to the visit. The Department of Health and Foreign and Commonwealth offices are useful sources of information.

## Insurance

Travel insurance is vital for all visits abroad and is usually available via the tour company with whom travel is arranged. There will be a close examination of what is covered and what is excluded. Remember:

- Before taking out insurance, activity group leaders check whether RADIUS Trust already has an appropriate insurance policy.
- Check whether repatriation expenses are included.
- Check whether rescue expenses are covered. In remote regions, air ambulances can cost in excess of £30,000 per rescue.
- Check whether the costs of parents are covered, should they need to come out to stay with a pupil/student in hospital, or to accompany them home.
- Check whether personal belongings, baggage and money are covered.

## Emergency Procedures

Both the school and any third party provider will have an emergency or critical incident plan. It is critical that the way the two plans will interact is worked out and prioritised before the visit. The plan will outline actions to be taken in case of emergencies and include the following:

- 24/7 emergency contacts back at the school, including over-night, holiday periods and at weekends.
- Whole group evacuation/repatriation.
- Contingency funding arrangements.

Activity group leaders refer to the school's critical incident/emergency planning guidance for details of how they will respond to a serious emergency and how to initiate support from the school. An emergency plan for an overseas visit should consider action in case a member of staff or a pupil/student becomes incapacitated or has to leave the visit, including the need for a back up member of staff to meet any visa requirements.

It is good practice for all activity group leaders to supply pupils/students with some form of ID card that they carry with them at all times. This need be no more than a laminated card, containing the following:

- Name.
- Home address.
- Medical allergies and requirements.
- Contact details of accommodation.
- Insurance details.
- Name of school party.
- Activity group leader mobile phone number for emergency use.

Activity group leaders should ensure that personal information about adults involved and pupils/students is adequately controlled and secure.

## Visitor Attractions & Theme Parks

Visitor attractions are defined as:

“Permanently established excursion destinations, a primary purpose of which is to allow public access for entertainment, interest or education....”

Principle categories include:

- Theme and leisure parks.

- Zoo and animal attractions.
- Historic transport.
- Landmark attractions.
- Parks and gardens.
- Science and discovery centres.
- Workplace attractions.
- National trust/heritage sites.

Most of these are potential learning resources and many are used to hosting groups of children/young people. The number and spread of attractions makes it certain that a great variety of educational opportunity is available within easy reach of most schools and settings. Some attractions are intrinsic to local history, culture and social change, where a visit may add appreciation and depth to awareness of local and community heritage.

### **Quality Standards**

A national code of practice for visitor attractions was introduced in 2007/8 in England and Wales. Attractions must comply with this code listed on the 'Enjoy England' website.

The code covers many matters that are important to visit organisers. These include:

- A commitment to clarity over charges.
- Confirmation of bookings in writing.
- Provision of access statements.
- Availability of information, resources and assistance to help educational visitors gain full benefit from their visit.
- A commitment to cover adequate public liability insurance or indemnity.

Whilst it is not a requirement of the Code, virtually all charged attractions provide free access for exploratory pre-visits.

### **Learning Support Provision**

With sufficient imagination, most attractions can be used as educational resources and one theme park claims to offer "a unique and compelling environment to study national curriculum science topics by relating them to popular rides". Another offers business studies projects which relate to theme park planning. The nature of educational provision varies greatly. Consequently, it is important that activity group leaders check that the chosen venue can provide the range of services required to deliver the targeted learning outcomes.

Attractions usually recognise the value of young people preparing for the visit and may offer materials and artefacts for use in pre-visit exercises.

## Water Based Activities

There are many opportunities of young people and adults to participate in a wide variety of water based activities. The greatest danger in any water sport is drowning and being immersed in cold water is a major contributing factor in drowning fatalities. Exposure is also a very real hazard.

### Controls and Safety Factors

All adventurous water based activities are led by qualified technical staff. Third party commercial providers should always be prepared to provide details of the qualifications held by their staff and will normally be registered as approved activity providers under one of the recognised accreditation schemes.

Although the activity is led by technical leaders, the activity group leader is always responsible for the whole group and carries out the following:

- Ensures codes of acceptable behaviour are explained, agreed and complied with.
- Satisfies themselves about the level of qualified staffing; provisions of safety boats, if applicable, and confirm what the activity group leader is expected to do in terms of supervision and safety of participants when they are not being directly instructed.
- Ensures that details of the activity, location, and participants are left with a responsible adult contact together with instructions for actions to be taken in case of emergency or late return.
- Undertakes ongoing dynamic risk-assessments and make sure that they heed advice given on the day by people with current local knowledge and expertise.
- A personal flotation device (PFD) such as a buoyancy aid or life jacket is worn at all times by groups members and activity leaders. Surfing is the exception to this – so check with specific surfing guidelines. The activity group leaders know the appropriate buoyancy aid or life jacket to suit the specific activity, individual and location. All PFD's must comply with current standards; it must fit, be in good condition and preferably be tested periodically to make sure it is fit for purpose.
- Helmets worn according to the national governing body guidelines for the activity and any local risk assessment.
- All boats and boards are in good condition, have adequate buoyancy, and suitable for the activity and the right size for the participants. It is the responsibility of the activity group leader to check all equipment before the activity.
- Clothing is suitable for the conditions and spare clothing should be carried or readily available. Wet suits or dry suits may be appropriate in certain circumstances. Footwear should normally be worn for water based activities. Surfing may be an exception.
- First aid equipment and appropriate emergency equipment is carried or immediately to hand (in the safety boat) at all times. All activity group leaders of water based activities must have a current first aid award appropriate to their national governing body qualification and to the environment they are working in.
- Weather and water conditions can make normally safe areas unsafe. Activity group leaders will check that, at all levels, normal water and weather conditions have been established. The activity group leader must also be aware of rips, currents, particular effects of wind in that area and relevant local bye-laws. Group leaders need to take common sense precautions for water quality. Using recognised sites will minimise risks.
- Cuts are protected with waterproof plasters.
- It is good practice to shower after any water-based activity.



- Participants taking part in adventurous water based activities should normally be able to swim 50 metres in light clothing. Discretion may be exercised in accordance with the instructor's training and experience where special circumstances exist. Water confidence for the proposed activity may be more appropriate than the ability to swim 50 metres. In addition trained instructors working in a controlled environment may safely introduce some non-swimmers to such activities.

## **Swimming**

Swimming is an important life skill and provides opportunities for exercise and physical well being, leading to a healthy lifestyle. It is one of the activities that people can enjoy all of their lives, either on their own or with friends and family. It can be treated as a fun leisure activity or can become more competitive. It is a threshold skill; giving access to many other water based recreational activities.

Considerations of staff ratios and safeguarding & child protection procedures apply to ensure the safety, protection and well being of all pupils/students when undertaking swimming activities.

Open inland water such as rivers, lakes, reservoirs or canals present unacceptable levels of risk; these include vegetation and other underwater obstructions, sudden changes in depth, coldness of water and pollution. The only exception will be where swimming takes place as part of a supervised water sports activity such as canoeing, wind surfing or rafting. If the open water is a recognised bathing place, then the safety rules relevant to sea bathing must apply. Sea bathing/swimming in the sea is considerably less safe than in a swimming pool. Safety can be further reduced when adverse conditions apply – bad weather, low temperatures and any rip tide or undertow, and in these conditions will be avoided.

The risk assessment will take account the need for:

- A minimum of two staff and a ratio of 8:1 children to staff.
- A qualified beach lifeguard watching the group from the edge.
- An additional person able to carry out resuscitation.
- Thorough knowledge of conditions on the beach.
- An agreed and restricted swimming/paddling area and depth within the permitted swimming zone. This will be dependent on the age, swimming ability, conditions on the day and available safety provision.
- The group will be made aware of the emergency signals – both visual and audible to be used.
- Life saving equipment and first aid facilities will be available.
- The ability to account for all pupils at all times.

## Appendix A: Checklist & Planning Sheet

### Checklist for LOtC Activity Group Leader & EVC

Check	✓
LOtC Activity Group Leader: Is there a clearly identified visit leader, sufficiently experienced and competent to assess the risks and manage the proposed visit or activity?	
Purpose: Is there a clearly identified purpose for the whole programme and any of its constituent parts, appropriate to the age and ability of the group?	
Risk assessment: Has the activity group leader assessed the risks involved in all aspects of the visit or activity and recorded the significant findings, or made reference to a previous record, with amendments as necessary? Are the staff involved in the visit sufficiently able and experienced to re-assess risks on an on-going basis throughout the programme?	
Preliminary visit/review: Has the activity group leader made a preliminary visit/review to the site or centre to be visited, to check arrangements? These include: travel time, access and permission, facilities and equipment, leisure or recreational facilities for residential stays, staff support, guides or programmes of work, potential health and safety issues, shelter, toilets, costs, accommodation, contingency arrangements, references from previous users. If no pre-visit has been carried out, has action been taken to ensure the activity group leader is aware of potential hazards and opportunities?	
Location: Is the proposed location of the visit suitable for the activity being done and appropriate for the group?	
Advice: Has advice been sought from someone with expertise or technical competence where there is uncertainty about safe practice? This may be the EVC, an external technical expert, or the adviser for outdoor education.	
Approval: All visits must be approved by the Headteacher/Principal or the EVC acting on behalf of the Headteacher/Principal. Does the proposed activity involve adventurous activities or a visit abroad? If so, in addition to approval from the Headteacher/Principal the visit may also need to be endorsed by an external adviser for outdoor education.	
Venue and use of External Providers: Does the visit involve adventurous activities booked through a commercial, charitable or private provider? If so, arrange for the organization complete a provider questionnaire.	
Staff: <ul style="list-style-type: none"> <li>Are members of staff, including volunteers, suitably competent, experienced, qualified and able to supervise the individuals and groups they are responsible for, in that environment?</li> <li>Are members of staff, instructors or volunteers leading adventurous activities suitably competent to do so?</li> <li>Do members of staff have sufficient knowledge of young people for who they are responsible?</li> <li>Have members of staff or adult volunteers been DBS checked, where necessary?</li> </ul>	
Staff to young people ratio: <ul style="list-style-type: none"> <li>Will the group have the acceptable staff to young people ratio necessary for the activities proposed?</li> <li>Do plans and staffing ratios reflect the needs of anyone with a disability or needing extra support?</li> <li>Does staffing include male and female supervision, where necessary?</li> <li>Does the staffing ratio reflect any possible conflict of interest for staff whose own children are on the trip?</li> </ul>	
Parental and guardian consent: Have parents and guardians given their informed consent for the visit as a whole and for any adventurous activities which are planned?	
The programme: <ul style="list-style-type: none"> <li>Do young people and staff have the appropriate clothing and equipment necessary for the activities proposed, allowing for a range of weather conditions? If not, will an external provider be offering appropriate equipment?</li> <li>Are the young people prepared for and physically capable of taking part in the proposed activity?</li> <li>Is the programme suitable for all of the participants?</li> <li>Is there an alternative programme in the event of poor weather, or other necessary change and have the risks related to an alternative plan been considered?</li> </ul>	

<b>Check</b>	✓
<ul style="list-style-type: none"> <li>Does the programme reflect a responsible attitude towards the environment?</li> </ul>	
<b>Organisation:</b> <ul style="list-style-type: none"> <li>Are staff aware of dietary and medical needs of young people and staff?</li> <li>Have suitable and sufficient arrangements been made for first aid?</li> </ul>	
<b>Transport:</b> <ul style="list-style-type: none"> <li>Is appropriate and legal transport available?</li> <li>Are there suitable and sufficient qualified and DBS checked drivers for any planned minibus journey?</li> <li>Will departure and return times be made known to staff, young people and parents?</li> <li>Is there a contingency plan in the event of a delay or early return?</li> </ul>	
<b>Insurance and finance:</b> Is there adequate and suitable insurance cover? Have arrangements been made to finance the visit and manage the associated funds?	
<b>Briefing for young people:</b> Will the young people be properly briefed on the activities they will do during the visit? The briefing may need to include: <ul style="list-style-type: none"> <li>appropriate clothing and equipment</li> <li>rendezvous procedures</li> <li>safety risks of jewellery</li> <li>groupings for study or supervision</li> <li>a system of recall and action in emergencies</li> <li>agreed codes of conduct and behaviour</li> <li>significant hazards, including water</li> <li>relevance to prior and future learning</li> </ul>	
<b>Briefing for staff:</b> Will the activity group leader also brief adults and voluntary helpers? The briefing may need to include: <ul style="list-style-type: none"> <li>anticipation of hazards and the nature of the programme</li> <li>defining roles and responsibilities of staff</li> <li>careful supervision to cover the whole time away</li> <li>arrangements for any indirect supervision where applicable</li> <li>standards of behaviour expected from young people</li> <li>regular counting of participants</li> <li>how much help to give to young people in their tasks</li> <li>a list of names of people in sub groups</li> <li>emergency procedures.</li> </ul>	
<b>Emergency procedures:</b> Has a named emergency contact been identified at home or at base in the event of an emergency, who has a contact list of the group members including staff and a programme of the group's activities? For out of work hours, two emergency contacts will be identified. Are the staff sufficiently aware of emergency and accident procedures and do they have access to relevant emergency and group home contact numbers?	
<b>Preparation and communication:</b> Is there adequate time and opportunity to prepare for the visit or activity? Have other staff and colleagues whose work may be affected been notified of planned arrangements?	
<b>Follow up:</b> <ul style="list-style-type: none"> <li>Have arrangements been considered for appropriate follow up work and evaluation after the visit?</li> <li>Has a report been provided for the Headteacher/Principal or other colleagues, where appropriate, to share outcomes arising from the visit and learn from problems or incidents?</li> <li>Have other records been completed, for example those related to vehicles or equipment?</li> <li>Have financial records been completed?</li> </ul>	

<b>SLT Name</b>		<b>Date</b>	
<b>SLT Signature</b>			

## LoTC Activity Planning Sheet

Venue		Date of Departure		Date of Return	
Group Leader Name		Group Leader Signature		Date	
EVC Name		EVC Signature		Date	
SLT Name		SLT Signature		Date	
Emergency Contacts (x2)					
Purpose/Educational Benefit of LoTC Activity/Curriculum links		Staff involved including specific qualifications linked to the activity			
Names of Children/Young People with parental consent/medical information	Key Information on Pupils/Students (Risk Assessments attached)			Resources needed, including money & transport	
1.					
2.					
3.					
4.					
5.					
6.					
7.	Evidencing your visit (e.g. photos)				
8.					
9.					
10.					

## Appendix B: LOTc Activity Risk Assessment Template

Educational Visit Risk Assessment								
<b>SCHOOL:</b>								
Visit Name / Venue				Date of Visit:			Risk Assessor:	
Hazard	Why is this a hazard/issue?	Who is at risk?	Severity 1 to 5	Existing Control Measures	Likelihood 1 to 5	Risk Rating = Severity x Likelihood	Acceptable Tolerable or Action Required	Recommended Improvements /Action
<b>1. Assembly of group &amp; embarkation</b>								
Pupils not being at assembly point at correct time.	Pupils could miss being registered/ attending the trip	Pupils						
Staff not arriving at meeting point	Staff / pupil ratio incorrect. Travel / visit details not known by others in the group.	All Participants						
Loading bags etc and embarking vehicle	Trips, falls and injuries from lifting of heavy loads.	All Participants						
<b>2. Travel to the event</b>								
Bad weather conditions	Hazardous driving conditions	All Participants						
Stopping at service station for comfort stop.	Loss of pupil, late arrival back at the vehicle	All Participants						
Travel sickness		All Participants						
Vehicle breakdown / accident	Delays, Injuries	All Participants						

Disembarkation	Trips, falls, hazards at stopping point, e.g. moving vehicles	All Participants						
<b>3. During the activity</b>								
Keeping group together to avoid child being seperated from the group	Child becoming lost and not accounted for	Pupils						
Fire and other emergencies at the venue	Pupil becoming lost / injured	Staff and pupils						
<i>Activity specific risks ....</i>								
<i>Activity specific risks ....</i>								
<i>Activity specific risks ....</i>								
<i>Activity specific risks ....</i>								
Assembling group at end of the activity prior to return journey	Pupil not assembling with the group / not accounted for	Pupils						
<b>4. Travel back to school</b>								
As per section 2 unless different travel arrangements								
<b>5. Collection at end of the visit</b>								

Parents picking up pupils	Possible confusion over who if picking child up and whether they have gone.	Pupils						
Parents not picking up pupils as planned.	Child not picked up and remaining at the Guildhall.	Pupils						
<b>Approval/Verified</b>								
<b>Group Leader Name</b>		<b>Group Leader Signature</b>				<b>Date</b>		
<b>EVC Name</b>		<b>EVC Signature</b>				<b>Date</b>		
<b>SLT Name</b>		<b>SLT Signature</b>				<b>Date</b>		
<b>Comments/Notes:</b>								

## Appendix C: Provider Questionnaire

To be completed by providers of outdoor education, visits and off-site activities and returned to the school.

**Name of provider organisation:**

The provider named above is asked to give careful consideration to the statements below and sign in the space at the end of the form that the standard of service provided will meet the conditions listed. Please complete in full, putting "yes" "no" or "N/A" as appropriate in the right hand column.

**Section A should be completed for all visits. Section B (Adventure Activities), Section C (Tour Operators) and Section D (Expeditions) should be completed if applicable.**

<b>Section A – All Providers</b>	<b>Yes, No or N/A</b>
<b>Health, Safety and Emergency Policy</b>	
1. The provider complies with the relevant health and safety regulations, including the Health and Safety at Work Act 1974 and associated regulations for visits/activities, and has a health and safety policy and recorded risk assessments which are available for inspection.	
2. Accident and emergency procedures are maintained and records are available for inspection.	
3. The provider operates a policy for staff recruitment, induction and training that ensures that all staff with a responsibility for participants have the experience and competence to undertake their duties.	
4. There is a clear and communicated definition of responsibilities between the provider's staff and visiting staff regarding supervision and welfare of participants.	
5. The provider has a Code of Conduct which will be employed where appropriate and supplied in advance of any booking. Visiting groups should adhere to the Code of Conduct.	
<b>Staffing</b>	
6. The provider has a safeguarding policy covering staff recruitment, induction and training. To support this policy all reasonable steps are taken to check staff/volunteers, who will have access to young people, for relevant criminal history and suitability for work with young people. (i.e. UK CRB checks)	
7. There are adequate and regular opportunities for liaison between school/organisation staff and the provider's staff to agree learning outcomes and to agree if necessary any changes to the programme.	
<b>Insurance</b>	
8. The provider has public liability insurance for a minimum of £5 million. (The Provider MUST NOT require the activity group leader and / or participants to sign any form of insurance disclaimer / waiver. If such a form is used, the provider MUST send the form in advance of the booking, before any payment is made, to the visit leader.)	
<b>Inclusion &amp; Environment</b>	
9. The provider will take all reasonable steps to allow inclusion and participation of any young people who have special needs or have a disability, following a risk assessment process, in line with the Special Educational Needs and Disability Act 2001 and Disability Discrimination Act 2005.	
10. The provider encourages responsible attitudes to the environment and/or promotes wider sustainability issues as an integral part of the programme.	
<b>Vehicles</b>	
11. All vehicles are roadworthy and meet the requirements of relevant regulations in the country in which they are being used.	
12. Where applicable drivers are PCV qualified or operate with a small bus permit and local minibus driving assessment.	
13. All drivers are appropriately insured and hold a valid licence to drive them on behalf of the provider.	
<b>Accommodation (if residential or main use accommodation is provided)</b>	
14. A fire risk assessment has been completed, reviewed appropriately and meets the requirements of	



the Regulatory Reform (Fire Safety) Order 2005.	
15. Security arrangements have been assessed and all reasonable steps taken to prevent unauthorised persons entering the accommodation.	
16. Separate male and female sleeping accommodation and washing facilities are provided. Staff accommodation is suitably located to ensure adequate supervision.	
<b>Section B – Adventurous Activities and Field Studies in Outdoor Environments.</b>	
<b>Activity Management</b>	
17. The ratios of staff to young people for the activities confirm to those recommended by the appropriate National Governing Bodies (NGB) & LA, or, in the absence of this, the provider’s Code of Practice informed by risk assessment.	
18. The provider maintains a written code of practice for activities, which is consistent with relevant NGB guidelines or in their absence, recognised national/best practise standards.	
19. Staff competences are confirmed by the appropriate NGB qualification for the activity to be undertaken, or staff have had their competences confirmed by an appropriately experienced and qualified technical adviser.	
20. The provider has made an assessment of the first aid needs of employees and visitors/participants. There will be adequate and appropriate facilities along with access to a person with a valid and appropriate level of first aid qualification. Staff are practised and competent in accident and emergency procedures.	
21. All equipment used in activities is suited to the task, adequately maintained and monitored in accordance with statutory requirements and current good practice, with records kept on maintenance checks where necessary.	
<b>AALA Licence</b> For AALA licensable activities in the UK, the specifications in this section are checked as part of an AALA inspection. However, providers registered with AALA are asked to consider these applications with respect to any activities or aspects of their provision offered that are not covered by the licence.	
<b>22.</b> Adventure Activities Licensing Authority (AALA) Licence held.  <b>Licence No:..... Expiry Date:.....</b>	
<b>Section C – Tour Operators / Package Holidays</b> Where a tour operator delivers services using other providers e.g. ski schools, transport operators or accommodation, the tour operator must ensure that each provider meets the relevant specifications outlined in A and B of this form and that these providers operators to standards which meet the relevant regulations which apply to the country of operation.	
23. Sections A and B of the form, as appropriate, have been completed to show that checks have been made, records of which are available for inspection.	
24. The Tour Operator complies with package Travel Regulations, including bonding to safeguard customers’ monies.	
25. Security in the case of Insolvency - There is an on-going legal requirement to have sufficient evidence of security for the protection of pre-payments in the event of insolvency under The Package Travel, Package Holidays and Package Tours Regulations 1992. This states that businesses offering “packages” must be able to provide this evidence at all times. Please tick to confirm that this is understood and will be complied with.	
26. ATOL, ABTA or other bonding body name and numbers:	
27. If abroad, the accommodation complies with fire, health and safety regulations, which apply in the country, concerned.	
<b>Section D Expeditions</b>	
28. The provider has completed sections A and B of this form and agrees to provide additional written assurance which are specific to the expedition being proposed and which will be made clear to the provider by the LA Outdoor Education Adviser.	

<b>Organisation:</b>			
<b>If any of the above specifications cannot be met, please give details below. Also please give details of any other accreditation with national governing bodies, tourist boards etc.</b>			
<b>Name</b>		<b>Date</b>	
<b>Signature</b>			
<b>Position</b>			
<b>Telephone Number</b>			
<b>Email</b>			

Thank you for completing this form. Please return to the school who has booked with you:

DRAFT

## Appendix D: Information Supplied to Parents/Carers

Information Provided	✓
The educational reasons for the trip	
The activities being planned	
The name of activity providers, and their “qualifications” i.e. AALA; BHAA; Quality Badge; RYA or other water based National Governing Body qualifications	
Address and telephone/email/web address of activity provider and/or accommodation to be used	
Mode of transport and transport arrangements which may include coach, minibus, train, the underground and flight details	
Size and age range of group and gender mix	
Any times when group members will not be directly supervised	
Dates and times and location when group members will be collected and returned	
Code of conduct expected of group members and any sanctions which may be imposed	
Information about the centre being used, and the experience and qualifications of instructors; any special clothing or equipment required	
School staffing details including names, experience and expertise of activity group leaders and other supervising adults	
Telephone numbers and the emergency procedures for contacting parents	
Insurance position – and whether participants need to consider taking out additional personal accident insurance cover	
Medical information including any prevailing medical conditions which may affect the safety of the individual or the group, and medicines currently being taken; to include inhalers, epi-pens etc	
Advice on any personal money and security arrangements for items such as cameras, i-pods, mobile phone devices and so on	
Contingency plans in case there are delays in returning to home base or the need for an early return.	

## Appendix E: Example Code of Conduct for Pupils/Students

The code of conduct may include the following:

- Acceptance of the group leadership role being undertaken by staff.
- Responsibility for their own behaviour and the need to take responsibility for being in the right place at the right time, following instructions as asked.
- Specific rules for both travel and the accommodation arrangements including the agreed 'lights out' times and policies on down time.
- Understanding the question of local custom and what might cause offence.
- Acceptable use of mobile phones and social networking sites and internet access.
- Understanding the rules on the purchase, consumption or supply of alcohol and tobacco.
- Understanding that the possession and use of non-prescribed drugs or other illegal substances is forbidden.
- Understanding the rules on the purchase of knives and other weaponry, fireworks or offensive items.
- An awareness of the unacceptability of excessive noise or behaviour likely to disturb other people and /or bring the reputation of the school into disrepute.

<b>Pupil/Student Name</b>		<b>Date</b>	
<b>Pupil/Student Signature</b>			

<b>Parent/Carer Name</b>		<b>Date</b>	
<b>Parent/Carer Signature</b>			

## Appendix F: Travelling Arrangements

### Travelling on foot

The degree of control needed will depend on the age and nature of the group and the locality involved. The risk assessment will help determine whether the group needs careful control and supervision. Under normal circumstances the advice is that students should walk in controlled groups, with one member of staff controlling the front of the group, with another at the back. Consideration will always be given to the wearing of high visibility fluorescent jackets, either by the children or the supervising adults, or both.

Where possible use pavements and avoid walking on roads. In country areas pavements are often narrow or non-existent, and traffic flow can be fast, extra adult supervision may be needed.

Particular care will be taken when groups need to cross a road: use recognised crossings where possible. The activity group leader will take main control of any crossing, and be advised by supervising adults where necessary. The children/young people will be taught the basics of road safety, and be encouraged to take responsibility for their own and group safety. A moving group can be inhibiting to other pedestrians, and consideration to other pedestrians will be encouraged.

### Travelling by car

Drivers and vehicles used to transport children/young people will comply with the standard RADIUS Trust Health & Safety Arrangements including private vehicle checks (if relevant), DBS checks, completing a Driver Declaration form and Driver Assessment.

Seat belts must be worn and booster seats may be necessary for younger children. If the pupils/students are to be carried on behalf of the school, then the driver's insurance will be extended to include class 1 business use.

### Travelling by minibus

A minibus is defined as a vehicle which has 9 to 16 passenger seats in addition to the driver. Minibuses used to transport children/young people will have:

- Forward facing seats for every passenger, with as a minimum, a three point seat belt for the driver and every passenger.
- A first aid kit and fire extinguishers.
- Emergency exits clearly marked and be accessible at all times.
- Luggage stored safely and strapped down to any anchorage points provided.
- Full comprehensive motor insurance.
- A valid Section 19 Permit issued under the Transport Act 1985.

The schools own minibus will have a senior member of staff to assume responsibility and will be termed 'the operator'. A designated responsible person may assume responsibility for the day to day running and maintenance of the vehicle; but the overall responsibility will remain with 'the operator'.

The 'responsible person' ensures the vehicle is maintained in accordance with the manufacture's recommendations for servicing and safety inspections are carried out at a maximum interval of 13 weeks by a competent vehicle mechanic.

The minibus and its equipment is checked by the driver prior to each use, and any defects reported to the 'responsible person'. If the driver, during that check, feels that any aspect of the vehicle could cause a legal or safety issue, they will not use the vehicle.

On long journeys drivers must take proper rest periods prior to driving and regular breaks during driving, to reduce the risk of tiredness – which is a known cause of accidents. For all self drive forms of transport the risk assessment takes into account the length of the journey, the overall length of the visit and the time of day or night for the return journey.

### **Taking a minibus abroad**

Minibuses suitable for carrying 10 or more people, including the driver, must be equipped with a calibrated tachograph for all journeys through EU countries, including Eire. Drivers travelling abroad need to be aware of EU regulations and regulations of other countries for driver's hours, licences and other requirements.

When the vehicle is abroad it must have:

- Copy of fully comprehensive insurance certificate
- A waybill or model control document – a consignment note/list of items carried
- An own accounts certificate shows that the vehicle is owned by the group (not hired) and transport is not the main activity of the operator
- Five star breakdown cover
- Drivers' licenses
- MOT certificate
- V5 vehicle registration document
- Tachograph calibration certificate.

Activity group leaders are advised to contact the relevant embassy for non-EU countries to check their latest driving requirements. Some countries will also require the vehicle to carry first aid kits, fire extinguishers and reflective safety triangles. Drivers who infringe the law on documentation, drivers' hours, tachograph and other traffic regulations, such as speeding, may be charged with an offence and may be liable to on the spot fines.

Further information: The Department for Transport, Traffic Commissioner, Western Traffic Area, 2 Rivergate, Temple Quay, Bristol, BS1 6EH. Tel 0300 123 9000 or go to [www.dft.gov.uk/roads/](http://www.dft.gov.uk/roads/)

**Travelling by multi-purpose vehicles (MPV's)** with up to 8 passenger seats (weight 3,500kg or less).

These vehicles are not classed as minibuses but are still passenger carrying vehicles and they are still subject to Section 19 regulations, and the drivers must:

- Have held a full (not provisional) category B licence for at least two years
- Be familiarised with the vehicle before using it.

## Appendix G: Sample General Consent Form

### CONSENT FORM FOR SCHOOL TRIPS AND OTHER OFF-SITE ACTIVITIES

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

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

**Please note the following important information before signing this form:**

- 1. The trips and activities covered by this consent include;
  - a. all visits (including residential trips) which take place during the holidays or a weekend
  - b. adventure activities at any time
  - c. off-site sporting fixtures outside the school day
- 2. The school will send you information about each trip or activity before it takes place.
- 3. You can, if you wish, tell the school that you do not want your child to take part in any particular school trip or activity.

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

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

<b>Details of any medical condition that my child suffers from and any medication my child should take during off-site visits:</b>			
<b>Parent/Carer Name</b>		<b>Date</b>	
<b>Parent/Carer Signature</b>			

## Appendix H: Sample Consent Form For Specific Higher Risk Activities

### CONSENT FORM FOR <NAME OF ACTIVITY> FROM <START DATE/TIME> to <END DATE/TIME>

Dear Parent/Carer

You have already received details about our forthcoming visit or activity. Please complete and return this form giving your consent for your child to take part in this activity.

Pupil/Student Name	
Is there any information about your child's health which may need special attention, but does not prevent them from taking part. (For example; any allergies, any medication needed and the dosage, travel sickness, diabetes, asthma or epilepsy?)	
Has your child had any relevant recent illness?	
Does your child have any specific dietary requirements?	
Do you have any additional comments?	
Is your child able to swim 50 metres? YES / NO	<delete this if not relevant for the activity>
Is your child water confident for the proposed activity? YES / NO	<delete this if not relevant for the activity>
Name & Address of Family Doctor	
Approximate date of last tetanus injection	

<ul style="list-style-type: none"> <li>I would like my child to take part in this visit or activity and having read the information provided agree to him/her taking part in the activities described.</li> <li>I consent to any emergency medical treatment required by my child during the course of the visit.</li> <li>I confirm that my child is in good health and I consider him/her fit to participate.</li> </ul>			
<b>Parent/Carer Name</b>		<b>Date</b>	
<b>Parent/Carer Signature</b>			
<b>Emergency Telephone Number</b>			



## Appendix I: Examples of LOTC Activities & Approvals

Category	Example	Approval
A	Day visits not involving adventurous activities Residential visits not involving adventurous activities. This includes; visits, journeys, sporting and physical education activities and environmental studies for which the element of risk is similar to that encountered in daily life. Examples include farm visits, forest schools, visits to sites of historic, commercial or cultural interest, most fieldwork, leisure centre visits, ice skating, local walks, journeys to the zoo or theatre.	Approved by Headteacher/Principal or delegated to EVC/member of the SLT.
A	Use of outdoor and residential centres managed by the school's local council such as Surrey Outdoor Learning & Development.	Approved by Headteacher/Principal or delegated to EVC/member of the SLT.
A	Physical education and activities provided as part of PE lessons.	Approved by Headteacher/Principal or delegated to EVC/member of the SLT.
B	Adventurous activities - residential or nonresidential. Category B activities may take place in hazardous or remote environments and require specific skills, experience and safeguards in order to contain risk at an acceptable level. Approval within the school and endorsement by LOTC advisor will normally only be given where activity leaders are appropriately qualified and experienced. In addition to technical competence, recognised by qualification, the Headteacher/Principal should be satisfied that the individual has adequate non-technical skills and judgement to supervise or manage the group in question. Outdoor and adventurous activities including those listed below: <ul style="list-style-type: none"> <li>• Camping more than 30 mins away from shelter/habitation</li> <li>• Canoeing, kayaking, stand up paddle boards</li> <li>• Caving Coastal and off-shore cruising</li> <li>• Cycling more than 30 mins away from shelter or habitation</li> <li>• Power boating, rowing, sea fishing from a boat</li> <li>• Horse riding/pony trekking where a riding school/trekking centre is not used</li> <li>• Sailing, windsurfing and kite surfing</li> <li>• Mountain and moorland activities more than 30 minutes away from shelter or habitation</li> <li>• Bushcraft/woodland activities.</li> <li>• Rock climbing, including abseiling, on natural crags or using climbing walls which are not on school sites</li> <li>• Snorkelling and sub aqua in the sea or open water</li> <li>• Gorge walking, coasteering or similar water and rock activities</li> <li>• Surfing, water skiing, jet skiing</li> <li>• Snow sports in UK and abroad, including dry slopes</li> <li>• High level ropes courses</li> <li>• Swimming other than in a public pool</li> <li>• Paintball activities, shooting and archery</li> <li>• Motor sports</li> <li>• Rafting and improvised raft building</li> </ul>	Approved by Headteacher/Principal or delegated to EVC/member of the SLT and endorsed by an external adviser for outdoor education.
C	Overseas and other provision <ul style="list-style-type: none"> <li>• All visits abroad.</li> <li>• Activities in the air – except commercial flying</li> <li>• Any other activity or programme where there is significant concern about safe practice.</li> </ul>	Approved by Headteacher/Principal or delegated to EVC/member of the SLT and endorsed by an external adviser for outdoor education.