

KINGSDOWN SECONDARY SCHOOL

POLICY ON VISITS OUT OF SCHOOL

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N.b There is no section dedicated to Insurance: this is assumed to be addressed under the school's general cover policy. However, exceptional care should be taken when undertaking visits and activities to ensure that learners, workforce and the general public are covered under the existing policy. This is especially true where hazardous activities are undertaken. Underwriters will require information that is consistent with practice (especially risk assessment), referred to herein.

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ACKNOWLEDGEMENTS

This Policy Document, *Guidelines for Educational Visits*, is based on the DfES¹ document *Health and Safety of Learners on Educational Visits* (HASPEV), first published in 1998, and its three more recent supplements: *Standards for LAs in Overseeing Educational Visits*; *Standards for Adventure*; and *A Handbook for Group Leaders*, all published in 2002.

Many text extracts from DfES documentation have been used in this document which is produced for non-commercial education and training purposes. Where text from the DfES documents has been used, it has not been individually identified as such for purposes of clarity and readability of this document.

It is recognised that the DfES has changed its name to the Department for Children Families and Schools: the source material referred in these guidelines is considered valid at the time of writing and may be updated during review processes.

Acknowledgement is given to the contribution made by information available from Local Authority sources

1 FOREWORD

This document contains Kingsdown Secondary School's policy and guidelines for the conduct of educational visits. Its aim is to both protect the health and safety of the workforce and that of the young people they are responsible for. Employees have a responsibility to follow the guidance provided and to seek advice as the need arises.

The value of educational visits in providing an enriched curriculum, along with increased safety awareness, has been highlighted in recent times.

Educational visits have many benefits, including: raising achievement through boosting self-esteem; improving motivation; development of key skills; promotion of education for sustainable development; supporting social education and citizenship; and improved health and fitness through active involvement.

This document takes into account guidance at a national level.

The additional value of training in the organisation of visits and risk assessment, as well as the need to gain experience by assisting more experienced colleagues, should not be undervalued.

¹ Now DCFS

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2 TERMINOLOGIES

Educational Visit

An educational visit is any off-site visit sanctioned by the school which takes place under the direct or indirect supervision of staff. This guidance document applies to all educational visits.

Head Teacher Approved Visits

Head teacher approval is required for all off-site educational visits. For educational visits and activities that are routinely conducted as part of the regular curriculum and life of the school, which take place locally by walking or a short vehicle journey and which do not require remote supervision and do not involve significant hazards, approval for the visit normally rests with the head teacher only. These visits do not usually need to be notified to the Governing Body

Governing Body Approved Visits

For all non-routine visits, including residential visits, visits which involve adventure activities (whether licensable or not), international visits and visits where there may be significant hazards (for example, where water hazards are present), whether local or further afield, Governing Body approval is required for the visit to take place.

The Employer

The MCRS is the employer of The Kingsdown Secondary School Workforce.

Educational Visits Coordinator (EVC)

The school's coordinator for educational visits who, on behalf of the head teacher, and when appropriate, in liaison with the other professional and statutory bodies and within guidelines (page 1), provides support to colleagues organising and conducting school visits.

Visit Leader

The person holding overall responsibility for organising and conducting the visit or activity.

Group Leader

One of the supervising adults on a visit taking responsibility for supervising a group of learners during an activity session.

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3 THE LEGAL FRAMEWORK

All activities covered by this document fall within a legal framework. The following information outlines the main aspects of that framework. Roles and responsibilities for educational visits which flow from this legal framework are outlined in the following chapter.

Human Rights Act (1998)

Article 2 of the Human Rights Act provides that no person shall be denied the right to education. This has implications for educational visits, for example with reference to the inclusion of learners with special needs: this will have particular relevance to learners at Kingsdown Secondary School (see chapter 9 [Preparing Learners](#)).

Other relevant legislation

Other legislation which is referred to in these guidelines has implications for educational visits:

- Health and Safety at Work etc Act 1974
- Management of Health and Safety at Work Regulations 1999
- Children Act 1989
- RIDDOR 1995²
- Activity Centres (Young Persons' Safety) Act 1995
- The SEN and Disability Act 2001

Health and safety regulations Employer's responsibilities

Under the Health and Safety at Work etc Act 1974, the employer is responsible for the health, safety and welfare at work of its employees. The employer also has a duty to ensure, so far as is reasonably practicable, the health and safety of anyone else on their premises or anyone who may be affected by their activities.

Who is the employer?

MRCS is the employer and therefore holds the employer's responsibility for health and safety

² Reporting of Injuries, Diseases and Dangerous Occurrences

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Employees' responsibilities

Whilst MRCS as the employer has primary responsibility for health and safety, all employees have a statutory duty while at work to take reasonable care for the health and safety of themselves and others, including learners.

Under Health and Safety legislation all employees must:

- take reasonable care of their own and others' health and safety;
- co-operate with their employers over safety matters;
- carry out activities in accordance with training and instructions;
- inform the employer of any serious risks.

These duties apply equally to educational visits as they do to the normal school situation. Because the head teacher, teachers and other employees have a delegated responsibility to co-operate with and implement our policies and procedures, those with responsibility for the care of learners on visits must be thoroughly familiar with all aspects of the guidelines that may affect their visits.

Duty of care

In addition to the above duties, when teachers and other staff are responsible for the children of others they are said to be *in loco parentis*. This means that they have a common law duty to take the same care that a reasonably prudent parent would take in similar circumstances.

Risk assessment

Under the Management of Health and Safety at Work Regulations 1999, managers are required to make assessments of the risks to which employees, learners and others are exposed in order that appropriate measures are taken to protect their health and safety.

Managers are required to:

- assess the risks of activities;
- introduce measures to control those risks;
- tell its employees about these measures.

Further information about risk assessment is contained in chapter 7 of this document,

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Risk Assessment and Risk Management.

Foreign law

Learners are generally responsible for their own criminal acts and therefore problems may arise where civil or criminal offences are committed in a foreign country. It is not possible to provide detailed guidance on relevant aspects of foreign law, which varies considerably between countries. It is suggested, however, that teachers leading visits abroad should adopt as a minimum standard that which would be expected under English law.

Learners should be made aware of the very serious implications of breaking the law in many countries (any involvement with illegal drugs, for example). Leaders should obtain information on basic legal *dos and don'ts* from the Foreign and Commonwealth Office's Travel Advice web site (see [Contacts](#) section) and the appropriate embassy or high commission or the national tourist office of the country to be visited, recognizing that information provided will not be exhaustive.

Leaders should decide if they need to obtain parental consent for specific activities if they would be contrary to English law but not to that of the country being visited. For example, the age at which cigarettes may be purchased or alcohol consumed is different in some other countries than in the UK.

Legal liability

School visits, authorised by the Governing Body and head teacher, whether in term time or holiday time, will generally be regarded as an extension of the school situation and the same legal liability on the part of the head teacher, teachers and the local education authority to act *in loco parentis* applies.

It is possible that a head teacher or teacher may be found to be negligent as a result of their own actions. However, MRCS will hold vicarious liability in those cases where the employee is acting in the course of their employment.

Most teachers will be aware of the type of incident which can give rise to a claim, the most common being lack of proper or adequate supervision.

Other agencies

Where an activity involves the use of the resources or expertise of another organisation, Kingsdown Secondary School will take reasonable steps to be sure that the agency involved is reputable, competent and that the provision is safe. Chapters 6 and 7,

[Planning Visits](#) and [Risk Assessment and Risk Management](#), provide further advice about the assessment of safety standards.

For air travel, school should book with an operator who holds an Air Travel Organisers Licence or ATOL. This licence provides security against a licence holder going out of business. When travelling abroad and using a travel agent, Kingsdown Secondary School must check whether or not the whole package is covered under ATOL. If not, school must check that the operator or agent has evidence of other forms of security to provide for the refund of payments and the costs of repatriation in the event of insolvency, usually in the form of a bond.

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

- Association of British Travel Agents - ABTA
- Federation of Tour Operators Trust - FTOT
- Association of Independent Tour Operators Trust - AITOT
- Passenger Shipping Association - PSA
- The Confederation of Passenger Transport - CPT
- Yacht Charter Association -YCA
- The Association of Bonded Travel Organisers Trust – ABTOT

The Package Travel, Package Holidays and Package Tours Regulations 1992

The regulations should not apply for visits that have a clear educational aim and are part of the curriculum of the learners. Schools should therefore clearly state the educational aim(s) of the visit on their visit approval forms. Under The Package Travel, Package Holidays and Package Tours Regulations 1992, Kingsdown Secondary School may become an organiser who makes direct contact with contract hotels and apartments for accommodation and with an airline, coach or ferry company for transport and/or with others for excursions. As an organiser, the school would have to provide sufficient guarantee for the refund of money paid over and for the repatriation of the consumer in the event of insolvency.

The package travel regulations are quite complex and where there is uncertainty, organisers **must** seek further advice.

The Department of Trade and Industry advise that school ski trips (which are voluntary activities undertaken by some learners) fall within the regulations unless they are organised only occasionally. Schools should therefore organise ski trips through bonded tour operators.

4 RESPONSIBILITIES FOR VISITS

Our Role

In managing health and safety of educational visits, we should

- provide a written policy;
- provide access to specialist staff for advice;
- provide generic risk assessments;
- provide appropriate training and ongoing advice and guidance to schools' educational visits coordinators (EVCs);
- help EVCs ensure leaders of visits are competent to fulfill their role and to ensure training needs have been addressed;
- assess proposals for residential visits, visits involving adventure activities and visits abroad and give approval;

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- monitor schools' practice in relation to educational visits;
- provide a 24-hour emergency telephone contact.

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Role of the Governing Body

Governors should:

- be satisfied about the school's procedures and practice in relation to the policy;
- ensure that the policy is in place in school and is actively followed;
- ensure that the head and staff have the time and expertise to fulfill their responsibilities for educational visits.

It is not necessary for governing bodies to approve each visit. However, where possible, head teachers should inform governing bodies in advance of all non-routine visits, particularly those involving adventure activities, residential visits and visits abroad. It is good practice that governors consider the educational objectives and the appropriateness of proposed visits for the learners involved. In their monitoring role, governors can help ensure that all necessary checks and assurances are in place.

Role of the Head Teacher

Head teachers must ensure that staff involved in educational visits have access to and understand their responsibility to follow these guidelines. Head teachers must authorise all visits ensuring that staff are aware of the correct procedures and that every visit is adequately planned and prepared for by the teachers concerned. Head teachers are advised to appoint an educational visits coordinator (EVC) and should agree with the EVC their specific duties in the school.

For each visit, head teacher must ensure that:

- the visit has a sound educational aim;
- the procedures laid out in these guidelines are followed;
- appropriate checks of locations and providers have been completed;
- generic risk assessments have been followed, specific risk assessments have been completed and appropriate safety measures are in place;
- suitable supervision has been arranged and the group leader and other leaders have the necessary competencies to lead the visit;
- sufficient time is made available for the induction and training of leaders before the visit;
- all leaders are aware of their roles and who is in overall charge;
- that charging regulations and financial procedures are followed;
- the governing body has been appropriately informed;
- the head teacher has given written approval;
- for residential visits, visits involving adventure activities or hazardous outdoor environments or visits abroad, further advice is sought;
- 24-hour emergency contact procedures are in place.

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Role of the Educational Visits Coordinator (EVC)

Each school should have an educational visits coordinator. In many cases this will be the head teacher, but may also be a teacher or other member of school staff who has sound experience of educational visits undertaken by the school.

If there is no EVC, the duties pass by default to the head teacher.

The functions of the educational visits coordinator are to:

- ensure educational visits meet the employer's and school's requirements;
- support the head and governors with approval and other decisions;
- help prospective leaders and staff be aware of their own level of competence;
- ensure risk assessments meet requirements;
- organise training and induction;
- ensure parents are informed and give consent;
- ensure school policy on CRB checks is applied;
- organise emergency arrangements;
- keep records of visits, accident and incident (near miss) reports;
- review systems and monitor practice.

The educational visits coordinator must be competent to fulfill this role in relation to the size of the school and the extent and nature of the educational visits planned.

Kingsdown Secondary School will, within the scope of its ongoing development planning processes, provide training opportunities for Educational Visits Coordinators

Role of the visit leader

One teacher should have overall responsibility for the planning and supervision of the visit as visit leader. They take responsibility for:

- following the guidelines and procedures contained in this document and relevant school policies and procedures;
- all necessary planning and preparation before the visit, as detailed in these guidelines, including risk assessment and briefing of other leaders, parents and learners;
- overall organisation during the visit, including leadership of staff, supervision of learners and overall health and safety of the whole group;
- evaluating the experience after the visit, and reporting any important issues to the school's educational visits coordinator.

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Role of other teachers and other adult leaders

Other members of staff on a visit are responsible for assisting the visit leader in their responsibilities. One should be appointed as deputy leader, prepared to take full responsibility for the leader's role if the leader is unable to do so. Teaching staff usually have prime responsibility for supervision on a visit. When parties are separated, each group should normally be under the charge of a competent member of staff. However, in particular circumstances, head teachers may, as part of the risk assessment, agree that a teaching assistant, a member of the school support staff or other adult school employee working under the direction of a teacher has the competence to fulfill the role and responsibilities normally taken by a teacher on a visit.

Teaching assistants, school support staff, parents, governors and other adult voluntary assistants can play an important role in providing extra supervision and/or undertaking other tasks. The visit leader must ensure they are competent to undertake their duties and understand their role. Volunteers and parents cannot normally be expected to take on the same level of responsibility as employed members of staff.

Responsibilities of learners

Learners have a responsibility to behave sensibly and appropriately. The visit leader must make this clear to learners. Learners should be told that they must follow instructions, not take unnecessary risks and that they should tell one of the leaders about anything that worries or concerns them.

A learner whose behaviour may put themselves or others at risk may be stopped from going on a visit or, if already on a visit, their activities may be curtailed and arrangements may be made to return them home. The curricular aims of the visit should be fulfilled in other ways where possible.

Responsibilities of parents

Parents must be able to make an informed decision on whether their child should go on the visit. They must provide written consent, including an acknowledgment of their and their child's responsibilities to support the disciplinary arrangements for the visit and provide the school with medical information and emergency contact arrangements. (See chapter 10, [Communicating with Parents](#), for guidance on information to parents and parental approval).

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5 VISIT NOTIFICATION AND APPROVAL

Early visit notification

An important key principle in planning and conducting a successful visit is to notify others about the intention to conduct a visit as early as possible in the planning process. This may involve notifying teaching colleagues, senior managers, the EVC, the head teacher and the governing body at the earliest possible stage. It is good practice for EVCs to develop an annual calendar of school visits along with a system for keeping it updated on a regular basis.

Early notification means that support, advice and guidance may be provided and acted upon well before the visit takes place, should this be necessary.

Approval arrangements

Educational visits vary in terms of location, duration and regularity. Consequently, different approval arrangements are appropriate for different types of visit.

• Head teacher approval:

- for educational visits and activities that are part of the regular curriculum and life of the school;
- which take place locally and routinely by walking or a short vehicle journey; and
- which do not require remote supervision or involve significant hazards.
- Normally, approval at school level *only* is required for such visits.

• Governing Body approval:

- all non-routine visits;
- residential visits;
- adventure activities (whether licensable or not);
- international visits; and
- visits where there may be significant hazards (whether local or further afield).

Approval by the governing body is normally required *in addition* to approval by the head teacher.

Head teacher approval

All off-site educational visits require approval by the head teacher. Some visits may also require approval by the governing body. The information below refers to visits which normally require head teacher approval only. Whilst governing body's approval is not usually required for such visits we may wish to notify them as a matter of good practice

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These local off-site activities are routinely conducted as part of the regular curriculum and life of the school and include: school swimming lessons, use of a local library and sports grounds, local fieldwork, sports matches with local schools, visits to a local church or travelling between sites on a split-site school. (Visits involving adventure activities, overnight stays, water hazards, remote supervision or other visits which do not happen regularly cannot be considered routine local visits).

For these visits and activities, school must:

- refer to the relevant generic risk assessments. With reference to these, complete a specific risk assessment for each type of activity and review this annually or when a significant change in circumstances occurs;
- make it clear to parents through the school prospectus or a letter to parents that these regular activities take place;
- if the activity takes place after school hours, e.g. sports matches, parents should normally be informed in writing of the specific dates and times of each activity. If transport is involved, details of this should be made clear (see chapter 11 [Transport](#));
- decide as part of the specific risk assessment what type of parental consent is appropriate. It is good practice to get parental consent for after-hours activities such as team matches, but this could be a general consent covering matches over a whole term or year;
- follow advice, (e.g. for physical education activities), and develop and follow any school policies and codes of practice considered necessary in respect of these types of visit;
- ensure that competent staff are appointed to lead and provide supervision during the visit;
- ensure the head teacher approves each type of visit annually through approving the relevant risk assessment(s).

Governing Body Approval

Visits requiring governing body approval, *in addition to head teacher approval*, include local visits which are not routinely conducted by the school, which involve remote supervision or which are not part of the normal arrangements at school, as well as all other educational visits, including all residential visits, international visits and visits involving adventure activities or hazardous environments. The governing body [visit approval form](#) must be used for all such visits.

Where a visit involves a venture new to the school, or visiting a developing country or remote area, or expedition, skiing or adventure activities using a provider/company not known to the school, schools should take initial advice from a specialist Outdoor Education Adviser before making any financial commitments.

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For all educational visits and activities requiring governing body approval, school must:

- seek approval from the governors about the visit or programme of visits using the visit approval form (see [Visit Approval Form](#) page 63) as soon as is reasonably possible and at least 6 weeks before the visit is due to take place. One copy of the approval form may be used to cover an on-going programme of similar visits for the term or for the year, there is no need to complete a separate form for each visit;
- refer to the relevant [generic risk assessments](#) and complete an [event-specific risk assessment](#);
- if a visit is one of a programme of similar visits, one risk assessment may be completed (generic and specific). This risk assessment must then be referred to before each visit and any amendments made as necessary. It may often be appropriate for the visit leader to take with them on the visit a copy of the risk assessment(s) for reference;
- provide specific information to parents and obtain written parental consent;
- arrange for the head teacher to consider the approval form together with the risk assessments, details of the proposed programme and all other relevant information and, if satisfied with the arrangements, sign to give the visit their approval. The Head teacher might contact a specialist Outdoor Education Adviser for advice before giving approval;
- if using another provider, refer to chapter 8 of these guidelines, [Planning Visits](#) and chapter 9 [Risk Assessment and Risk Management](#). Schools should ask the provider to complete a [Provider Form](#) .
- After head teacher approval, copy the visit approval form to the governing body and-if appropriate a specialist Outdoor Education Adviser at least 6 weeks in advance of the visit - this allows time for advice and guidance to be provided and acted upon, should this be necessary, before the visit takes place;
- **for** residential visits, visits involving adventure activities, visits abroad and visits involving other hazardous environments, always obtain Governing Body Approval.

Visit monitoring

In order to comply with its obligations under health and safety law, as employer, MCRS and the Governing Body must undertake monitoring of educational visits. This takes three main forms:

- visit approval forms;
- visiting schools;
- on the field visits.

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Visit approval forms

The Head teacher will monitor and acknowledge in writing all forms received and may need to request further information from schools or provide advice and guidance, which must be acted upon by schools, in support of the visit.

For residential visits, adventure activities (category B and C activities as defined in chapter 15, [Outdoor and Adventurous Activities](#)), visits abroad and for other hazardous visits the governing body will indicate approval of the information provided on the visit approval form which will be returned to the head teacher giving written approval for the visit to proceed.

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6 PLANNING VISITS

Kingsdown Secondary School staff proposing an educational visit should consult their EVC as early as possible to decide whether the visit can take place. For visits which require Governing Body approval (residential visits, visits abroad, adventure activities or visits involving potentially hazardous environments), notification of the proposed visit should be forwarded to the Head teacher who will refer the proposed visit to the Governing Body as early as possible during the planning process using the [Visit Approval Form](#). Early notification will allow time for advice to be provided, if necessary, and acted upon before the visit takes place.

For quick reference to the key elements of organizing a visit, leaders should

refer to:

[Quick Start Summary Guide](#) for Educational Visits;

[Visit Planning Checklist](#)

[Visit Approval Form](#) .

School's annual programme of visits

To help early planning, notification and approval for visits, it is good practice for the EVC to develop an overall view of the pattern of visits for the school each year. It is valuable for the EVC to develop an annual calendar of visits and an in-school visit notification system which allows the calendar to be updated on a regular basis.

Educational aims of the visit

All visits must have clear educational aims. Visits may have a particular curriculum focus, e.g. field work or a language exchange visit, or may contribute to learners personal, social and health education and/or cultural awareness. All involved, including leaders, parents and learners should understand the aims of the visit.

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Researching locations

In choosing the venue for a visit, leaders should consider the age of the learners and their ability to cope with the length and type of travel. Consideration should also be given to staff experience and knowledge of the environment to be visited. Through the process of risk assessment, consideration should be given to the risks associated with the proposed location and journey. After consideration, it may be appropriate to avoid certain options and choose others. In researching information about other countries, visit leaders should refer to the Foreign and Commonwealth Office (FCO) Travel Advice website (see [Contacts](#) section) and select information for the particular country, the FCO web site should be checked regularly as the visit approaches to ensure that arrangements for the visit remain appropriate to the latest advice provided. This website lists security and health risks of specific countries and provides other useful information.

Using a specialist provider or tour operator

The majority of our educational visits are self-organised, ensuring that the programme can be planned to meet the particular educational, social and behavioural needs of our learners. However, in certain cases, we may wish to arrange visits through specialist providers or tour operators. In such cases Kingsdown Secondary School will always choose a reputable provider or operator experienced in providing for school groups, with-if possible experience in meeting the needs of similar learners. Reputable operators should be able to demonstrate their awareness of the health and safety requirements of our school, and should provide activities that meet UK safety standards.

If they offer certain adventure activities such as water sports or rock climbing in the UK they must have an AALA licence. They should offer accommodation which is suitable for young people, which meets health and safety and fire regulations. They should be able to provide copies of their safety audits and risk assessments and may offer leaders an inspection visit.

Tour operators who sub-contract service delivery to other providers, (e.g. a ski tour operator who organises ski school, accommodation and transport in a package) must give the school written assurances that the contractors will provide a suitable level of service to the school. All tour operators should be asked to complete a [Provider Form](#). No contract should be entered into and no payments should be made to any provider or tour operator until the school is satisfied that there is good safety provision.

Who is responsible when outside agencies take learners out of school?

An increasing number of outside agencies are offering to take learners out of school on educational visits to contribute to a range of learning and development programmes. Examples include youth services, the Connexions service, the armed forces, colleges of further and higher education, commercial adventure companies and other, employment related, organisations.

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Unless learners have been given official leave of absence not to attend school, such activities will need to contribute to their education, the curriculum and the learning programmes of the school. Therefore, schools must take responsibility for ensuring that such visits and activities are conducted safely and appropriately.

Exploratory visits (pre-visits)

It is good practice for an exploratory visit to be made by the visit leader to become familiar with the venue, plan activities and undertake a suitable and sufficient risk assessment. If the school is leading part or the entire programme, and/or is organising its own accommodation, an exploratory visit is usually essential. If the entire venture, including any recreational time or evening activities, is arranged through a known and reputable provider or tour operator, as described above, who is leading all activities, has undertaken risk assessments and can provide appropriate assurances, a pre-visit by the leader may not be necessary, but this should be checked with the EVC and should be addressed in the risk assessment for the venture. If for any reason an exploratory visit does not take place, the visit leader must obtain sufficient information to complete a suitable and sufficient risk assessment and plan the visit properly. This might include information from a tour operator, from other schools or colleagues who have used the company or visited the location. ***Care must be taken on any venture for which a pre-visit has not taken Particular place.***

Should Kingsdown Secondary School use the same venue on a regular or an annual basis we should avoid making assumptions from previous visits as some factors, e.g. the management of facilities and staffing change over time. It is essential to review the risk assessment, location and programme before each visit.

Accommodation checks

We will take all reasonable steps to ensure that accommodation and other facilities used on the visit are suitable and safe. If travelling abroad standards of health and safety including fire precautions vary, and may be less stringent than those in the UK. Information provided by a provider or tour operator should be considered carefully during the risk assessment process. If a school is independently arranging accommodation, a pre-visit should normally be made.

On arrival at the accommodation, leaders should check the nearest fire escapes and fire alarm point and the availability of any fire equipment, as well as noting any obvious health and safety hazards. Any problems, such as obstructed escape routes or locked doors, should be reported to the management and satisfactorily resolved.

Leaders must ensure that every member of the party knows what to do in the event of fire or other emergency including the location of an agreed assembly point

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7 RISK ASSESSMENT & RISK MANAGEMENT

As with any other aspect of school activity, we will give careful consideration to the hazards involved in the visit and ensure that risks are managed at acceptable levels. ***Risk assessments are a legal requirement and must be 'suitable and sufficient'***. They need not be complex but should be comprehensive.

In practice this means that:

- The level of detail should be proportionate to the risk. Insignificant risks can be ignored, but this will depend upon the context and teachers will be well aware of the need to be careful where children and young people are concerned;
- All reasonable steps are taken to identify risks;
- The assessment should be appropriate to the nature of the activity and take account of changing circumstances.

Whereas no specific qualification is needed to carry out a risk assessment the person conducting the risk assessment needs to be competent to do so. This means that they should have sufficient training and experience or knowledge appropriate to the hazards and risks encountered. Information on the risk assessment process is available below. Training and information on risk assessment is available from specialist providers and might be accessed from Local Authority Partners

All activities involve a level of risk. Risk assessment includes the assessment of significant hazards and their management so as to reduce the risk to an acceptable level.

Three levels of risk assessment

The three following levels of risk assessment, taken together, constitute a sound risk assessment process. They must all be undertaken for educational visits.

- A written **generic risk assessment** of the common risks of the activity is the employer's responsibility. Schools must refer to generic risk assessments in planning and conducting visits.
- A written **specific risk assessment** of the activity, including the particular risks of the venue and programme, the medical and behavioural needs of the group and the expected environmental conditions during the visit, is the responsibility of the school and is usually completed by the visit leader.
- **On-going risk assessment** is the continuous process of sound judgments made by competent people before and during the activity. This is the responsibility of the visit leader and all other staff on the visit. This should, in all cases incorporate specific information held on individual pupil files and or other risk assessment profiles.

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More detailed information on these three levels of risk assessment is provided below.

Changing circumstances – controlling on-going risks

Educational visits take place away from the school site where many factors are subject to change outside the control of the visit leaders. **Plans and activities must therefore be continually reviewed and adapted or not undertaken if circumstances indicate that risks have become too high.** Leaders should ensure any subgroups are informed of changing circumstances they may not be aware of.

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

- think ahead;
- seek local knowledge;
- not make promises they may not be able to keep;
- have an alternative activity available - Plan B;
- be prepared to say "no";
- have effective emergency procedures in place.

For example, leaders may need to:

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

It is good practice to have a risk-assessed alternative plan available, a "Plan B", in case the programme needs to be changed.

For further guidance on on-going risk assessment, refer to the DfES publication [Handbook for Group Leaders](#).

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Five steps to risk assessment

Risk Assessment Step 1 – What are the Significant Hazards?

A hazard is anything that can cause harm e.g. a fast flowing stream, loose rocks, steep ground, a busy road. Risk is the chance that someone will be harmed.

Concentrate on significant risks such as death or serious disabling injury from falls or traffic, drowning, fire, over exposure to sun, heat or cold, poisoning, infection, injury from animals, moving machinery, abduction, abuse and getting lost. For a specific risk assessment organisers are advised to think through the following hazards, not all of which will be relevant to every visit:

Travel - Are there any specific hazards you need to plan for such as, breaks in journey, road crossings, learner conduct, use of private cars?

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

Locations - it is best to consider each location (e.g. city centre, beach, river, country walk, farm) the group will be visiting in turn. Identify any specific hazards e.g. water, fast traffic, crowds, contact with animals or machinery etc which will require specific consideration. For visits abroad, also consider the hazards specific to the country (visit the Foreign and Commonwealth Office website as a start: www.fco.gov.uk).

Activity hazards - consider all activities you will be undertaking with the relevant generic risk assessments and follow the generic risk assessment control measures.

Hazards during "informal" activities - arrangements for any activities under remote or indirect supervision; evening, recreational or "free-time" activities; night-time arrangements.

Medical, behavioural and special needs - individual learners' behaviour and special educational or medical needs (take advice from the school's special needs coordinator and from parents via the parental consent form). ***Some individual learners may have, or may require, their own specific risk assessment;*** illness or injury particularly if this could occur away from immediate medical assistance; if abroad, health hazards specific to the country to be visited.

Supervision of the group - the age and ability of the learners (the control measures will include the number and competence of staff required and the rules for learner behaviour); if indirect or remote supervision is proposed the specific control measures should include the plan for this; issues of child protection and persona safety.

Other significant hazards specific to the visit - refer to any similar previous visits and any "near-miss" reports held by the EVC; consider if there are any other significant hazards not covered above.

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

Emergency plan - incident or emergency - control measures should include planned emergency procedures including a properly briefed and informed school base contact who has access to relevant emergency telephone numbers, arrangements for contacting the LEA, emergency services and parents.

Risk Assessment Step 2 - Who is at Risk?

This could be a member of the school group or someone not connected with the group. Consider:

- learners;
- teachers and other leaders;
- other people.

Risk Assessment Step 3 - Evaluate the Risks and Decide Whether existing Control Measures are Adequate or More Should be Done.

What control measures (measures to reduce the risks to an acceptable level) need to be in place before the visit?

These may include:

- following the Kingsdown Secondary School's guidelines for educational visits and generic risk assessment control measures, relevant procedures of the school and, if abroad, following Foreign Office advice;
- other relevant school policies and procedures (for example the school's behaviour policy)
- ratios, experience, and training of staff including first aid;
- specific supervision arrangements for the visit (how staff will be deployed);
- knowledge of the area to be visited, preparatory visit and check of locations and providers;
- flexibility to change the programme, alternative plan “B” ;
- planned emergency procedures;
- briefing of leaders, learners and parents ;
- other controls.

What further control measures or actions are needed before, at the start of or during the visit?

These may include:

- check of learners' equipment and clothing;
- daily review of weather and programme;
- briefing of leaders;
- briefing and monitoring of learners ;

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- other measures specifically required for the visit, e.g. if in or near water, review of water levels.

The control measures specified in the risk assessment must be followed in preparing for and conducting the visit.

After considering the control measures, consider whether the residual risk is acceptable or not. If it is not, more needs to be done or the programme needs to be altered accordingly.

Risk Assessment Step 4 - Record your Findings

A pro-forma for recording an [event-specific risk assessment](#) is available this form should be used as a planning tool to identify hazards and actions to be taken.

For regular visits, we can develop a portfolio of specific risk assessments and, if helpful, our own code of practice for running these visits. For these regular visits the risk assessments can then be referred to and amended as necessary (e.g. to reflect a change of season or different learners' specific needs) for each visit rather than re-written for each visit.

All leaders, learners and parents should be aware of the risk assessments and control measures relevant to them. The visit leader should provide other leaders and staff with copies of the risk assessments, using the risk assessment pro-forma, to identify who needs to be informed of what.

Risk Assessment Step 5 - Reviewing your Risk Assessment

Generic and specific risk assessments must be reviewed before every visit

This ensures leaders are familiar with the hazards and control measures and provides a check that circumstances have not changed and whether the risk assessment needs amendment. It is good practice that risk assessment portfolios are reviewed annually. Risk assessments should also be amended as a result of any relevant learning outcomes from visits.

Near accidents or "near misses"

At the end of a visit, the leader should review the venture and report any issues of significance to the school's EVC so that lessons can be learned in order to improve practice next time. It is important to share learning outcomes with other members of the Kingsdown workforce..

Risk assessment when using other organisations

We are not required to complete risk assessments for aspects of visits that are the responsibility of a provider or other organisation. For example, it is not necessary for a school to complete risk assessments for adventure activities provided by a tour operator or commercial adventure activity company. We must, however, check that the provider has suitable and sufficient risk assessments and the necessary control measures are in place.

After information is received from the provider, the information must be carefully checked to ensure that the recommended specifications are met. Should we require help with interpreting information provided should contact a specialist adviser.

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While providers are responsible for their aspects of the programme, we must undertake an overall risk assessment of the visit, including assessments of aspects of the visit which are school's rather than the provider's responsibility. This should include any self-organised travel, supervision of the learners (for example, during a coach journey, overnight or at other times during the visit) and any excursions or activities organised by the school.

If a provider does not meet the standards required

It is important to ensure that in contracting with a tour operator or provider, details and any amendments are confirmed in writing. If the provision is not up to the standard required, group leaders and EVCs must confer with the head teacher and, if necessary, a specialist Outdoor Education Adviser, before allowing the visit to proceed. Whilst on a visit, any problems should be immediately reported to those responsible, for example the centre manager or the tour operator's representative.

We should aim to obtain improvements to the situation at the time. This is essential if there are concerns over health or safety.

The visit or activities must not proceed if safety concerns cannot be satisfied.

If necessary contact the head teacher and/or a specialist Outdoor Education Adviser for advice. If provision during a visit is not satisfactory, collect evidence to support a complaint. Detailed photographs may be useful.

Other parties may be prepared to provide support by a brief written statement or by providing their name and address.

The school should write to the company detailing the complaint, stating clearly what action is required and enclosing copies of any evidence.

If the company's response is unsatisfactory and the company is a member of a tourist or bonding association, or holds other accreditation, it is possible to approach the relevant association. For a health and safety matter in the UK, the Health and Safety Executive or the Adventure Activities Licensing Authority can be informed. A claim for compensation can be made in the Small Claims Court. Should this be the case, such actions will be progressed by our solicitors

8 SUPERVISION

Effective supervision means being in a position of awareness of what is taking place in a given situation and being able to act appropriately should the need arise. It does not always mean direct visual contact, but it does mean retaining the ability to anticipate potential problems and to take relevant action. Successful supervision depends on the application of sound judgment made by competent leaders.

Nature of Supervision

Supervision can be close or remote but must always be in place and active:

- **close supervision** is when learners are within sight and/or contact of the supervisor;
- **remote supervision** occurs when, as part of planned activities, a group works away from the supervisors but is subject to stated controls (e.g. during souvenir shopping in a town centre or on a Duke of Edinburgh's Award expedition). The supervisor is present, though not necessarily near or in sight; they are able to monitor the group, the supervisor's location is known to the group and they have a planned means of contacting the supervisor;
- **down-time or recreational time**, for example during the evenings, may involve close or remote supervision, but should *never* be unsupervised - the supervisors continue to be in charge and owe a duty of care to learners and should retain the ability to manage the conduct of the group.

Factors influencing the nature of supervision

The nature of supervision, the size of party and the teacher and adult/learner ratios will be dictated by the age and experience of learners, their associated risk assessment(s) the competence of staff, the nature of the activities, and the venue. It is important to ensure that there are sufficient, competent staff to deal with an incident. In an emergency, safe and efficient action may be necessary with one or more learners whilst adequate supervision is maintained for the rest of the group.

Leader competence

Leader competence derives from:

- experience of the environment to be visited and activities involved;
- leading similar educational visits;
- knowledge of the learners involved;
- appropriate training in activities and environments;
- leadership skills and other personal qualities.

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Establishing leader competence

The Head teacher and EVC need to be satisfied that the visit leader and other teachers supervising learners are competent to carry out their roles. The Head teachers also needs to be satisfied that any other adults accompanying the visit are suitable for their role in the visit. Advice may be available from the specialist Outdoor Education Advisers where required.

Specific competences are required for leaders of adventure activities and activities in outdoor environments including field studies, camping and activities in or by water: refer to chapter [Outdoor and Adventurous Activities](#), if such activities are proposed.

Supervision Ratios

Given the nature of our learners, it is important to have a high enough ratio of competent adult supervisors to learners for all visits. Suitable ratios are a matter of judgment for the head teacher and EVC after consultation with the visit leader and as part of the risk assessment. Advice may also be available from a specialist Outdoor Education Adviser. Factors to take into account include:

- age, ability and maturity of learners;
- specific factors identified in individual risk assessments
- social groupings
- special educational and/or medical needs;
- nature of journey, venue(s) and activities;
- experience and competence of staff;
- experience and competence of learners.

DfES guidelines provide benchmark guidance on ratios for day visits, Factors to consider when arranging appropriate supervision ratios

We will assess the risks associated with the visit and arrange an appropriate supervision ratio for the particular group, venue and activities. We will take into account individual risk assessments, social groups and possible unwanted interactions. We will reserve our right to withhold or withdraw external visits from learners whose behaviour (entrenched or episodic) would present an unacceptable risk to other learners, supervisors or the general public. Clear records should be kept showing the rationale used in the risk assessment for deciding upon suitable ratios for visits or for withholding access to a visit.

Number of teachers

A minimum number of two teachers or adults with each group is good practice. However, for some groups in certain circumstances the head teacher/EVC and visit leader may agree that only one supervising teacher is required. Alternatively it may be decided that a higher supervision ratio is necessary.

Although our population is male only, it is necessary to state that on mixed visits it is essential that both male and female adults accompany a mixed party.

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Does there always have to be a teacher present?

There is a general expectation that there will always be a teacher in charge of every educational visit: in most circumstances this will mean leading and accompanying the group off the school premises. However, there may be limited specific circumstances, approved by the head teacher, identified in the risk assessment and agreed to by the parents of the learners involved, where an adult employed by the school, other than a teacher, may accompany a small group of learners away from the school premises during an educational visit.

If this is the situation, the head teacher and EVC must ensure that the adult supervisor is appropriately competent and experienced, that they have had suitable training, the parents of all learners involved are clear about the supervision arrangements and agree to them. Because the visit contributes to the school curriculum and education of the learners involved, the situation should be treated as involving a form of remote supervision. This means that the qualified teacher responsible for the learning programme supported by the visit must retain overall responsibility for the arrangements for and conduct of the visit.

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Including leaders' family members or friends in an educational visit

Careful consideration should be given to the inclusion of other people on an educational visit such as leaders' own children or friends. Care should be exercised to ensure that the safety of the party is not put at risk because of their inclusion and that suitable supervision of all learners will be maintained at all times. If additional children are not of the same age and ability as the main group, separate supervision must be arranged for them and their supervisors may not be included in the main group's staff/learner ratio.

Planning supervision

Supervision arrangements for the visit and detailed responsibilities should be organised in advance. Whilst duty rotas may be established, all adult supervisors must accept that they share responsibility for the health and safety of the whole party throughout the visit and their primary duty is to all the learners in the group.

All leaders should:

- have prior knowledge of the group including any special factors identified in individual risk assessments;
- understand the overall aims and programme for the visit, the risk assessment(s), the supervision arrangements and expectations of other leaders;
- carry a list/register of all group members' details;
- understand and carry information about emergency procedures and arrangements.

Leaders must regularly check that the entire group (or their sub-group) is present, especially when leaving a venue or after a break during a journey. Particularly in crowded areas, learners may be made easily identifiable by wearing similar caps, tee shirts or other clothing. In public areas, learners should not wear name badges.

Meeting points should be established and learners told what to do if they become separated from the group.

Potential danger points can occur:

- when a large group is split into smaller groups for specific activities;
- when groups transfer from one activity to another and change supervisor;
- during periods between activities;
- when small groups re-form into a large group.

Each supervisor must clearly take responsibility for a group when their part of the programme begins, making certain that all group members are aware of the changeover. They must clearly pass on responsibility for the group when their part of the programme is concluded, together with any relevant information ensuring that the group members know who their next supervisor is. This is particularly important when using another activity provider's staff for part(s) of the visit.

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Remote supervision

During visits, remote supervision may be integral to the visit; on others there will be occasions when it is usual for learners to experience some independence. In organising such activities, leaders retain responsibility and owe the same duty of care to learners and must follow all relevant advice in this document in relation to risk assessment, planning, preparation and supervision. Leaders must assess the risks of the particular location, situation or activities proposed and the competence of the learners to act sensibly and take responsibility for themselves.

Some locations and activities, for example beaches and swimming, are not appropriate for remote supervision. Parents must be clearly informed of the arrangements and their written consent obtained.

Depending on the circumstances and risk assessment, for remote supervision to work effectively, the visit leader must make sure that learners have:

- the competence to act safely and independently in the particular situation;
- maps, plans and/or other information for them to act effectively;
- suitable clothing and equipment;
- knowledge of agreed rules and boundaries;
- written details of meeting points and times and how to contact leaders in emergency and/or return to base;
- coins, phone cards and/or mobile phones; telephone numbers.

For remote supervision of adventure activities, including Duke of Edinburgh's award expeditions, refer to chapter [Outdoor and Adventurous Activities](#).

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Work Experience

Teachers taking responsibility for learners on work experience should refer to the DfES publication [Work Experience: A guide for secondary schools](#) ref:SPD/WES/01/02(rev) which is available from DfES Publications on Tel: 08456022260 Fax: 0845 6033360 Email: dfes@prologistics.co.uk.

Other DfES publications in the same series provide useful information, including Raising Standards: health and safety on work experience (ref: GPS/RS/2), [Managing Health and Safety on Work Experience: A guide for organisers](#) (ref:HSG199) and [Work Experience: A guide for employers](#) (ref:SPD/WES/01/1199(rev)).

Providing for learners with special needs

The Human Rights Act (see chapter, [Responsibilities for Visits](#)) provides that no person should be denied the right to education. Head teachers, EVCs and visit leaders should take all **reasonable** steps to include learners with special educational or medical needs in any visit, whilst maintaining the safety and educational benefit for everyone in the group. The Special Educational Needs and Disability (SEND) Act 2001 places duties on all schools. If there are concerns about a particular learner's medical condition, advice should be taken from the learner's doctor and/or community paediatrician.

Selecting learners for a visit

When selecting learners for a visit, there are several criteria to consider, such as the specific class or group for whom a visit is planned, the number of places available and the individual needs of the learners. The ultimate decision on the selection of the members of the party lies with the head teacher after consultation with the EVC, the visit leader and staff. Any learner whose behaviour puts them self or others at risk may be stopped from going on the visit. The curricular aims of the visit for learners who are unable to attend for medical or behavioural reasons should be fulfilled in other ways wherever possible. A comprehensive note explaining why the learner concerned has been denied access to the visit/programme should be made and placed in their file, together with an outline of the alternative curriculum activities as appropriate.

First aid

Risk assessment for educational visits must include consideration of first aid requirements: this will help to identify the level of first aid staffing and equipment which is required for the visit. At least one of the supervising staff on the visit should be a competent first aider

Competence can be recognised by prior knowledge and experience or, preferably, by specialised formal training. The level of staff competence in first aid which may be required will depend upon a range of factors including:

- the nature of the visit (including whether it is residential);
- whether the visit involves adventure activities;
- number of party members;
- availability of first aid assistance from other sources outside the group;

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- the nature of the environment, its remoteness;
- whether the visit is taking place abroad;
- the health and medical needs of the party members.

Leaders are encouraged to attend a course run by an HSE approved training provider such as the Red Cross or St John's Ambulance Brigade.

First aid qualifications are only valid for three years; refresher training should be arranged before the certificate expires.

Where activities take place in remote areas a higher standard of training in first aid may be needed. Leaders should consider the remoteness and duration of the venture, and take with them extra supplies of the appropriate first aid equipment, which they are competent to use, and any supplementary first aid items that may be necessary for the venture, venue and activities. Leaders of these activities may consider seeking advice from a specialist Outdoor Education Adviser.

Medication and drugs

Teachers should be aware that no drugs, other than those prescribed by a physician, may be administered to a learner. During educational visits, arrangements should be made for the control and administration of prescribed drugs to learners on the basis of signed written information and consent from parents and agreement on appropriate action by the staff responsible for learners. Leaders should refer to our "Administration of Medicines Policy.

Similar arrangements may be made for non-prescription drugs, e.g. painkillers such as paracetamol, which parents wish learners to self-administer for such conditions as headaches. Teachers' conditions of employment do not include giving medication or supervising a learner taking it, although staff may volunteer to do this. Any member of staff who agrees to accept responsibility for administering prescribed medication to a learner should have proper training and guidance.

Reference should be made to the DfES publication, [Supporting Learners with Medical Needs](#) and the recommended [parental consent form](#). Advice from the learner's GP and/or from the school's community paediatrician may also be required.

Protection of Young People

We will take measures on all visits to protect all learners from all forms of abuse including racial, physical or sexual abuse. Schools need to consider the possibility of abuse from someone within the group, or with access to the group, or from an intruder entering accommodation and should ensure adequate control measures are in place.

Our teachers and school staff undergo a criminal record check before appointment. This is the Criminal Record Bureau's (CRB) enhanced check which should be completed for all leaders on residential visits. A CRB standard check may be completed for volunteer leaders in non-residential situations.

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For the protection of both adults and learners, all adult supervisors should avoid being alone with a learner wherever possible. ***Staff should avoid sleeping in the same room or tent as learners and never directly next to learners.*** Staff accommodation should, however, be in close proximity.

Leaders should be aware of the Safeguarding Children Procedures

Further guidance on supervision

Further guidance on supervision is provided in the DfES HASPEV Supplement 2, [Standards for Adventure](#) and Supplement 3, [A Handbook for Group Leaders](#).

9 PREPARING LEARNERS

Involving learners in planning and preparation

Learners who are involved in a visit's planning and organisation, and who are well prepared, will make better informed decisions and will be less at risk. We believe that providing information and guidance to learners is an important part of preparing for a visit.

Learners should also be involved in planning, implementing and evaluating their own work and should be included in considering relevant health and safety issues.

Ensure activities are suitable

The visit leader should ensure that learners are capable of undertaking the proposed activity. They should be encouraged to take on challenges but should not be pressured into unsuitable activities or activities for which they have a genuine fear.

Information to learners

The visit leader should ensure that learners understand key information about the visit or activity, including:

- the aims of the visit/activity;
- background information about the activities/venue;
- how to avoid specific dangers and why they should follow rules;
- expected standard of behaviour and why safety measures are in place;
- who is responsible for the group or sub-group;
- what items of clothing or equipment they need;
- meeting procedures;
- what to do if separated from the group;
- emergency procedures;
- basic foreign words and relevant foreign culture where appropriate.

If there is a change to the planned programme, new activities/venues should be assessed and learners provided with relevant information.

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Involving learners in risk assessment

As indicated above, learners who are involved in a visit's planning and organisation will be better prepared and will be at less risk. It is therefore good practice to involve learners appropriately in the risk assessment process for visits and activities.

The DfES issued the publication *Safety Education* in 2002 (available from www.teachernet.gov.uk/visits), which provides advice on making children risk aware rather than risk averse. *Safety Education* explicitly recognises adventure activities as a useful way of doing this and highlights the view that any educational visit can provide an important medium for education about risk.

Adventure activities, in particular, enable learners to build upon their theoretical knowledge of risk assessment and risk management by providing active opportunities to apply their knowledge in practice and develop transferable skills.

Preparing learners for remote supervision

During any time that remote supervision takes place, the visit leader must ensure that learners are aware of the supervision and contact arrangements and are adequately equipped to operate in an appropriately sized group. Learners should have the following:

- telephone numbers and emergency contact details;
- money;
- relevant maps and plans;
- knowledge of how to summon help;
- knowledge of out of bounds areas or prohibited activities;
- meeting point information.

It is important that learners are told not to go off on their own, are given clear instructions about permitted remotely supervised activities and understand and accept supervision arrangements.

See also DfES supplementary guidance part 3, [A Handbook for Group Leaders](#), which contains useful guidance on remotely supervised activities.

Briefing learners on transport arrangements

Learners should be aware of basic safety rules for using transport, including:

- arrive on time and wait in a safe place;
- do not rush towards the vehicle as it arrives;
- wear seatbelts and stay seated during the journey;
- luggage must be stored safely;
- do not attempt to get on or off a moving vehicle;
- do not lean out of or throw things from vehicle windows;
- do not get off vehicle stopped at traffic lights or in traffic;

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- do not distract or disturb the driver or impede the driver's vision;
- do not leave the vehicle without permission, even at a suitable place;
- stay clear of doors after boarding or leaving the vehicle;
- after leaving the vehicle, always wait for it to move away before crossing the road;
- if you feel unwell during the journey tell a teacher or supervisor.

The visit leader should ensure that learners know what to do if they miss the scheduled departure time.

Behavioural issues

Learners whose behaviour is such that the visit or group leader is concerned for their safety, or for that of others, should be withdrawn from the activity. On residential visits the visit leader should consider whether such learners should be sent home early. Parents and learners should be told in advance of the visit and agree to the procedures for dealing with misbehaviour, how a learner will be returned home safely and who will meet the cost.

Care should be taken to ensure that *less favourable treatment* of learners (such as withdrawal from the activity or visit) does not relate to a learner's disability. The *less favourable treatment* duty does not, however, mean that disabled learners have an excuse for disruptive or antisocial behaviour. Refer to the Special Educational Needs & Disability Act (SENDA) [Code of Practice for Schools](#) for examples (see the Disability Rights Commission website: www.drc-gb.org).

Equal opportunities

Every effort should be made to ensure that our school journeys and activities are available and accessible to all who wish to participate, irrespective of special educational or medical needs, ethnic origin, gender or religion. All young people should be encouraged to participate in as wide a range of activities as possible.

Special Educational Needs & Disability Act (SENDA) 2001

Changes to the Disability Discrimination Act (1995) have placed new duties on schools not to discriminate against disabled learners' access to education for reasons relating to their disabilities.

The new duties make it unlawful to discriminate, without reasonable justification, against any disabled learner in all aspects of school life: this includes educational visits.

In order to be aware of and plan to accommodate learners' special needs and disabilities, it is important that teachers refer to information which already exists within school in addition to any information provided on a parental consent form.

Those organising school visits where disabled learners are involved should refer to the guidance contained in the [SENDA Code of Practice](#). This is available on the Disability Rights Commission website: www.drc-gb.org.

We have two key duties to ensure that we do not act unlawfully; they are:

- disabled learners should not be treated less favourably than other learners;
- and

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- reasonable adjustments must be made to prevent disabled learners being placed at a disadvantage.

Anticipatory Duty

The duty on schools to make reasonable adjustments is *anticipatory*. This means that it is the potential for substantial disadvantage which should trigger consideration of what reasonable steps may be taken. The reasonable adjustments duty is owed to disabled children in general: this means that we need to review policies, practices and procedures as a matter of course to ensure that they do not discriminate against disabled children. Our admissions policy describes our target population: learners with Social Educational and Behavioural Difficulties. This should not however detract from the need to consider the impact of individual circumstances and contributory conditions. Whenever a decision is made to exclude a learner from an activity, a full note explaining the circumstances, issues considered (including risk assessment) and alternative arrangements should be made, brought to the Head teacher's attention and copied to the individual learner file.

Kingsdown Learners with additional special educational needs

We will be familiar with the nature of a learner's special educational needs. Any limitations or problems the learner may have should be taken into account at the planning stage and when carrying out the risk assessment. Educational visits may pose additional difficulties for a learner with SEN and the behaviour of some learners may prove challenging. The following factors **must** be taken into consideration:

- is the learner able to take part in and benefit from the activity?
- can the activity be adapted to enable the learner to participate?
- will additional equipment be required?
- is the learner able to understand and follow instructions?
- will additional care or supervision be needed?

It may be helpful to the learner if one of the supervisors already knows them well and appreciates their needs fully. The group leader should discuss the visit with the parents of learners with SEN to ensure that arrangements have been put in place to ensure their safety.

Learners with medical needs

Additional measures to those already in place in school may be necessary to support learners with medical needs during visits, including arrangements for taking medication and ensuring sufficient supplies for residential visits. The school policy on supporting learners with medical needs should include provision for educational visits.

Teachers supervising visits should be aware of a learner's medical needs and any medical emergency procedures. If appropriate, a volunteer member of staff should be trained in administering medication and should take responsibility in a medical emergency. If the learner's safety cannot be guaranteed, it may be appropriate to ask a parent or a care assistant to accompany a particular learner.

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The visit leader should discuss the learner's individual needs with the parents who should be asked to provide:

- details of medical conditions;
- emergency contact numbers;
- the child's GP's name and contact information;
- information on the learner's previous experience of similar educational visits;
- written details of any medication required (including instructions on dosage/times)

and parental permission to administer, including self-administration;

- information on any other relevant special needs including allergies/phobias, dietary requirements, toileting difficulties etc.

If teachers are concerned about whether they can provide for a learner's safety or the safety of other learners on a visit because of a medical condition, they should seek further information from the learner's parents and general practitioner. The school nurse and community paediatrician may also provide advice in respect of supporting learners' medical needs. For further DfES guidance see *Supporting Learners with Medical Needs: A Good Practice Guide* available from the DfES publication centre (Email: dfes@prolog.co.uk Tel: 0808 1005060 Fax: 0845 6033360)

The visit leader should check that the visit insurance policy covers staff and learners with pre-existing medical needs.

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10 COMMUNICATING WITH PARENTS.

Educational visits vary considerably in their location, frequency, activities and length of time. In respect of communicating with parents, two types of visit may be identified:

- **routine local visits** and activities which are a normal and regular part of the school curriculum, which do not involve remote supervision or hazardous activities (these visits would normally be approved at school level only);
- **non-routine visits** and activities and/or visits which involve remote supervision or hazardous activities or environments (these visits would normally require approval by governing body and may be discussed with a specialist Outdoor Education Provider).

Routine local visits

Routine local visits form part of the curriculum and normal everyday life of the school.

They include school swimming lessons, visits to the local library, nearby sports grounds, local church, other local schools or travelling between sites on a split site school. They do not include activities which involve remote supervision arrangements or significant hazards. (Approval is normally gained at school level only.)

For these activities and visits, EVCs and visit leaders must:

- inform parents by letter or through the school prospectus that these activities take place as part of the normal school life;
- if the activity takes place outside school hours (e.g. sports matches), inform parents in writing about specific dates and times, including details of transport arrangements if relevant;
- make a decision about the nature of parental consent for activities/visits through the specific risk assessment process. For activities outside school hours such as sports matches it is good practice to obtain written parental consent, this could be a general consent covering a whole term or year.

Non-routine visits

Non-routine visits include:

- all local visits which are not regularly conducted by the school;
- visits which involve remote supervision;
- visits involving water hazards;
- visits which are not part of the normal arrangements at school;
- residential visits;
- visits abroad;
- visits involving adventurous activities or hazardous environments.

(Approval is normally gained from the governors)

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For these visits and activities visit leaders must:

- provide event-specific information to parents and gain written parental consent for each visit or activity;
- if plans for the visit or activity change significantly after parental consent has been obtained, inform parents of such changes and provide them with the opportunity to respond.

Information to Parents

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

Parents need to be clear about the supervision arrangements for the visit. The following information should be given to parents:

- dates of the visit;
- visit's purpose and aims;
- times, location and arrangements for departure and return;
- transport arrangements including the name of any travel company;
- size of the group and level and nature of supervision;
- details of accommodation with security and supervisory arrangements on site;
- details of provision for special educational or medical needs;
- procedures for learners who become ill;
- names of leader, of other staff and of other accompanying adults;
- details of the activities planned and of how the assessed risks will be managed;
- standards of behaviour;
- group discipline including prohibited items and activities;
- information on how parents can contact staff in an emergency.

This information may take the form of a code of conduct which parents should sign.

This should include:

- what learners should not take on the visit or bring back;
- details of insurance taken out for the group as a whole;
- clothing and equipment to be taken;
- money to be taken;
- the information to be given by parents and what they will be asked to consent to;
- on exchange visits, details of host families and suitability checks which have been made;

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- details on cost of the visit.

Parental consent

Head teachers or visit leaders should seek parental consent for visits as indicated above. If parents withhold consent the learner should not be taken on the visit and the curricular aims of the visit should be delivered to the learner in another way if possible.

If parents give conditional consent the head teacher will need to consider whether the learner may be taken on the visit or not. A parental consent form should be completed for each learner in the group (see model [parental consent form](#)). General issues to consider including on the consent form include:

- allergies/phobias the learner may have;
- details of medication the learner is taking and how this is administered;
- any contagious or infectious diseases suffered within the family during the preceding 4 weeks, and any other recent illnesses suffered by the learner;
- the name, address and phone number of the learner's GP;
- any special, medical or dietary requirements;
- whether the learner suffers from travel sickness;
- information on any toileting difficulties;
- whether the learner has any night-time tendencies such as sleepwalking (for residential visits);
- the learner's ability to swim in the pool or sea and their level of safety awareness;
- any other information which the parent thinks should be known;
- the parental home and daytime phone numbers and addresses;
- an alternative contact, with their phone number and address.

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Medical consent

This should form part of the parental consent form. Parents should be asked to agree to the learner receiving emergency treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities. If parents do not agree to this, head teachers may decide to withdraw the child from the visit due to the additional responsibility this would entail for the group leader.

For visits abroad it may be prudent to include a translation of the medical consent, as signed by the parent, in the relevant language.

Consent for transporting learners in private vehicles

Parental consent should be specifically obtained for transporting learners in private vehicles of non-teacher adults and other learners on the visit. Head teachers should consider whether consent should be obtained before learners can be carried in a teacher's private vehicle.

Assurances should be sought from adult volunteers transporting learners in their own vehicles. A [volunteer driver form](#) is included in this pack for this purpose.

Early return of learner due to misconduct

The group leader should tell parents if they will be expected to fund the early return of a learner whose conduct gives cause for concern on a visit. A written agreement may be necessary.

Arrangements for parents to contact learners

Visit leaders should ensure that parents can contact their child via the school base contact and the visit leader in the event of a home emergency, and that they have a number to ring for information in the event of an incident during the visit or a late arrival home. Parents should:

- know the visit location details;
- be aware of the emergency contact details;
- provide contact numbers for day and night use in case of emergency.

This is best done by means of the consent form.

At Kingsdown School we are aware of the impact of mobile phones and SMS on communications between learners and their families. We would ask parents not to contact learners during the normal school day. Mobile phones will be safely stored with other personal items

Similarly, we will require learners to follow our conventions on the use of mobile phones during the working day

Arrangements for learners to make contact with parents

Where appropriate, visit leaders should arrange for parents to be told by the school of the group's safe arrival. One way of doing this is by a *telephone tree* - one parent contacts an agreed group of parents who then contact a further group. We accept that there may be occasion when a direct call to a parent from a mobile phone may be appropriate: leaders are reminded that arrangements

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should be in place that caters for learners who may not have access to a mobile. Learners may wish to speak to their parents individually; arrangements should be agreed with parents and learners before the visit takes place. Parents concerned after a phone call should discuss this with the school base contact.

11 TRANSPORT

This chapter deals with transport during UK visits. For visits abroad, see the information provided in [Visits Abroad](#), under the heading Use of Vehicles Abroad.

Coaches

Other than for travel on bus or tram routes (where public service vehicles may be used), vehicles fitted with seat belts must be used. The practice of seating 3 learners on two seats must not be allowed.

Where seat belts are fitted in coaches, leaders must take all reasonable steps to ensure that learners use seat belts.

Minibuses

Guidance on the safe use of minibuses is also available from the Royal Society for the Prevention of Accidents at www.rospa.com.

Leaders must pay particular attention to the following issues:

- a small bus permit must be displayed in each minibus whilst in use;
- each driver must have the appropriate entitlement to drive a minibus on their licence and, where appropriate, to tow a trailer;

Use of private cars

If intending to use private cars on educational visits, our workforce schools must ensure that:

- prior written consent is obtained from parents for learners to be transported in private cars (except in real emergency)
- teachers, parents and others using their own cars for transporting children on visits give an assurance to the school that the car is roadworthy and that they have checked with their insurers that they are insured for such use. A [volunteer driver form](#) for schools to use to obtain assurances from drivers is contained in this pack
- drivers are told that seatbelts/appropriate restraints must be used by both passengers and drivers.

Use of watercraft

Whilst it can be assumed that large vessels such as cross-channel ferries are operating within licence requirements, schools using watercraft such as pleasure boats, barges, narrow boats and fishing boats should check that such craft and skippers are properly licensed by an appropriate authority. The provider of the vessel must have public liability insurance of at least £5 million. Craft need to be

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used within the remit of their licence. As with other visits, leaders should undertake a risk assessment of the water journey. They should consider when and where personal buoyancy should be worn. The leader should check that the craft has sufficient lifejackets/buoyancy aids of an appropriate size.

Sea and tidal waters

All vessels which carry more than 12 passengers must hold a Maritime and Coastguard Agency (MCA), Passenger Ship Certificate. The Certificate will indicate the number of people that may be carried and the nature of the voyage for which the certificate is issued. A certificate will not be issued for more people than there are lifesaving appliances for. The certificate should be displayed on the vessel and should show the names of those responsible for piloting the craft who must, as a minimum, hold a "Boatmaster Certificate" issued by the MCA. All vessels under 24 metres in length used commercially for sport or pleasure and operating from a nominated departure point (NDP) must comply with the Maritime and Coastguard Agency NDP code. These vessels will hold a yellow code certificate and be noted for a particular "area of operation".

Vessels that carry less than 12 passengers and do not "proceed to sea" i.e. operate closer to land than three miles may, alternatively to the MCA NDP code, have a local authority licence. (Not all local authorities issue such licences.) As a minimum such vessels should carry life saving and fire appliances. It should be possible to check these licences through the relevant local council offices.

For further information contact the MCA 24 hour Helpline on telephone: 0870 600 6505.

Inland waters

Inland waterways fall mainly under the remit of the British Waterways Board (telephone: 01827 252000), the Environment Agency or the local authority. All craft operating on these waters need to be licensed by the relevant authority and licences need to be clearly displayed on the craft.

Further advice

Additional advice may be sought from a specialist Outdoor Education Adviser

12 OUTDOOR & ADVENTUROUS ACTIVITIES & HAZARDOUS ENVIRONMENTS:

Visit approval

For purposes of visit notification and approval, educational visits have already been classified into two main categories earlier in this document (see chapter [Visit Notification and Approval System](#)). These two categories are:

- visits requiring **head teacher approval** only. These are visits and activities which form a normal and regular part of the school curriculum and which do not involve remote supervision or significant hazards;
- visits which, *in addition* to head teacher approval, also require **Governing Body approval** before they can take place. These are residential visits, visits abroad, visits involving adventure activities or potentially hazardous environments.

This chapter provides information on outdoor and adventurous activities and hazardous outdoor environments. All visits involving these activities or environments require approval by the governing body in addition to head teacher approval (as do visits abroad, residential visits or visits involving potentially hazardous environments).

Activities which take place in the outdoors

This chapter deals with all activities which take place in the outdoors, including adventure activities and field studies. Environments which pose a potentially higher risk, such as those in the proximity of the sea or areas of inland water require particular care, planning and supervision.

The DfES, in HASPEV Supplement 2, [Standards for Adventure](#), has now included all activities taking place in the outdoor environment, including field studies, within the guidance for "adventure activities" and has classified them in three categories A, B and C, described later in this chapter.

Water environments

Particular care and attention needs to be exercised during activities which take place in or near to water environments as a high proportion of the more serious incidents on school visits involve water hazards. The DfES has produced guidelines called [Group Safety at Water Margins](#), available at www.teachernet.gov.uk/visits, which provide good practice advice for such environments. Further information and advice on water environments is provided in this chapter.

Adventure activities using Adventure Activities Licensing Authority (AALA)

licensed providers

When planning to use adventure activity facilities offered by a commercial provider or by another local authority, the visit leader should check:

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- whether the provider is legally required to hold a licence for the activities it offers;

and, if so,

- the provider actually holds a current licence.

This falls under the Activity Centres (Young Persons' Safety) Act 1995 (referred to in chapter, [The Legal Framework](#)) and the associated Adventure Activities Licensing Regulations 1996.

ALA licensable activities

A licensed provider does not necessarily have to hold a licence for all its activities. Separate assurances should be gained by the visit leader for activities not covered by the licensing scheme (see [Provider Form](#)). However the following activities - where undertaken by young people under 18 years unaccompanied by a parent - need a licence when commercial companies sell them, or when local authorities provide them with or without a charge:

- **caving** requiring the use of special equipment or expertise;
- **climbing**, sea-level traversing, abseiling or scrambling requiring the use of specialist climbing equipment or expertise;
- **trekking** on foot, horse (pony), cycle, skis, skates or sledges in remote terrain where it could take 30 minutes or more to reach a road or refuge;
- **water sports** including sailing, canoeing, kayaking, rafting and windsurfing, on the sea, tidal waters or inland waters where it is possible to be more than 50 metres from the nearest land, and turbulent inland waters.

The ALA licence

Holding a licence means that a provider has been inspected by the Licensing Authority which is satisfied that appropriate safety measures are in place for the provision of the specified licensed adventure activities. The licence must be displayed by the provider and it shows which activities the provider has been licensed to provide. This can be checked by visiting the ALA web site at www.ala.org.uk. Other elements of the provision, such as activities out of scope of the licensing regulations (see the [ALA web site](#) to find out which activities are in scope), catering and accommodation, are not covered by the licensing scheme. These should be checked separately by the visit leader.

ALA contact details

The Adventure Activities Licensing Authority can check on the licence status of a provider. Their address is: Adventure Activities Licensing Authority, 17, Lambourne Crescent, Llanishen, Cardiff CF4 5GG. Tel: 01222 755715. Fax: 01222 755757. Their web site is at www.ala.org.uk

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Adventure activities using non AALA licensed providers

Not all providers are required to hold a licence. Voluntary bodies and schools providing for their own members and learners respectively are exempt. Commercial bodies and local authorities are also exempt if their activities fall outside the scope of the regulations. If this is the case, assurances should be sought using the [Provider Form](#)

Employing teachers to deliver otherwise licensable activities

In common with other schools, we are advised not to employ on the school staff, as a temporary teacher or instructor, an unlicensed provider of adventure activities for the sole purpose of providing otherwise licensable activities. A competent, appropriately qualified and established member of the Kingsdown Secondary School staff should be used if available. If not, a properly licensed provider should be engaged for this purpose.

Issues to consider with all adventure activity providers

The visit leader should ensure that, when using providers of adventure activities and field studies, the division of responsibilities between the school staff and the provider's staff are agreed and clearly understood.

Whilst teachers may pass responsibility for the safety of learners over to the instructor during activity sessions, teachers retain overall responsibility for learners and, in order to discharge their duty of care to learners, need to ensure that proper supervision and control is maintained during the activity and that the health and safety of learners is not put at risk.

School-led adventure activities, field studies and activities taking place in outdoor environments

Risk assessment

The relevant risk assessment(s) must be referred to for proposed activities and environments and schools must complete a specific risk assessment of their own to supplement this (see chapter [Risk Assessment and Risk Management](#)).

Competent leadership

Leaders and other supervisors must be sufficiently competent to supervise learners in the activity/environment. Competence derives from knowledge, experience, training and personal qualities and may be evidenced by holding the relevant National Governing Body (NGB) award where appropriate. Advice on leader competence can be sought from a specialist Outdoor Education Adviser.

Specific competence and levels of risk

Activities and environments present different risk levels and therefore require different competencies from leaders. The three categories of "adventure" activities described in the DfES HASPEV supplement 2, Standards for Adventure are outlined below.

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Judging leader competence

For category A activities, the head teacher and EVC should be able to make a judgement about an individual's competence to lead. Head Teachers/EVCs should seek the advice of a specialist Outdoor Education Adviser for category B and C activities. A specialist Outdoor Education Adviser may also provide advice on which category activities not listed below fall into.

Category A activities

Category A activities should present few significant risks and would not necessarily require specific training on the part of the leader, although this may be advisable for less experienced teachers.

EVCs should assess the competence of teachers proposing to lead such activities with reference to recent and relevant experience and training. Advice may be sought from a specialist Outdoor Education Adviser if considered necessary.

These visits/activities would normally be approved at school level only.

Category A activities include:

- walking in parks or on non-remote country paths under close supervision;
- field studies in environments presenting no technical hazards.

Category B activities

Category B activities comprise some higher risk activities or environments which require the leader to have, in addition to recent and relevant experience, undertaken as a minimum some site/activity-specific training or induction.

Competence may be evidenced by holding a relevant qualification, such as an award from a National Governing Body, and being judged as competent by the EVC and a specialist Outdoor Education Adviser.

Category B activities include:

- walking in non-remote country;
- camping;
- cycling on roads or on non-remote off-road terrain;
- low level initiative challenges;
- field studies next to open water/in a coastal location.

Category C activities

Category C activities are the most demanding and include all activities which would require an AALA licence if not school led as well as all activities which require technically competent leadership and supervision e.g. motor sports. Leaders of these activities must have undergone a specific course of training and have been assessed as competent by the relevant Governing Body.

Competence must be evidenced by holding the appropriate qualification, along with having recent and relevant experience,. The EVC should check the relevance of specific qualifications with a specialist Outdoor Education Adviser.

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These activities must be approved by the governing body as well as by the head teacher.

Category C activities include:

- water sports, including canoeing, sailing, rafting etc;
- water-related adventure activities including river, stream and gorge walking/scrambling;
- rock climbing, including artificial/indoor climbing walls;
- moorland and hill walking and mountaineering;
- skiing, snowboarding and other snow sports;
- caving;
- horse riding and pony trekking;
- swimming in the sea or other natural waters.

Environmental Factors

In assessing the category into which to place an activity, environmental factors must be taken into consideration. The following factors will indicate that an activity should be placed in a higher category, activities taking place:

- in or near water;
- in winter conditions;
- on or near cliffs or steep terrain;
- in an area subject to extremes of weather or environmental change.

For example, field study activities close to water are viewed as category B activities and winter camping is viewed as a category C activity.

Supervision Ratios

Ratios should be informed by guidance within this document as well as the appropriate generic risk assessment for the activity and the findings of the specific risk assessment completed by the school.

Group sizes for category B and C activities should be kept as small as is reasonably possible and supervision ratios should be in proportion to the risks associated with the activity, the particular needs and behaviours of the participants and the type of environmental considerations outlined above.

Suitable equipment

Leaders must ensure that groups are properly clothed, prepared and equipped for activities. Environments, venue, season, activities and weather conditions need to be taken into consideration. Equipment needs to be properly maintained and fit for purpose, leaders need to assure themselves of this whether or not the activity is school led.

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Remote supervision during adventurous activities

Some visits and activities - such as those within the Duke of Edinburgh's Award involve learners working in small groups without direct supervision. Particular attention needs to be given to the training and information provided to learners before direct supervision can be withdrawn. The visit/activity leader should be satisfied that the learners have acquired the necessary skills, experience, confidence, physical ability judgement and inter-personal skills to be remotely supervised.

The withdrawal of direct supervision should be a gradual four stage process:

- training and accompanying the group;
- shadowing the group;
- checking regularly at agreed locations;
- checking occasionally at agreed locations.

Learners should be familiar with all equipment used or taken when operating without direct supervision (an initial element of adult supervision with regard to the proper use of equipment, including camping stoves, may be needed).

Coastal visits and water environments

Leaders and other supervising adults should be aware that many of the incidents affecting learners have occurred by or in the sea or in inland water environments. Visit leaders should refer to and follow the advice provided in the DfES document [Group Safety at Water Margins](#) which is available at www.teachernet.gov.uk/visits.

The relevant generic risk assessment for the activity/environment must be referred to and followed and leaders must make and act upon their own specific risk assessment (completed by a specifically competent person) for the venue and activity.

Swimming and paddling in the sea or other natural waters

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group and should only be allowed as formal and supervised activities. Schools contemplating these activities must give very careful and detailed consideration to the risk assessment which must be checked again on the day of the activity. In particular, water and environmental conditions and other significant factors must be checked again on the day. Supervision arrangements must be robust, understood and acted upon by all staff and learners. Visit leaders should not be tempted to engage in such activities on an unplanned and impromptu basis.

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The advice contained in the DfES HASPEV Supplement 3, [A Handbook for Group Leaders](#), on the pages headed Advice on Specific Activities (available at www.teachernet.gov.uk/visits) must be followed.

Teachers/leaders must be prepared not to proceed with the activity if in any doubt about safety or their ability to control the situation (there should be an alternative "Plan B", properly risk assessed, available).

For **swimming** in the sea or other natural waters it is good practice that, wherever possible, group leaders should seek out recognised bathing areas that have official surveillance i.e. qualified lifeguard cover. Where this may not be available, it is good practice for the group leader, or another designated adult in the group, to hold a relevant life saving award.

Paddling or walking in gentle shallow water may take place as an integral part of some learning activities. If it is proposed to undertake such activities without qualified lifeguard cover, eg. for field studies or sensory development and awareness purposes, in addition to the advice provided above, teachers must follow the guidance set out in the DfES publication [Group Safety at Water Margins](#).

The visit leader should also be particularly aware:

- that many children who drown are strong swimmers;
- of the dangers of paddling, especially for learners who are impulsive or easily distracted and unamenable to leader instructions

Further advice on swimming, paddling and operating in or near water environments is available from a specialist Outdoor Education Adviser.

Swimming pools

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

The relevant generic risk assessment, along with the school's visit-specific risk assessment, must be followed. Particular care must be taken if proposing to use hotel swimming pools, leisure pools or swimming pools during public sessions because suitable supervision becomes more difficult than during a school swimming session where the school has sole use of the pool.

As well as gaining information on the parental consent form about learners' swimming abilities, visit leaders should check for themselves the level of a learner's swimming ability.

Farm visits

Farms can be dangerous even for the people who work on them. Visits to a farm should be carefully planned. The risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with *E coli* 0157 food poisoning and other infections – suitable washing facilities must be available for the group. The generic risk assessment should be referred to and

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followed and the site should be pre-visited to allow a suitable specific risk assessment to be completed by the visit leader.

Advice on farm visits, contained in DfES HASPEV Supplement 3, [A Handbook for Group Leaders](#), on the pages headed Advice on Specific Activities should also be followed.

First aid

Reference should be made to chapter, [Supervision](#), for more detailed advice on first aid, together with our Administration of Medicines Policy. As for all educational visits, there should be one competent first-aider with all groups. Most outdoor qualifications provided by National Governing Bodies are not valid without an appropriate, current first aid certificate.

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13 VISITS ABROAD

This chapter provides information about organising visits abroad. It should be referred to alongside the rest of these guidelines.

Risk assessment and travel advice

Visit leaders should refer to the relevant generic risk assessments for their proposed visit and, in order to complete their specific risk assessment for a visit abroad, they should refer to the particular advice provided by the Travel Advice Unit of the Foreign and Commonwealth Office (FCO) for the country they plan to visit (available at www.fco.gov.uk). FCO advice is updated as situations change, the website should be viewed at regular intervals prior to departure.

Developing countries

When planning to visit developing countries, leaders need to be aware that standards of accommodation, health services, vehicles, roads and other services may not meet those expected in the UK. Schools must assess the risks associated with these issues and ensure parents are made fully aware so that informed consent can be given.

Language skills

It is useful for at least one of the leaders to speak and read the relevant language. If not, at least one leader should learn enough of the language to make basic conversation and deal with an emergency and/or the party should have a local guide who speaks good English as well as the local language.

Passports

Passports are needed for all overseas visits, including day trips. Passport applications should be made early to allow plenty of time for any difficulties to be resolved. For information about passports, go to the Passport Agency website (see [Contacts](#)).

The party leader should take a photocopy of the information page of all passports on the visit. For extended visits, it may be wise to hold a second copy at school. Always keep passports and other travel documents in a secure place while abroad (e.g. hotel safe). If a passport is lost, contact the local police and the British consulate who can issue emergency travel documents.

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Visas

Adults and children who hold other than a British passport normally require a visa to enter another European Union (EU) state. However visa exemption may be available for such members of a school group taking part in an educational visit. Details of visa exemption are available from the home office on Tel: 0208 760 8773. For entry to many countries outside the EU a visa is required for all members of the party.

Details of the procedure for visa applications are available from consular sections of the embassies of the countries to be visited. The Foreign and Commonwealth Office website (see [Contacts](#)) provides further information for individual countries.

Visa regulations are subject to change without warning and leaders are advised to obtain precise information from the appropriate embassies early in the planning process and to check again prior to departure. In order to obtain a visa, applicants must produce a valid national passport. A visa application form should be obtained well in advance as this will give details on what must be provided.

Customs

Customs regulations vary depending upon whether schools are travelling within or outside the EC. Full details about customs regulations may be obtained from HM Customs and Excise (Tel: 0845 0109000 or www.hmce.gov.uk) or at ports and airports in the UK.

Visit leaders should be aware of prohibitions on importing certain items available abroad e.g. flick knives, ammunition or fireworks. Emphasise to learners and parents that to be found with such items is an offence, which can result in more than confiscation, especially if such items are hidden.

Health

Schools should visit the Department of Health's website, Health Advice for Travellers (see [Contacts](#)). Leaders must make themselves familiar with any health risks in the country visited and ensure that members of the party have any vaccinations that may be needed. Check if proof of vaccination is required.

Information should be obtained on diseases common in the country (such as malaria, rabies, HIV/AIDS, hepatitis A, giardia, amoebic dysentery and travellers' diarrhoea) and how to avoid them. Guidance must be obtained and followed on personal hygiene, types of food and on water supplies that may be a source of infection, and protection from the sun. Leaders should obtain information (available for most EC countries on the above website) about the medical services available in the countries which are being visited.

Significant health hazards should be included in the specific risk assessment and learners must be briefed on the hazards and how to avoid them. Appropriate advice should be given on: risks of drinking tap water, certain foods (eating raw vegetables and unpeeled fruit, shellfish and undercooked meat etc.), exposure to the sun, insect bites and rabies.

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Medical Insurance

Appropriate insurance for medical and other emergency expenses arising from accidents or illness is a requirement for all visits abroad including those to EEA countries. The cost of medical services abroad may be very high. Insurance should be in place to ensure that cover will be sufficient. Cover should include provision for the additional costs of a teacher staying on or travelling home with the individual and parents travelling from home to be with their child if necessary. If parents need to travel abroad to be with their child, we will help them arrange this if necessary: this ***does not commit Kingsdown Secondary School*** to providing financial assistance

Medical Emergencies

When medical treatment is given abroad, while emergency treatment must be given immediately, the insurers should be contacted as soon as possible before incurring substantial expenses and before arranging any repatriation. It is essential that duplicate copies of all doctors' letters, ambulance certificates, bills (e.g. for medicines), vouchers, hospital admission forms, blood transfusion certificates, etc, are kept for the UK insurers.

Rabies

Advise the group not to touch any animal, even if apparently 'tame'. In the case of anyone receiving a bite or scratch from any animal outside the UK immediate local treatment is of paramount importance. Wash the wound with soap or detergent and water, then flush with water alone; apply alcohol if possible. Get medical attention quickly; a course of vaccinations may need to be started immediately. In case of difficulty, contact the nearest British Consular official.

If an incident occurs, obtain and carefully record the following information:

- the date and place of incident, the animal's description and whether it was wild, stray or in the charge of its owner;
- if not wild, try to identify the name, address and telephone number of the owner. If the animal can be kept under observation for two weeks, arrange to keep in contact to see if the animal becomes sick or dies;
- inform the local police.

School will undertake to inform parents/carers and to provide up to date information and assistance within the confines set out above.

Ensure the victim consults their doctor immediately on return to the UK with the above information.

Travelling with prescription drugs

There may be difficulties in taking prescribed drugs into and out of some countries. Advice may be obtained from the relevant embassy but the majority of cases can be resolved by ensuring that the particular drugs are carried in the proper named prescription bottle/pack.

14 EMERGENCY PROCEDURES

General

The Kingsdown Workforce responsible for learners during an educational visit have a duty of care to make sure that the learners are safe and healthy and have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take life-saving action should the situation require it.

If an accident happens, priorities are to:

- assess the situation;
- safeguard the uninjured members of the group;
- attend to the casualty;
- if necessary, inform the emergency services and others who need to know of the incident.

Our critical incident plan can be implemented for a major emergency or critical incident. This plan includes provision for critical incidents occurring during off-site visits outside school hours.

What is an emergency or critical incident?

Accidents and incidents vary considerably in their scale and seriousness, requiring judgements to be made by the visit leader and school base contact. Clearly, where major injury, medical emergency, significant multiple injuries, missing party members, or a fatality is involved, a nominated member of the workforce should make contact with the Governing Body, The Head teacher will contact MRCS solicitors, the host Local Authority and the Police. A press statement will be prepared and workforce members are instructed not to talk to the press until a statement has been agreed between Kingsdown Secondary School, its solicitors and the Police. The purpose of this is to avoid unnecessary and distressing speculation.

For less serious accidents and incidents, the party and the school may have the resources to deal with the situation themselves, notifying the Governing Body after the event. Prior planning, discussion and the link between the visit leader and the school base contact are important factors in making such judgements and decisions.

Who takes charge in an emergency?

The visit leader

The visit leader would normally take charge in the field in an emergency and would need to ensure that emergency procedures are in place and that back up cover is arranged. The visit leader should liaise with the representative of the activity provider or tour operator if one is being used.

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Pre-arranged school base contact

The school contact needs to be a member of staff with sufficient authority within the school to make significant judgements and decisions. This person must be familiar with the school's critical incident plan. Their main responsibility is to link the group with the school, the parents and the "home" LA, and to provide assistance as necessary.

The school's contact person should have all necessary information about the visit readily available to them for the duration of the visit.

Emergency contact information

For the duration of all visits, both the visit leader and the head teacher or school base contact must have ready access to:

- details of the itinerary;
- an accurate list of names of everyone in the group;
- all relevant information about party members, including next-of-kin contact details and medical information.

For residential visits and visits abroad, both the visit leader and the head teacher must also have:

- next-of-kin contact details for staff;
- address and contact telephone numbers for the group leader, the accommodation used and the tour operator;
- 24 hour contact numbers for the head teacher or representative;
- copies of insurance documents and contracts with travel operators.

In addition, for visits abroad, the visit leader is recommended to have photocopies of all passport data pages, tickets and other important documents in case the originals are lost. Passport photographs of the party might also be taken.

Arrangements must be made for 24-hour contact to and from the group and the head teacher or school base contact (who has the authority to make significant decisions).

If mobile phones are to be used, check that they will function in the location(s) concerned. Head teachers should ensure they have day and night contact details of parents (through the parental consent form). Arrangements should be made so that parents can contact the party in an emergency, via the school or directly.

Emergency procedures framework

All those involved in the school visit, including supervisors, learners and their parents, should be informed of who will take charge in an emergency, the named back up cover and what they are expected to do.

KINGSDOWN SECONDARY SCHOOL

Emergency procedures for visit leader

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

- establish the nature and extent of the emergency as quickly as possible;
- ensure that all the group are safe and looked after;
- establish the names of any casualties and get immediate medical attention for them;
- ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures;
- ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together;
- notify the police if necessary;
- notify the British Embassy/Consulate if an emergency occurs abroad;
- inform the school base contact. The school base contact number should be accessible at all times during the visit;
- pass on to the school details of the incident, these should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved;
- so that parents can be reassured, record: action taken so far; action yet to be taken (and by whom);
- notify insurers, especially if medical assistance is required (this may be done by the school contact);
- notify the provider/tour operator (this may be done by the school contact);
- ascertain telephone numbers for future calls. Mobile phones, though useful, are subject to technical difficulties, and should not replace usual communication procedures;
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;
- keep a written account of all events, times and contacts after the incident;
- complete an accident report form as soon as possible. Contact HSE or local authority inspector, if appropriate;
- no-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families.
- no-one in the group should discuss legal liability with other parties.

Emergency procedures for school base

Prior to the visit, the name, school telephone number and home telephone number of a school base contact should be identified. It is best to arrange a second school contact as a reserve.

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We should bear in mind that their contact lines may become busy in the event of an incident and that alternative numbers to ring would be useful, as would establishing at least one telephone line which does not accept incoming calls.

Critical incident response checklist for schools

It is recommended that the pro-forma *Critical Incident Response Checklist for Schools* is used to provide a framework for dealing with a critical incident during a school visit. This pro-forma should be kept readily available at the school. A copy should also be kept by the school base contact when not at school.

Emergency procedures for the school contact are:

- use the *Critical Incident Response Checklist for Schools* to provide a framework for action;
- ensure that the group leader is in control of the emergency and establish if any assistance is required from the school base;
- contact parents. Details of parents' contact numbers need to be available at all times while the group is on the visit. The school contact should act as a link between the group and parents. Parents should be kept as well informed as possible at all stages of the emergency;
- liaise with the governing body. The school contact should act as a link between the group and chair of governors and arrange for the group to receive assistance, if necessary;
- liaise with media contact. If a serious incident occurs, the school contact should liaise with the designated media contact as soon as possible;
- report the incident using appropriate forms, if necessary. Some incidents are reportable under the *Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)*. See the HSE leaflet called [RIDDOR Explained](#).

After a serious incident

It is not always easy to assess whether group members not injured or directly involved in the incident have been traumatised or whether other learners or staff in the school have been affected. In some cases reactions do not surface immediately and care should be taken-seeking assistance from specialist services as necessary.

Reporting and reviewing of accidents

Visit leaders

Leaders involved should prepare a written account of the incident as soon as possible, noting all events and times. Note the names and details of any witnesses and, if possible, obtain a written account from them.

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

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

For insurance purposes, obtain and retain receipts and other documentation relating to any claim. Report any loss or theft of property to the local police within 24 hours of the incident and obtain written confirmation of this.

Incident review

After any major accident, we will undertake a review of the incident and the emergency procedures and should share our findings within our workforce and with support agencies who may be engaged with school as a result of the incident.

Recording and learning from near accidents

It is good practice to record and learn from near accidents (sometimes known as "near misses"). We will consider how best to share the learning outcomes of such incidents with other colleagues in school.

KINGSDOWN SECONDARY SCHOOL

APPENDICES

VISIT PLANNING CHECKLIST

VISIT APPROVAL FORM

PROVIDER FORM

EVENT-SPECIFIC RISK ASSESSMENT FORM

PARENTAL CONSENT FORM

CRITICAL INCIDENT RESPONSE CHECKLIST

VOLUNTEER DRIVER FORM

CONTACTS

KINGSDOWN SECONDARY SCHOOL

VISIT PLANNING CHECKLIST KINGSDOWN SECONDARY SCHOOL

Visit: Date(s):

Visit Leader:

CHECKLIST NOTES

Programme Planning

Programme planning and review, including group recruitment (on-going process which continues throughout the process of organising a visit).

Visit Proposal and Notification

Notify others in school about your visit proposal at the start of the planning process and, if appropriate, notify the "home" LA (for example, for overseas expeditions).

Guidelines

Read the our written guidelines for educational visits: .

Risk Assessment

Refer to the relevant generic risk assessments for your visit as part of the planning process.

Complete event specific risk assessments.

Ensure that on-going risk assessment is in place by regularly reviewing your planning and arrangements.

Share the outcomes of the risk assessment process with visit participants as appropriate.

Leader Competence and Supervision

Ensure that you have competent leaders and supervisors for the visit.

Develop a properly thought out and managed supervision plan for the visit.

Ask yourself the following questions about your staffing for the visit

- Have they been to the venue before (pre-visit)?
- Have they experience of the activity?
- Do they know the group?
- Have they undertaken training?
- Are qualifications needed?

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First Aid

Consider what level of first aid provision is appropriate to your visit. This should form part of the risk assessment process.

Consider what level of training is required and how many people require it, you should then ensure that appropriate arrangements are put in place.

Insurance

Well before your visit commences, you should consider carefully the insurance position in relation to your visit and ensure that adequate insurance arrangements are in place.

Parents should be informed of the arrangements for insurance, particularly what is covered and what is not covered by the policy.

Emergency Procedures

You need to ensure that emergency procedures are in place and that a school base contact to provide back up cover is arranged. This person should be familiar with the school's critical incident plan.

All those involved in the visit, including supervisors, learners and their parents, should be informed of who will take charge in an emergency, the named back up cover and what they are expected to do.

You should ensure that you have ready access to all the relevant information you might require for the duration of the visit, including details provided on parental consent forms,.

Safeguarding Children and Child Protection

Give careful consideration to child protection issues when organising the staffing and supervision of your visit.

Decide whether or not Criminal Records Bureau checks are necessary and, if they are, ensure that they are carried out in good time.

Special Educational Needs, Disabilities and Medical

Conditions

Consider early in your planning process participants' special educational needs, disabilities and medical conditions and how they may be accommodated.

The Special Educational Needs and Disability Act 2001 makes it a legal requirement that reasonable adjustments must be made to prevent disabled learners from being put at a disadvantage.

Transport

Consider carefully how the journey to and from the visit/activity will be made and make appropriate arrangements.

Whether using transport or simply walking, ensure that generic and specific risk assessments have been completed and that a process of on-going risk assessment is in place (see risk assessment section of these notes).

Parental Consent

For routine local visits which form a regular part of the school curriculum, parents are often provided with information through the school prospectus or a letter. Seeking annual consent for such routine visits may also be appropriate.

For non-routine visits you should always provide clear written information to parents and seek their consent. These visits include those which involve adventure activities, visits abroad, residential visits, other potentially hazardous environments.

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Financial Regulations

Should your visit involve finance, you should be aware of and follow the guidance used by Kingsdown Secondary School in financing arrangements and receiving payments from learners, their parents, carers and other parties (charities, "home Local Authority)

Adhere to school's governing body's policy on charging and remissions for educational visits.

Approval

All educational visits need to be approved by the head teacher.

Some visits also need to be approved by the governing body before they can take place. Visits requiring governing body approval include those which involve:

- adventure activities;
- visits abroad;
- residential experience;
- other hazardous environments or activities.

The approval form should be used to seek approval for all visits. If you plan to conduct a programme of similar visits on a regular basis, you should indicate this on your form.

Conduct of Visit

During the visit you should ensure that regular review sessions are built in to the programme to support the process of on-going risk assessment. This will allow you to make appropriate and considered changes to your arrangements should this be necessary.

Visit Review

As well as ensuring that a visit review takes place to consider its planning and conduct, it is also useful to conduct an end of year review of a series of visits to look at what was successful and what could be altered for next time.

Recording and discussing incidents and accidents which nearly occurred (sometimes referred to as 'near misses') should form an essential part of the review process.

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VISIT APPROVAL FORM KINGSDOWN SECONDARY SCHOOL

For visits which require governing body approval, this form must be completed and a copy made available to the governors at least 6 weeks before the visit. This will allow any advice and guidance to be provided and acted upon before the visit takes place. To assist with approval for the visit, please ensure that all parts of this form are completed before submission, inserting n/a (not applicable) where appropriate. All supporting information relating to this visit must be held on file and be available for inspection if required.

Kingsdown Secondary School:

Tel: 020 8657 1200

Fax: 020 3252 2088

Email: admin@kingsdownsse.com

Visit Leader:

Deputy Leader:

Visit Location:

Aim/purpose of visit:

Date(s) of visit:

PROGRAMME OF ACTIVITIES (please provide details below or attach a copy of your programme of activities)

Day Venue and Activity

Has an exploratory visit been completed? Yes

Date:

No

If No, please outline how you have been able to complete a suitable and sufficient risk assessment for the

visit and make appropriate arrangements for the conduct of the visit:

LEARNER DETAILS

Number of Boys: Ages: Year group(s):

Teacher/learner ratio: Adult/learner ratio:

SCHOOL STAFF (including the visit leader and deputy leader)

Name - indicate role in school (teacher, teaching assistant etc)

Gender

M/F

Role During Visit Including Activity/Hazardous Environment Leadership Relevant Experience and Qualification(s)

OTHER ADULTS

Name -indicate

status (parent,
volunteer etc)

Gender

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M/F

CRB check

Role During Visit Including Activity/Hazardous Environment Leadership Relevant experience and Qualification(s)

FIRST AIDERS

Name Training and/or Qualifications Date gained Expiry date

EMERGENCY CONTACTS

School base contact 1 (name): Status:

Day time tel: After hrs tel Mobile tel:

School base contact 2 (name): Status:

Day time tel: After hrs tel: Mobile tel:

Visit leader's telephone number(s) during visit:

ACCOMMODATION

Accommodation name: Telephone:

Address:

TRANSPORT

What method(s) of transport will be used for this visit?

Who is providing the transport?

Date of departure: Time of departure:

Date of return: Time of return:

Do you have qualified mini-bus driver(s) for this visit? Yes No Not applicable

If Yes, what are their names:

RISK ASSESSMENT

Relevant **generic risk assessments** have been referred to and will be followed for this visit? Yes

Names of **generic risk assessments** which have been referred to for this visit:

An **event-specific risk assessment**, which includes alternative arrangements in case plans need to be changed during the visit, has been completed and will be followed?

Yes

On-going risk assessment: remember to assess the risks on the day and during the activity, many factors can change. Have an alternative activity (plan B) available and risk assessed in case it is needed. Do not hesitate to alter or abandon an activity if the risks on the day become unacceptable

INSURANCE

Public liability insurance for employees only (not learners) will be in place when the visit has been approved.

Has additional insurance been taken out for this visit? Yes No

With who?

KINGSDOWN SECONDARY SCHOOL

PROVIDER/TOUR OPERATOR DETAILS

Is an activity provider or tour operator being used for this visit? Yes written__No

If Yes, please provide the following details:

Name: Address:

Telephone:

What activities/services will they be providing?

The relevant assurances specified on the **Provider Form** have been obtained: Yes
Not applicable

VISIT LEADER REQUEST FOR APPROVAL

I have read and understood Kingsdown School's guidelines for educational visits. Yes

This visit will be conducted in accordance with the guidelines. Yes

I will inform school of any significant changes to this visit. Yes

Signed (visit leader): Date:

HEAD TEACHER APPROVAL

I have studied this application and I am satisfied that it follows our guidelines for educational visits. All supporting information relating to this visit is held on file and is available for inspection. My approval is given.

Signed: Date:

Governing Body is required for: residential visits, visits abroad, adventure activities or visits involving potentially hazardous environments.

KINGSDOWN SECONDARY SCHOOL

PROVIDER FORM – KINGSDOWN SECONDARY SCHOOL FOR COMPLETION BY PROVIDERS AND TOUR OPERATORS OF EDUCATIONAL VISITS

When considering using an outside provider or tour operator for an educational visit, we must seek assurances that the provision complies with our guidelines.

School: Visit leader:

Nature of visit:

Date(s) of visit: Name of provider:

The provider or tour operator providing services to the school named above is asked to give careful consideration to the statements below and sign in the appropriate space that the standard of service provided will meet the conditions listed. Please tick all specifications you can meet. Indicate by a cross any you cannot meet. Write N/A against any specifications which do not apply to your provision.

Section A should be completed for all visits. Sections B (adventure activities), C (tour operators) and D (expeditions) should also be completed if applicable.

SECTION A - ALL VISITS , x or n/a

Health, Safety and Emergency Policy

1. The provider complies with relevant health and safety regulations, including the Health and Safety at Work Act 1974 and associated regulations for visits taking place in the UK, and has a health and safety policy and written risk assessments which are available for inspection.
2. Accident and emergency procedures are maintained and records are available for inspection.

Vehicles

3. All vehicles are roadworthy and meet the requirements of relevant regulations in the country in which they are being used.

Staffing

4. All staff who have access to young people are CRB checked for relevant criminal history and suitability for work with young people.
5. There are adequate and regular opportunities for liaison between school staff and the provider's staff. There is sufficient flexibility to make radical changes to the programme if necessary and the reasons for such changes will be made known to school staff.

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Insurance

6. The provider has public liability insurance for at least £5 million with a clause giving 'indemnity to principal'.

Accommodation (if residential accommodation is provided)

7. The accommodation is covered by a current fire certificate, or advice has been sought from a fire officer and implemented, and a fire risk assessment has been completed.

8. If abroad, the accommodation complies with the fire and health and safety regulations which apply in the country concerned.

9. There are appropriate security arrangements to prevent unauthorised persons entering the accommodation.

10. Separate male and female sleeping accommodation and washing facilities are provided and staff accommodation is close to learners' accommodation.

11. Will the group have sole use of their accommodation?

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SECTION B – ADVENTURE ACTIVITIES AND FIELD STUDIES IN OUTDOOR ENVIRONMENTS

Adventure Activities Licensing Authority (AALA) License

12. Do you hold an AALA License? Yes: No: Not applicable:

13. AALA reference No:

14. 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 specifications with respect to any activities or aspects of their provision to the school not covered by the licence.

Activity Management

15. The provider operates a policy for staff recruitment, training and assessment which ensures that all staff with a responsibility for participants are competent to undertake their duties.

16. The provider maintains a written code of practice for activities which is consistent with relevant National Governing Body guidelines and/or, if abroad, the relevant regulations of the country concerned.

17. Staff competences are confirmed by appropriate National Governing Body qualifications for the activities to be undertaken, or staff have had their competences confirmed by an appropriately experienced and qualified technical adviser.

18. Where there is no National Governing Body for an activity, operating procedures and staff training and assessment requirements are explained in the provider's code of practice.

19. Participants will have access to a person with a current first aid qualification. Staff are practiced and competent in accident and emergency procedures.

20. There is a clear definition of responsibilities between providers and visiting staff regarding supervision and welfare of participants.

21. All equipment used in activities is suited to the task. It is adequately maintained in accordance with statutory requirements and current good practice. Records are kept of maintenance checks where necessary.

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SECTION C – TOUR OPERATORS

Where a tour operator provides services for schools 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 sections A and B of this form and that these providers operate to standards which meet the relevant regulations which apply to the country of operation.

22. 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.

23. The Tour Operator complies with package Travel Regulations, including bonding to safeguard customers' monies.

24. ATOL, ABTA or other bonding body name and numbers:

DECLARATION

If any of the above specifications cannot be met or are not applicable, please give details:

Details of any other accreditation with national governing bodies, tourist boards etc:

Name in capitals: Position in organisation:

Signed: Date:

Name and address of provider or tour operator:

Telephone number:

Fax: Email:

Thank you for completing this form. Please return it to the teacher and school named on the front of the form.

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EVENT SPECIFIC RISK ASSESSMENT – KINGSDOWN SECONDARY SCHOOL

To be completed after referring to the relevant Generic Risk Assessments for the visit.

ACTIVITY/VISIT LOCATION:

DATE(S):

GENERIC RISK ASSESSMENT. Which generic risk assessment(s) have you referred to in respect of this visit/activity?

EVENT SPECIFIC RISK ASSESSMENT HAZARD

Consider the following factors:

Location, activities, the group (learners and staff), time of year, climate/weather conditions, any other significant hazards and risks which may be particular to your visit.

WHO IS AT RISK?

Learners, staff, other people?

CONTROL MEASURES

What are your arrangements for preventing the hazards you have identified from harming people? Include plans for supervision, including any remote supervision, indicating staff competence (and qualifications, if appropriate).

WHAT FURTHER ACTION IS NEEDED?

Does anything more need to be done? Who else needs to be informed or briefed?

ALTERNATIVE ACTIVITIES, PLAN B – What are your arrangements if your planned activities or visit cannot proceed as anticipated due to a change in circumstances such as severe weather, illness or other significant environmental or other factor(s):

HAZARD

WHO IS AT RISK?

CONTROL MEASURES

WHAT FURTHER ACTION IS NEEDED?

ON-GOING RISK ASSESSMENT. Remember to assess the risks on the day and during the activity, many factors can change. Have an alternative activity (plan B) available and risk assessed in case it is needed (see above). Do not hesitate to alter or abandon the activity if the risks on the day become unacceptable.

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EMERGENCY PLANNING. What are your arrangements for dealing with an accident or serious incident?

SHARING RISK ASSESSMENT INFORMATION. How will you share risk assessment information with staff/learners involved:

PARENTAL CONSENT FOR AN EDUCATIONAL VISIT

(to be distributed with full details of the visit)

School/Group:

1. Details of visit to:

From (date/time): To (date/time):

I agree to (name) taking part in this visit and have read and understand the information provided. Yes

I understand the extent and limitations of the insurance cover provided. Yes

I agree to my child's participation in the activities described

(with the exception of those indicated below). Yes

Are there any activities which your child cannot participate in? Yes No

If yes, provide details here:

I acknowledge the need for my child to behave responsibly. Yes

2. For activities in or near water (swimming ability and water confidence)

Please describe your child's swimming ability:

Is your child water confident with regard to the proposed activity? Yes No

3. Medical information about your child

a) Date of birth of your child:

b) Does your child suffer from any conditions which the visit leader needs to be aware of for example: medical conditions, illness, allergies, night-time tendencies (sleepwalking, bedwetting, nightmares), travel sickness etc? Yes No

c) If yes, please provide details:

d) Does your child take medication? Yes No

e) If Yes, please give details, including how medication is administered, including details of medication, timing, dosage and any side effects:

f) Please outline any special dietary requirements of your child:

g) To the best of your knowledge, has your child been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that may be contagious or infectious? Yes No

h) If Yes, please give details:

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i) Is your child allergic to any medication? Yes No

j) If Yes, please specify:

k) When did your child last have a tetanus injection?

l) I will inform the visit leader/head teacher as soon as possible of any changes in medical or other circumstances between now and the commencement of the visit.

Yes

m) I agree to my child 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 No

4. Special educational needs and disabilities

If your child has any special educational needs and/or disabilities which the school needs to know about for this visit, please outline them here indicating how they may be supported for this visit:

4. Contact information

I can be contacted using the following telephone numbers:

Work: Home:

Home address:

Alternative contact (name): Telephone number:

Address:

Relationship to learner:

Name of family doctor: Telephone number:

Address:

5. I consent to my child taking part in this visit:

Signed: Date:

Full name (capitals):

Information contained in this form should be readily available to the leader throughout the visit. This normally means taking a copy of the completed form(s) on the visit. Copies should also be retained by the school.

CRITICAL INCIDENT RESPONSE CHECKLIST FOR KINGSDOWN SECONDARY SCHOOL

Your name:

Your position:

Date:

Time:

BACKGROUND:

KINGSDOWN SECONDARY SCHOOL

- Advice for teachers/leaders dealing with emergencies on off-site visits is provided in [Emergency Procedures](#), of these guidelines
- This checklist provides guidance for the head teacher (back at school) or school base contact dealing with a critical incident.
- When a group is undertaking an off-site visit, the head teacher (or senior teacher if the Head is on the visit or is unavailable) should provide 24-hour emergency contact for the group. **The head teacher or school contact must have, readily available, written details of the visit, including a list of all involved, contact arrangements with the group and day and night contact details of parents and staff next-of-kin.**
- Copies of the visit approval form attendance list, visit details, parental consent forms and the school's staff contact list should provide the necessary information. On residential or after-hours visits, the head teacher or school contact may need to take this information home. **Make sure your arrangements will work after hours, at weekends and during school holidays if visits are taking place at these times.**

PLEASE NOTE: The nature of our response will depend on the scale and seriousness of the incident. Not all this guidance will be relevant in every situation.

ACTION:

1. Keep a written record of your actions using this pro-forma and attached log sheet.
2. Offer reassurance and support. Be aware that all involved in the incident, including those at the school and you, may be suffering from shock or may panic.
3. Find out what has happened. Obtain as clear a picture as you can:

Who has informed you of the incident? (often the visit leader)

Name

Status

Telephone Number

Additional Tel. Number(s)

Where are they now

and where are they going?

- Remind the visit leader to follow the emergency procedure advice our guidelines-these should be accessible.

Details of the educational visit/activity during which incident occurred:

Location and nature of activity/visit:

Name of person in charge of activity/visit:

Telephone

KINGSDOWN SECONDARY SCHOOL

Number(s):

Number of people on the visit:

Learners:

Teachers:

Other Adults:

Details of the incident:

Date and time of incident:

Location:

What has happened?

People affected:

Name:

Injury:

Where they are / will be taken to:

Emergency Services involved and advice they have given:

Names and locations of hospitals involved:

Arrangements for learners not directly involved in the incident:

Name of person in charge of your group at the incident:

Telephone

Number(s):

Who to inform Remember:

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

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Actions tick if done

School staff - Depending on time and scale of the incident, inform relevant school staff so that you can delegate tasks.

Parents of any injured learners - Immediately inform these parents of what has happened and where their child is.

Record what their plans are, e.g. to travel to their child, any assistance they need and any means of communications with them (e.g. mobile phone number). In the event of a major incident the police may give advice regarding naming badly injured people or fatalities. You may also need to inform next-of-kin of any staff who have been involved.

Parents of any other learners on the visit (but not directly involved in the incident) – Decide which parents should be informed and by who and contact them as appropriate. Parents should first hear of the incident from the school (or from the visit leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents/next of kin are informed.

Next of kin of any injured staff members or adult helpers – Take the same action as for 'parents of any injured learners' above.

Chair of Governors - Contact and inform the Chair of Governors.

Provision of extra communications. In a major incident, the school may be inundated with calls from distressed parents and others. Extra telephones, fax lines, radio communication and other emergency support can be made available. In a major incident, an independent outside line is vital to ensure two-way communications.

- Help with arranging travel and transport between the incident, parents and the school.

For an incident occurring in another UK local authority, establishing links with that authority or, for an incident occurring abroad, communication via the Foreign Office (020 7270 1500), to the British Consulate and foreign police and emergency services.

- **Learners and staff at school and their parents** - Decide what information you should give. Remember that information given must be limited until the facts are clear and all involved parents/next of kin are informed. In the event of a serious incident consider how to tell learners and what support (e.g. from specialist services) distressed children and adults may require. **Staff and learners should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones).**

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INCIDENT LOG SHEET OF TELEPHONE CALLS AND OTHER MATTERS (*Photocopy for additional sheets*)

Nature of incident

NAME.....

DATE.....

TIME.....

SHEET No

Information/ Action Required/ Done

KINGSDOWN SECONDARY SCHOOL

VOLUNTEER DRIVER FORM – KINGSDOWN SECONDARY SCHOOL

To the Head Teacher at Kingsdown Secondary School.

I confirm I am willing to use my own vehicle for transporting learners on educational visits. I accept responsibility for maintaining appropriate insurance cover (school staff vehicles must be insured for business use). I have a current driving licence and will ensure my vehicle is roadworthy in all respects.

Signed:

Name:

Address:

Date:

Kingsdown Secondary School reserves the right at any time to request copies of any relevant documentation i.e. registration document, MOT, Insurance, Driving License.

KINGSDOWN SECONDARY SCHOOL

CONTACTS

GOVERNMENT AND NATIONAL AGENCIES

DfES Documents: Health and Safety of Learners on Educational Visits

www.teachernet.gov.uk/visits. Hard copies can be ordered from dfes@prolog.uk.com

tel: 0845 602 2260 fax: 0845 603 3360 quoting the relevant reference. The relevant

documents are:

- [Health and Safety of Learners on Educational Visits](#) - (HSPV2)
- [Health and Safety - Responsibilities and Powers](#) (statutory guidance note sent to schools in December 2001 as DfES/0803/2001) and three supplements to Health and Safety of Learners on Educational Visits:
 - [Standards for LEAs in Overseeing Educational Visits](#) (DfES/0564/2002)
 - [Standards for Adventure](#) (DfES/0565/2002)
 - [A Handbook for Group Leaders](#) (DfES/0566/202)
 - [Group Safety at Water Margins](#) (DfES/0270/2003)

Adventure Activities Licensing Authority (AALA)

17 Lambourne Crescent

Llanishen

Cardiff CF4 5GG

Telephone: 01222 755715

Web: www.aala.org.uk

Department for Environment, Food and Rural Affairs (DEFRA)

Nobel House

17, Smith Square

SW1P 3JR

Tel: 020 7238 6000

Web: www.defra.gov.uk

Department for Transport

Eland House

Bressenden Place

London

SW1E 5DU

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Tel: 020 7944 3000

Web: www.dft.gov.uk

Foreign and Commonwealth Office (FCO) Travel Advice Centre,

Consular Division

1 Palace Street

London SW1E 5HE

Telephone: 0207-7008 - 0232 /0233

Web: www.fco.gov.uk

Passports

Passport Agency

Seven Regional Offices

(see website for details)

Tel: 0870 521 0410

Web: www.ukpa.gov.uk

Collective Passport Department

India Buildings

Water Street

Liverpool L2 0QZ

Tel: 0151 471 2720

Health advice

The Department of Health

Richmond House

79 Whitehall

London SW1A 2NL

Telephone: 0207 210 4850

Web: 'Health advice for travellers':

www.doh.gov.uk/traveladvice

Educational exchanges

British Council

10 Spring Gardens

LONDON SW1A 2BN

Telephone: 020 7930 8466

Fax: 020 7839 6347

Web: www.britishcouncil.org

KINGSDOWN SECONDARY SCHOOL

The British Council is a government agency responsible for the development of contacts, co-operation, visits and exchanges with other countries. It issues a variety of publications which may be of interest to schools and can assist teachers in linking their schools or classes with counterparts abroad.

NATIONAL GOVERNING BODIES

The Adventure Activities Licensing Authority holds details of national governing bodies for outdoor activities and the DfES publication [Health and Safety of Learners on Educational Visits](#) (HASPEV) provides a list of useful contacts, which includes national governing bodies, in its Annex B.

Association of British Riding Schools (ABRS)

Queen's Chambers
38/40 Queen Street
Penzance
Cornwall
TR18 4BH - UK
Tel: 01736 369440
Fax: 01736 351390
Web: <http://64.224.85.61>

British Canoe Union (BCU)

Adbolton Lane
West Bridgford
Nottingham
NG2 5AS
Tel: 0115 982110
Fax: 0115 9821797
Web: www.bcu.org.uk

British Cycling Federation (BCF)

British Cycling
National Cycling Centre
Stuart Street
Manchester
M11 4DQ
Tel: 0870 871 2000
Fax: 0870 871 2001
Web: www.bcf.uk.com

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British Horse Society (BHS)

The British Horse Society
Stoneleigh Deer Park
Kenilworth
Warwickshire
CV8 2XZ
Tel: 08701 202244
Web: www.bhs.org.uk

British Mountaineering Council (BMC)

177-179 Burton Rd
Manchester
M20 2BB
UK
Tel: 0870 010 4878
Fax: 0161 445 4500
Web: www.thebmc.co.uk

British Sub-Aqua Club (BSAC)

Telford's Quay,
South Pier Road,
Ellesmere Port,
Cheshire CH65 4FL
United Kingdom
Tel: 0151 350 6200
Fax: 0151 350 6215
Web: www.bsac.com

British Association of Snowsport Instructors (BASl)

Glenmore
Aviemore
Inverness-shire
PH22 1QU
Tel: 01479 861717
Fax: 01479 861718 Web: www.basi.org.uk

KINGSDOWN SECONDARY SCHOOL

Central Council of Physical Recreation (CCPR)

Francis House

Francis Street

London

SW1P 1DE

Tel: 020 7854 8500

Fax 020 7854 8501

Web: www.ccpr.org.uk

Snowsport England (formerly the English Ski Council)

Area Library Building

Queensway Mall

The Cornbow

Halesowen

West Midlands

B63 4AJ

Tel: 0121 501 2314

Fax: 0121 585 6448

Web: www.englishski.org

Sport England

16 Upper Woburn Place

London

WC1H 0QP

Tel: 020 7273 1500

Fax: 020 7383 5740

Web: www.sportengland.org

Mountain Leader Training England (MLTE)

MLTE

Siabod Cottage

Capel Curig

Conwy

LL24 0ET

Tel: 01690 720314

Fax: 01690 720248

Web: www.mltb.org

KINGSDOWN SECONDARY SCHOOL

National Caving Association (NCA)

Web: www.nca.org.uk

Royal Yachting Association (RYA)

Ensign Way

Hamble

Southampton

SO31 4YA

Tel: 0845 3450400

Fax: 0845 3450329

Web: www.rya.org.uk

OTHER CONTACTS

Child-Safe

Avon and Somerset Constabulary

PO Box 37

Valley Road

Portishead

Bristol

BS20 8QJ

Telephone: 01275 816131 or 01275 816133

Fax: 01275 816655

Email: childsaf@avonandsomerset.police.uk

Web: www.child-safe.org.uk

British Association of Advisers and Lecturers in Physical Education (BAALPE)

Web: www.baalpe.org

Royal Society for the Prevention of Accidents (ROSPA)

Edgbaston Park

353 Bristol Road

Edgbaston

Birmingham

B5 7ST, UK

Tel: 0121 248 2000

Fax: 0121 248 2001

KINGSDOWN SECONDARY SCHOOL

Web: www.rosipa.com

Youth Hostels Association (YHA)

Trevelyan House

Dimple Road

Matlock

Derbyshire

DE4 3YH

Tel: 01629 592600

Fax: 01629 592702

Web: www.yha.org.uk

The Peak District National Park Authority

Aldern House

Baslow Road

Bakewell

Derbyshire DE45 1AE

Tel: 01629 816200

Fax: 01629 816310

Web: www.npa.gov.uk

Institute for Outdoor Learning (IOL)

Institute for Outdoor Learning

The Barn

Plumpton Old Hall

Plumpton

Penrith

Cumbria CA11 9NP UK

Tel: 01768 885800

Fax: 01768 885801

Web: www.outdoor-learning.org