



Kirkbie Kendal School Academy Trust

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Change Record		
Version	Date	Description
1.1	SLT 11.9.17 (Curric 17.10.17)	Inclusion of no alcohol consumption. Reference to Alcohol & Drugs Policy Inclusion of section on non-member of staff accompanying trips abroad, overnight or residential
1.2		
1.3		
1.4		

"Kirkbie Kendal School promotes the safeguarding and welfare of children in its care; all policies support the Child Protection Policy."

KIRKBIE KENDAL SCHOOL ACADEMY TRUST

SCHOOL TRIPS POLICY (Learning Outside the Classroom)

This policy has been evolved from the DCSF guidelines and Cumbria County Council guidance notes, Outdoor Education Adviser's Panel National Guidance and Kym Allan Health and Safety Consultants (KAHSC). Further guidance is available from Kym Allan Health & Safety – Learning Outside the Classroom and Visits Policy.

The School acknowledges that students can derive immense educational benefit and recognises the positive outcomes associated with Learning Outside the Classroom and believes that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Taking part in problem solving, decision-making and residential experiences both at home and abroad can enhance the development of personal and social skills. The knowledge and experience gained beyond the classroom can consolidate and extend the taught curriculum within it. This policy seeks to establish a framework from which students can benefit in a safe, healthy and secure environment. Learning outside the classroom to be governed by these procedures is defined as: "any occasion where young people engage in activities beyond the boundaries of this setting". Our rationale is that such learning often makes the most memorable learning experiences and helps young people make sense of the world by linking feelings and learning. These experiences stay with them into adulthood and affect behaviour, lifestyle and work. They influence their values and the decisions they make and they develop the ability to transfer skills from outside to the classroom and vice versa.

Aims

For Kirkbie Kendal School learning outside the classroom is about raising achievement through an organised, powerful approach to learning where direct experience is of prime importance. This is not only about *what* we learn, but *how* and *where* we learn and is not an end in itself, but rather a vehicle to develop the capacity to learn. Potential is maximised if we use 'experiential' or 'authentic' learning; the powerful combination of physical, visual and naturalistic ways of learning. By helping young people apply their knowledge across a range of challenges, learning outside the classroom builds bridges between theory and reality, educational settings and communities, young people and their futures. By providing experiences that are well planned, safely managed and personalised to meet the needs of all our students can:

- Improve academic achievement
- Provide a bridge to higher learning
- Develop skills and independence in a wide range of environments
- Make learning more engaging and relevant
- Develop active citizens and stewards of the environment
- Nurture creativity
- Provide opportunities for informal learning through play
- Reduce behaviour problems and improve attendance
- Stimulate, inspire and improve motivation
- Develop the ability to deal with uncertainty
- Provide challenge and the opportunity to take acceptable levels of risk
- Improve young people's attitudes to learning

Giving young people responsibility for achieving these outcomes helps them to learn from their successes and failures.

The School policy recognises that every student should have full access to each visit that is appropriate to their class, year or option subject, regardless of their abilities, therefore, developing further 'the whole person'.

INTRODUCTION

APPROVAL/NOTIFICATION PROCESS

The following Categories of visit are in line with National Outdoor Education Advisors' Panel (OEAP) guidance on managing off-site visits.

Category 1 Visits are broadly defined as day or evening activities that are relatively simple in the complexity of staffing requirements, activities, group needs, environment and distance from base. They and their leaders are vetted at setting level only and require approval from the Head as a minimum. Other than a previously demonstrated ability to lead there are unlikely to be any specified leader competencies required and there should be no need for special assistance in making appropriate judgements for such activities other than following established guidelines.

Types of activities usually classed as a Category 1 visit include:

- Regular or one-off activities such as sporting events; any swimming in UK pools open to the general public; local environmental studies; 'independence training' for special needs groups; visits to shops, churches, museums, parks, other schools, performances etc. regardless of the presence of water or whether they extend or begin beyond the normal school day.
- Walking in parks, other public places or non-remote country paths (<300m above sea level and less than 1km from a road) regardless of the presence of water.
- Field studies in environments presenting no technical hazards e.g. pond dipping, river dipping, bug hunting, pedestrian or traffic surveys etc.
- Forest based learning programmes regardless of the presence of water.
- Day visits further afield e.g. Newcastle, Manchester, London, etc.
- Non-adventure sporting activities not involving an overnight stay e.g. netball, football, cricket, water polo matches, swimming galas etc.

The general principles of responsibility, planning and risk management apply, but the level of detail recorded should be kept within reason and proportionate to the complexity and level of risk involved. For routine and frequently repeated activities a leader's knowledge of generic procedures and generic risk assessments and how they guide the conduct of a visit may suffice, but the Educational Visits Co-ordinator (EVC) will make judgements about this in individual situations.

Visit Leaders should:

- gain approval in principle from the Headteacher at the very outset of planning e.g. resolve timetabling, consider finances, staffing, coordination with others, assuring competence etc;
- identify benefits and learning outcomes to keep plans focussed and provide objectivity to the risk management process including obtaining any third party provider assurances;
- record the activity, venue, date(s), timings, staff and groups involved, costs etc. on the T1;
- review generic procedures i.e. for emergencies off-site, and generic risk assessments e.g. routine transport and general issues such as supervision, allergy/medicine management etc. The need to individually conduct a specific written risk assessment for such activities at this level is unlikely to be warranted unless there is something exceptional about the activity, location or participants. The EVC (Kim Elliott) should be consulted who will describe the information required;
- inform parents of trip details, possible costs, payment schedule, date of reply slips and instalments, by adopting the sample letter and offer them the opportunity to withdraw their consent;
- confirm that approval is secure at the end of this process. Entering details on to Kym Allan trip record system, EVC will assist with this;
- collate and distribute as necessary all visit emergency information e.g. medical conditions, special needs, behaviour, Emergency Action Cards etc. (EVC to assist);
- finalise 'checking out' and 'checking in' procedures for before, during and after a visit;
- evaluate the visit soon after return involving staff, volunteers and participants as well wherever possible.

Category 2 Visits are those which require enhanced planning when event specific risk management is required or that activities require detailed planning to reflect challenging environments, locations, higher perceived risk activities etc. or to reflect more complex student needs, leader competencies etc.

A previously demonstrated ability to lead is an essential leader competence requirement and, depending on the activities planned, other specific leader competencies may be required which the Governing Body may need special assistance from an Educational Visits Advisor in making appropriate judgements.

Category 2 visits include the types of activities in the summary table below: This is not an exhaustive list please consult the EVC.

Any Overnight Stay	Any Overseas Visit	Abseiling
Any Adventurous Visit even where provided by an external provider inc. multi-activities.	All Activities in Open Country (>300m above sea level and >1km from a road)	All Activities on the sea (excluding commercial transport e.g. ferry, launch)
Air Activities (excluding commercial flights)	All Coastal Activities where the tide is a hazard	Extreme Sports
All forms of boating (excluding commercial transport e.g. launches, Thames tour etc.)	Caving, mining and underground exploration (except open public guided tours where no special equipment is required)	Coasteering, Coastal Scrambling and sea level traversing
Camping	Canoeing and Kayaking	High Level Ropes Course
Horse Riding	Motor Sports – All forms	Rafting or improvised rafting
Mountain Walking (>600m and 2km from a road)	River/Gorge Walking or Ghyll scrambling	Road Cycling, Trail Cycling or Mountain Biking
Multi Activities (adventurous – even where provided by an external provider)	Rock Climbing (including indoor climbing walls)	Sailing, windsurfing and kite surfing
Shooting and archery	Skiing	Skiing Indoors or Dry Slope
Snorkel and aqualung activities	Snowboarding	Water skiing
Swimming (all forms except UK public pools)	Use of powered safety/rescue craft	

The general principles of responsibility, planning and risk management apply and the level of detail recorded should be kept within reason and proportionate to the complexity and level of risk involved.

Visit Leaders should:

- gain approval in principle from the Headteacher using the T1 form at the very outset of planning e.g. resolve timetabling, consider finances, staffing, coordination with others, assuring competence etc. Advice can be sought on any aspect, including competence at this stage from Kym Allan H&S Consultants (KAHSC);
- identify benefits and learning outcomes to keep plans focussed and provide objectivity to the risk management process including obtaining any third party provider assurances;
- review generic procedures e.g. for emergencies off-site and make visit specific plans;
- review generic risk assessments e.g. for transport; general issues such as supervision, allergy/medicine management; aspects of overnight stays etc. and record only the significant risks associated with this specific visit;
- a minimum of 4 weeks prior to departure record the visit by either completing the online Visits Module on the KAHSC website and uploading information documents;
- inform parents of trip details, possible costs, payment schedule, date of reply slips and instalments, by adapting the sample letter and offer them the opportunity to withdraw their consent;
- **a minimum of 7 days prior to departure** either ensure emergency information is fully completed online. Individual emergency home contact details must be collated by this point and uploaded by online users. (EVC will assist);
- collate and distribute as necessary all visit emergency information or system logins to the designated 24/7 contact(s) e.g. medical conditions, special needs, behaviour, Emergency Action Cards etc. (EVC will assist);
- finalise 'checking out' and 'checking in' procedures for before, during and after a visit;
- evaluate the visit soon after return involving staff, volunteers and participants as well wherever possible.

One off Specific Visits

Form A (Appendix 1) must be used for this type of visit. Parent/carers should complete the form including the medical information, sign and return to School indicating whether or not they are giving permission for their child to participate in the visit.

Regular Visits

Form B (Appendix 2) can be used for regular out-of-School visits, this form can be signed on an annual basis by the parent/carer giving consent for trips within the neighbouring area of the School ie environmental studies, swimming events, sports fixtures etc. Although it will still be necessary to provide parent/carers with information of any planned visits, ie actual times and dates, it will be up to the parent/carer to let the School know if they do not want their child to go along, rather than waiting for permission slips to be returned.

The Members of the Party

The Visit Leader must ensure that members of the party have reasonable preliminary, theoretical and practical preparations that should be at a level appropriate to the age of the group and the nature of the activities. This should include consideration of potential emergencies and associated actions to be taken.

First Aid

The Visit Leader must ensure that adequate first aid arrangements are made bearing in mind the location and nature of the activity. In a situation where expert medical help is not readily available at least one member of staff should be a competent first aider.

Recording Accidents

Accidents are 'unplanned events' and, therefore, not every eventuality can be accounted for in the risk assessment. Should an accident occur it must be, if applicable, recorded in the accident book at the venue. Upon return to School the accident should also be recorded in the School accident book, and if appropriate an accident form should be completed and sent/faxed to the Health and Safety Team, keeping a copy for School records. If the accident resulted in a major injury, ie fracture, concussion, hospital treatment etc it is advisable to obtain witness statements. The reason for this is that children have until their 21st birthday to make a claim for compensation, it may be many years until the claim transpires by which time many members of staff who witnessed the event may have left or moved on, making it very difficult to compile the necessary information.

Medicines and Medication

In general, medicines should be clearly labelled with name and dosage and handed to the Visit Leader, as clearly it is not desirable for young children to be responsible for them. For certain conditions however, this procedure may be wholly inappropriate and potentially harmful, ie asthma where it would be wrong to separate an asthma sufferer from a prescribed inhaler. Similar consideration and care might need to be exercised for the sufferer of diabetes. In such circumstances, it would be advisable to consult with the young person's parent/carers/carer and, if necessary, seek medical advice.

After the Visit

A report on the visit should be made to the Headteacher/EVC. The party should be debriefed and any follow-up completed. Any appropriate letters of thanks should be sent and all accounts checked, finalised and closed. Alterations/amendments to the risk assessments can be made at this stage if the trip is to be repeated at a later date. See form **Evaluation of the Visit by the Visit Leader for Future Reference**.

Mobile Phones

It is up to the visit leader to ensure that there are enough mobile phones within the group, and delegate responsibility for maintenance of batteries. Do not rely on a mobile phone for emergency situations as the signal may be out of range (school phones are available to take on the trip from the finance office).

Preliminary Visits

The Headteacher/EVC must ensure that, in case of field studies, museum, farm and industrial visits, a preliminary visit by the teacher is made where the site is not known to accompanying staff. In all other cases, a preliminary visit is strongly recommended but, where this is not possible, the leader must obtain information of the places to be visited with particular regard to potential hazards. Use of **External Providers Form**.

Notification of Emergency Contact Information

Any visit that is to take place out-of-School hours, involves an overnight stay either in the UK or abroad, requires **Form C** (Appendix 3) to be completed. Attached to this form there should be a list of all adults/children who will be on the trip along with their individual emergency contact information.

The Visit Leader should ensure that they have with them at all times the 24-hour emergency contact numbers, so that they can contact the School, for example, if a serious incident occurs, or there are serious delays in travel times, any illness amongst the party etc.

Risk Assessments

Risk Assessments will be prepared for all aspects of a School trip for which the School are actually organising (ie transport to and from venue, leisure activities at a centre etc). Activities undertaken under the supervision of instructors when visiting organised centres, ie Hawse End, will be the responsibility of the centre. Risk assessments must be reviewed upon return. This is especially important where the venue is to be re-used or if an accident/incident occurred.

Generic Risk Assessments

These are a starting point for developing a safety management plan, and statements of good practice. They are designed to provide generic prompts to the visit leader, setting out the challenges associated with that type of activity as well as addressing the control measures suitable for those challenges.

Event Specific Risk Assessments

Using the generic risk assessment as a prompt the event specific will take into account the chosen venue, the unity characteristics of the group and any activity specific needs (ie special environment, accommodation, transport etc).

Ongoing or Dynamic Risk Assessments

While informed by what was planned, and should reflect the recorded event specific RA, it will be a dynamic process (not required to be written down). It will involve professional judgements to respond to changing circumstances.

Competence

All activities must be supervised by people of suitable competence, for some activities the teacher may be required to hold a national governing body leader or instructor qualification.

However, paper qualifications will need to be supplemented by the verification of other qualities, ie maturity, general supervision skills, ability to supervise different types of group, relevant experience etc.

Competence as a leader will result from:

- experience/knowledge of the environment/venue to be visited;
- experience of the activities to be undertaken;
- leading similar educational visits;
- knowledge of the students involved;
- appropriate training;
- leadership skills and other personal qualities.

The EVC and Headteacher needs to be satisfied that the visit leader and other accompanying teachers are sufficiently competent to carry out their responsibilities and are suitable for the role.

The following can be considered evidence of competence:

- National Governing Body Awards/qualifications.
- National Vocational Qualifications.
- OCR Off-site Safety Management Certificate.
- Local or in house validation.
- Site-specific assessment.
- Experience confirmed by assessment in the field.

RESPONSIBILITIES

THE GOVERNING BODY

The Governing Body has overall responsibility and delegates the management of learning outside the classroom to the Headteacher.

THE HEADTEACHER

Headteacher must ensure that any proposed School visit complies with:

- LA procedures and policy;
- the School's own Health and Safety policy;
- KAHSC advice and guidance.

Headteachers must also:

- be satisfied that the visit has been planned effectively and that any risks identified by a risk assessment are minimised;
- be clear about their own role if they are going on the visit as a group member/supervisor. In these circumstances they must follow instructions of the visit leader who is in sole charge of the visit;
- ensure that all staff accompanying the visit are appropriately selected and have the expertise, experience and qualifications relevant to the activities;
- ensure that the visit leader has experience in supervising the specific age of the students on the visit and is able to organise the group effectively;
- ensure that the visit leader, or an accompanying teacher, is familiar with the venue and is suitably competent to instruct the activity;
- ensure that the visit leader is given sufficient time to plan and organise a visit properly;
- ensure that the ratio of adults: students is appropriate and suitable;
- ensure that child protection procedures are in place;
- ensure that the governing body and/or & KAHSC have approved the visit if appropriate;
- ensure that parent/carers consent forms have been issued and returned signed;
- ensure that suitable arrangements have been made for the medical and special needs of all students;
- ensure that first aid provision is available;
- ensure that the mode of transport is appropriate and that outward/inward journey times are clear;
- ensure that there is relevant insurance cover;
- ensure that they have details of the venue including address, telephone number and contact name;
- ensure that a School emergency contact has been nominated and that the visit leader has these details;
- ensure that the visit leader has KAHSC emergency contact information available;
- ensure that the visit leaders, supervisors and School contact have a copy of the agreed emergency procedures and the names of ALL members of the group, with emergency contact details of parent/carers/guardians or next of kin;
- ensure that there are contingency plans in place for delays or alternative arrangements should the original visit have to be cancelled, eg bad weather;
- ensure that where appropriate, KAHSC have been issued with Form A (notification or approval) and a copy of all risk assessments at least four weeks before the visit, and one week before the visit, Form C, with the emergency contact details of the School, accompanying adults and all students.

The Headteacher delegates these tasks to the Business Manager and EVC and the visit leader who undertakes much of the planning and organisation.

* Ideally, one of the teachers accompanying the visit should have general Health and Safety training (including risk assessment) and/or specific EVC training.

THE EDUCATIONAL VISITS CO-ORDINATOR (EVC)

The EVC (Kim Elliott) is appointed by and to act on behalf of the Headteacher/Business Manager and to carry out the duties delegated to her by the Headteacher. The formal recognition of an EVC will help the School to fulfil its health and safety obligations for off-site visits. If there is no EVC then the duties will pass by default to the Headteacher. The EVC will be involved in the planning and management of visits including adventurous activities led by other members of School staff. The functions of the EVC are to:

- ensure that all educational visits meet the requirements, including the correct risk assessment;
- support the Headteacher, Business Manager and governors with approval and other decisions;

- assign competent people to lead or supervise a visit;
- assess the competence of leaders and other adults proposed for a visit. This may include reference to awards, practical observations or verification of experience;
- organise the training of leaders of visits, ie first aid, hazard awareness etc;
- ensure that DBS disclosures are in place as necessary (no-one should have unsupervised access to children unless fully DBS cleared), including voluntary helpers;
- work with the visit leader to provide parent/carers with full details of the visit enabling parent/carers to accept or refuse consent on a fully informed basis;
- organise the emergency arrangements and ensure there is an emergency contact for each visit;
- review systems and, on occasion, monitor practice;
- monitor visit leader planning by engaging fully with the EVC role within the KAHSC visits module
- check where accompanying adults on visit includes someone with a close relationship to another member of that group that this does not compromise group management;
- check there is a designated 24/7 emergency contact(s) for each visit with access to all relevant visit records including next of kin information for everyone in the group by ensuring registers are completed and personal information is uploaded to the KAHSC Visits Module;
- ensure the special educational needs and disabilities of young people, any medical needs and first aid issues are suitably addressed;
- ensure visits are reviewed and evaluated, including the reporting of accidents and incidents in accordance with RIDDOR and setting procedures;
- review procedures on a regular basis and immediately following any serious incident, 'near miss' or systems failure, including risk management documents and update them as necessary;

The EVC must be competent to fulfil the role in relation to the size of the School and the extent and nature of the planned visits. The Headteacher and the EVC must agree the delegation of tasks and the way in which the role of EVC will work within the School. The EVC will undertake regular training from KAHSC as part of the role.

THE VISIT LEADER

The visit leader is the member of school staff whom the Headteacher has approved to take overall responsibility for the supervision and conduct of the visit, and for the health and safety of the group. The Visit or specific Activity Leader has overall responsibility for the supervision and conduct of the visit. To ensure accountability and avoid confusion, a sole Visit Leader should be appointed. The key requirements for a Visit Leader are that they are accountable, competent and confident to lead, not that they hold a particular post, title or job description. Being **accountable** means that the Leader has been engaged through an appropriate recruitment process. Being **confident** means that the leader is not only fully aware of their abilities, but also their limitations. Evidence of **competence** may be through qualification, but more usually is through demonstration of an ability to operate to recognised standards of good practice and sufficient relevant experience and knowledge of the group, activities and venues.

The visit leader must:

- obtain the Headteacher's prior agreement before any visits take place;
- follow all the Governing body regulations, including the Alcohol & Drugs Policy, KAHSC Consultant guidelines and policies;
- define accompanying supervisors' roles and ensure tasks are assigned;
- have the ability to control and lead students of the relevant age group;
- be suitably competent to instruct students in the activity and be familiar with the venue;
- be aware of child protection issues;
- ensure that there is adequate provision for first aid provision;
- undertake and complete the planning and preparation, brief all group members and parent/carers;
- prepare risk assessments, however, if s/he is not competent in this area then the task may be delegated;
- liaise with the EVC;
- ensure there is access to first aid throughout at an appropriate level;
- ensure the activity or visit is effectively supervised;
- ensure that all staff, volunteers and any third party providers who need it have access to emergency contact and emergency procedure details;
- evaluate all aspects of the visit, both during and after the event;
- report all accidents and near-miss incidents to the EVC/Business Manager/Headteacher;
- understand that the overarching duty of care remains with accompanying school staff, even when partial responsibility is shared with a provider. There should be a clear handover before and after any

activity led by a provider. However, should the provider run the activity in a way that causes concern, the accompanying staff should consider stopping the activity at the first appropriate moment. Such an intervention will need to be used with great sensitivity and discretion to ensure that it does not result in young people being put at greater risk.

ACCOMPANYING TEACHERS must:

- ensure the health and safety of everyone in the group;
- act as any reasonable parent/carer would in the circumstances;
- take reasonable steps to avoid exposing students to dangers that are foreseeable and beyond those that the students can reasonably be expected to cope with;
- Consider stopping the visit or the activity and notify the visit leader if s/he thinks there is an unacceptable risk to the health and safety of the students in their charge;
- assist the visit leader in the tasks identified above.

VOLUNTEERS

Non-teacher adults must be clear about their roles and responsibilities.

Volunteers must not be left in sole charge of students except where they are DBS cleared and it has been previously agreed as part of a risk assessment.

They must follow the instructions of the visit leader and teachers and assist with control and discipline. The functions of our volunteers are to:

- be suitably competent and confident for the assigned role and responsibilities;
- ensure they understand the role, responsibilities and limitations assigned and how these integrate with other staff;
- know about setting policies and procedures that affect their assigned role and work within them;
- ensure they are briefed on:
 - the participants including age, health, capabilities, special educational needs and disabilities, safeguarding or behavioural issues and any other information that seems relevant in the context of the planned activities,
 - the nature and location of the activity.
- report any concerns during a visit to the Visit or Assistant Visit Leader as soon as possible. The overarching duty of care remains with the accompanying Visit Leader and Assistant Leaders, even when partial responsibility is shared with a provider. Should a provider run an activity in a way that causes concern, a volunteer should know to report this as soon as possible;
- understand that any role assigning leadership with direct responsibility for their own child is avoided according to good practice unless otherwise agreed for sound management reasons;
- be prepared to contribute to the evaluation of all aspects of the visit, both during and after the event.

STUDENTS

All students in particular have a part to play in avoiding risk to health and safety, they must conduct themselves in line with our School Behaviour Policy at all times. This extends to all off-site activities and is reinforced before every departure. On occasion, visit specific additions may be made to the behaviour expectations, but expected conduct, rewards and sanctions are always clear and parental support of the Behaviour policy is an expectation.

Our young people should

- not take unnecessary risks;
- follow instructions immediately of the visit leader, teachers, instructors and people within the venues;
- follow the School's dress and behaviour conduct;
- when abroad, be sensitive to local customs;
- be aware of anything that may cause themselves or others harm, speak to their visit leader or teacher if they are concerned.

PARENT/CARERS

Parent/carers have the responsibility of ensuring that their child is following the School dress code, preparing their child for participation and accepting that a child who is a risk to the health and safety of either him/herself or others may be sent home early.

Parents can also expect to:

- be given information about any pre-visit preparation they need to take an active role in. This would include ensuring where appropriate that young people have a proper understanding of behavioural expectations as set out in any Code of Conduct. Both the young person and the parents need to have a clear understanding of the sanctions that might be imposed where required standards are not met;
- be given clear information about arrangements for sending a young person home early in the case of illness or serious failure to meet required standards of behaviour and how any associated costs will be met;
- be asked to provide emergency contact numbers, where they or another appropriate person, can be contacted 24/7 throughout visits and to keep the setting informed when changes occur;
- complete a form that requests information about their child that visit leaders may need in order to fulfil their responsibilities under their professional duty of care. This will include information that may be regarded as sensitive, but is necessary. It may need to cover:
 - Physical, psychological and emotional health.
 - Allergies.
 - Phobias.
 - Medicine (including dosage, frequency of administration and whether it may be self-administered).
 - Special dietary requirements.
 - Details of recent injury, illness and/or contact with contagious or infectious disease.
 - Toileting difficulties.
 - History of sleepwalking.
 - Water confidence and swimming ability.
 - Religious requirements.

Parents should be reassured that information will be shared, but on a strictly 'need to know' basis only for the protection of their child.

- sign a medical consent form, requiring parental authority for their child to receive emergency treatment, including administration of an anaesthetic or blood transfusion. (Separate arrangements may need to be made in the event of non-consent for religious reasons. Give specific consent to cover a situation where a young person might be transported in a private car (whether it belongs to an adult leader, or another young person). (Consent Form);
- establish indirect contact with their child in the event of a home emergency. This will probably be by an emergency contact phone number provided by the Visit Leader;
- be informed of a group's safe return to base. This will most commonly be by means of a "telephone tree" that disseminates the information through a pre-arranged "cascade", made known to parents before the visit.

When children are going on a residential trip, parent/carers must supply an emergency contact name and telephone number, this contact must be available for the duration of the trip.

The School must inform the parent/carers about all aspects of the visit to enable them to make an informed choice as to whether or not they want their child to participate.

GUIDANCE NOTES FOR VISIT LEADERS

IMMEDIATE ACTION FOLLOWING A SERIOUS ACCIDENT OR INCIDENT

A serious accident or incident is defined as:

- an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury;
- circumstances in which a party member might be at serious risk/serious illness; or
- any situation in which the press or media might be involved.

Remember that serious accidents and incidents are extremely rare, but if one occurs it certainly makes great physical and emotional demands upon you. These guidance notes are designed to help you deal with an emergency.

Remember that you are not alone, Kym Allan H&S Consultants, the LA and your School will support you as much as possible.

1 BE PREPARED

- Carry the School contact details at all times
- Carry the KAHSC 24-hour emergency telephone number and pager number at all times.
- Brief your group on emergency procedures before they set off, including details of communications, so that they know how to deal with situations should the party get split up.

2 CARE OF THE GROUP

- Ensure safety from further danger.
- Contact local emergency services immediately and follow their advice.
- Deploy other staff/adults as effectively as possible in continuing to ensure the welfare of your group.

3 COMMUNICATION

- Contact the School's 24-hour person (named within visit details form with trip organiser)
- *In either event, give the following information:*

Your name.

Name of Group.

Telephone number you are calling from.

What happened.

To Whom.

Where.

When.

What has happened since.

If a fatality is involved, has this been confirmed?

By Whom.

Which local emergency services are involved.

4 NEXT STEPS AND GENERAL ADVICE

- Parent/carers and relatives will naturally be anxious to establish what is happening, but do NOT let party members (staff or young people) telephone home until after you have made contact with your School, KAHSC and this has been agreed.
- Do NOT speak to the press and/or media. Refer enquiries to the local emergency services handling the incident on the ground and promise that "an official statement will be made through the County Council Media Team as soon as possible".
- Do NOT admit liability of any sort to anybody.
- Do NOT allow anyone, apart from medical services, to see any party member without an independent witness being present.
- Retain any equipment involved in an unaltered condition.
- Keep a written record of all that happens.
- Be as compassionate as possible, with anyone involved.
- Remember that no one, unless they are in a relevant official capacity, has the right to see anyone who does not wish to see them.

- If you change location, remember to let your Headteacher and KAHSC have the new telephone number at which you can be contacted.

Finally, all situations are different, your Headteacher and KAHSC will make themselves available to offer you advice and support. Use them as much as you need.

GUIDANCE NOTES FOR HEADTEACHER/ SCHOOL 24 HOUR STANDBY PERSON(S)

In the event of a serious accident or incident involving a group on any form of School outing, it is paramount that the visit leader should receive as much advice and support as he or she needs.

A serious accident or incident is defined as:

- an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury;
- circumstances in which a party member be at serious risk/serious illness; or,
- any situation in which the press or media become involved.

Serious incidents are fortunately rare – this can however lead to complacency that must be guarded against. Therefore, you will need to “think on your feet”. This could be difficult under pressure and the following guidelines will help.

1 **BE PREPARED:**

You must have immediate access to these procedures and the information and means to use them, at all times.

- Make sure you are familiar with all the KAHSC guidelines for off-site activities.
- Contact KAHSC 01228 210152 (day); 07663 707276 (out of hours).

2 **ANSWERING THE EMERGENCY CALL**

You will need to gain and record the following:

- Name of Group.
- Name of visit leader/Caller.
- Telephone number the caller is speaking from.
- What happened.
- To Whom It May Concern.
- Where.
- When.
- What has happened since.

If a fatality is involved or suspected

- Has this been confirmed?
- By whom?
- Which emergency services are involved?
- Have the Police informed any next of kin?

3 **GENERAL ADVICE**

Advise the visit leader to follow instructions from the local police/emergency services but unless they specifically request otherwise, your advice to the visit leader should be to:

- keep the party together;
- co-ordinate any contact with parent/carers or any outside bodies;
- refer media attention to the police or County Councils Media Team – do not answer questions.

Remain available: if it is necessary for the party to change location they must advise you of the new telephone number.

FIRE PRECAUTIONS AND EVACUATION PROCEDURES

PRECAUTIONS:

All premises with fire certificates must have fire routine notices. Ensure that all members of the group understand them – do not take it for granted that they will read them without prompting. If necessary, read the instructions to them.

Obtain advice from the management on the means of escape available, and investigate ALL means of escape to ensure that they are adequate and unobstructed. Emergency exit doors need to be checked to ensure that they can be readily opened from the inside. Check on fire alarm call point positions.

Supervisory staff should have rooms next to or very close to party members.

A fire drill must be conducted as soon as possible after arrival using the alarm systems available. This drill must be taken seriously and repeated if necessary until the visit leader is confident that every member of the group would:

- recognise the alarm;
- know the most suitable escape route;
- be aware of any other emergency fire procedures relating to those particular premises;
- proceed to the assembly point in an orderly manner.

A suitable assembly point must be established.

IN THE EVENT OF FIRE:

- Give priority to the evacuation of persons in your group.
- If it is safe to do so, check that those in your group have heard the alarm and are evacuating the premises.
- Do not use lifts.
- Do not attempt to collect baggage, valuables, etc.
- Check that all persons are accounted for by carrying out a roll call. Sub-groups are particularly useful for carrying this out accurately and speedily.
- If any members of the group are missing, report them immediately and without fail to the Fire Officer in charge at the scene.
- On no account should you or any member of your group re-enter the premises to locate or attempt to rescue missing persons after carrying out the procedure above.

Extra precautions must be put into place to ensure the safety of SEN students/adults, particularly those with hearing or sight impairments and those with walking aids or in wheelchairs.

FIRST AID BOXES

First Aid boxes should contain a sufficient quantity of suitable first aid materials and NOTHING ELSE (antiseptic creams and liquids are not suitable). The contents should be checked regularly by the first aider or appointed person and replenished when necessary. Sufficient quantities of each item should be in every first aid box and in most cases will be:

- Twenty individually wrapped sterile adhesive dressings (assorted sizes)
- SIX individually wrapped triangular bandages
- SIX medium size individually wrapped sterile unmedicated wound dressings (approx 10cm x 8cm)
- TWO large individually wrapped sterile unmedicated wound dressings (approx 28cm x 17.5cm)
- Disposable plastic gloves
- Where mains tap water is not readily available for eye irrigation, sterile water or sterile normal saline (0.9%) in **sealed disposable containers** should be provided. Each container should hold at least 300ml and should not be re-used once the sterile seal is broken. At least 900ml should be provided. **Eye lotions - eye baths - eye cups - refillable containers should not be used for eye irrigation.**

TRAVELLING FIRST AID KITS

In such a situation, the visit leader would be discharging a duty of care and acting in loco parent/carers if they administered the type of help and care that a parent/carer would give to his/her own child. The principle should be to hand the patient over to more expert medical aid (be that rescue services, a doctor, etc) in as good a condition as possible.

In addition to any of the contents listed in the First Aid Box, the trained first aider might wish to carry certain items, stored in a separate container, with each item clearly marked with the student's name and dosage requirement, which he or she has been trained to use such as:

- Paracetamol *
- Saline Solution
- Crepe bandages
- Plastic bags and ties for disposal of soiled items
- Scissors (must be blunt ended)
- Individually wrapped hypo-allergenic waterproof elastoplast-type dressings
- Individually wrapped hypo-allergenic moist cleansing wipes

The first aider on the basis of numbers at risk, environment and portability should decide the total quantity of equipment carried.

** If painkillers are carried, prior parent/carers consent should be sought.*

It is essential to carry adequate First Aid kits for the group. The relevant number should be noted on the Risk Assessment Form, completed prior to the trip.

PLANNING THE VISIT

Whatever the type or length of a visit, thorough planning is essential before departure.

Implicit to any planning is risk assessment, consideration must be given to the dangers and difficulties that may arise, and control measures must be put into place to reduce them.

RISK ASSESSMENT

The risk assessment must take into account:

- The type of visit / activity and the level at which it is being undertaken.
- The location, route and method of transport.
- The competence, experience and qualifications of supervisory staff.
- The ratio of teachers and supervisory staff to students.
- The students ages, competence and fitness and the suitability of the activity.
- Particular specific student needs.
- Students with SEN or medical needs.
- Quality and suitability of equipment.
- Seasonal conditions and timings.
- Emergency procedures.
- Risks should be monitored throughout the duration of the visit.

The visit Leader should, if possible/appropriate make a preliminary visit in order to familiarise themselves with the venue and assess hazards. See page 4 for further details.

OTHER PLANNING CONSIDERATIONS

- The facilities at the venue.
- Equipment the group will need to take with them.
- Staff training needs.
- Transport arrangements.
- Insurance arrangements.
- Supervision ratios (see next section).
- Emergency procedures.
- Arrangements for sending students home early.
- Informing parent/carers of arrangements.
- Preparing students.

SUPERVISION

Supervision needs should be considered during the planning stage.

Adult: student ratios are difficult to prescribe as needs differ according to the type of visit or the planned activity. The factors that must be taken into account are:

- Gender, age, ability and competence of the group.
- Students with medical needs or SEN.
- The type of activity and the hazards associated with it.
- The length and type of journey.
- Type of accommodation to be used.
- The competence of staff both generally and in specific activities.
- The requirements of the venue to be visited.
- The competence of the students and their standards of behaviour.
- Provision for first aid.

SUGGESTED RATIO

The DfES guidance suggests for visits to local historical sites and museums and local walks, the ratio in normal circumstances would be:

There must always be a minimum of two adults

These ratios are for guidance only. A higher ratio may be appropriate for a higher risk activity.

- There must be sufficient supervisors to cope with an emergency.

- Some residential visits with mixed groups will need a teacher of each gender.
- Non-teaching staff or volunteer parent/carers may be used where a higher ratio is required. These people should be carefully selected and known to the School and students.

It is recognised that there may be situations where it is appropriate for only one adult to accompany a group. Such situations may include transport to a local sporting fixture involving Key Stage 4 students and above. Where it is felt appropriate to deviate from the normal recommended ratios, it is important to make sure that the rationale is detailed in the risk assessment.

During some Duke of Edinburgh Award expeditions, it will be acceptable for no supervising adults to be present. This is a situation which is designed into the overall Award system and applies where the students involved are properly instructed, trained and monitored prior to such an expedition taking place.

Never allow unsupervised access to children to anyone who has not been DBS checked.

It would however be impossible to DBS check host families when a School organises students on a foreign exchange visit. The visit leader must have good relations with the host School and rely on their judgement to assess suitable families. Parent/carers must be informed that the host families have not been DBS checked before they consent to their child taking part.

HEAD COUNTS

Whatever the nature or length of a visit, there should always be regular head counts, particularly before leaving any venue.

A supervisor must carry a list of all students and adults on the visit, at all times. The DfES suggests students should be easily identifiable, especially in densely populated areas, ie bright baseball caps, T-shirts, uniform etc. Students should NEVER wear name badges as this makes them vulnerable to strangers pretending to know them. Badges displaying the School name and its emergency contact number can be useful.

INSURANCE ARRANGEMENTS

It is essential that the Headteacher's EVC / Visit Leaders check that adequate insurance arrangements are in place whether through the school's insurance, the travel firm or an independent insurance company.

PRELIMINARY VISITS

Use the **External Providers Checklist** where appropriate.

A preliminary visit is an important and legitimate part of planning for any educational visit.

During this preliminary visit, visit leaders should keep full, written notes. The visit will help visit leaders to gain an insight into the site or centre and it should include an evaluation of the following:

ACCOMMODATION

Check that the sleeping areas are adequate for the needs of the group. This will obviously vary depending on the accommodation chosen but it should offer:

- adequate ventilation;
- reasonable washing and toilet facilities;
- heating and lighting
- enough storage space for personal belongings;
- sufficient room between bunks or beds to allow easy movement (particularly in the event of an emergency).

Permanent centres should also provide a separate area for sick/unwell visitors and sleeping areas should be clean and tidy.

Check facilities for washing/drying clothes and storing outdoor equipment. Find out about meeting rooms, work bases and evening recreational/relaxation areas.

Ensure that kitchen and dining facilities are sufficient for the numbers involved and particularly if your group is self-catering, that there are sufficient facilities for safety, health and hygiene.

STAFF/INSTRUCTORS FOR ACTIVITIES

Check that there are written operating procedures for each activity and ask for written evidence of the qualifications and experience of the staff leading activities. Many centres use their own in-house training and this can vary from the very good to the unacceptable. Find out what you can about the trainers. Wherever possible, insist on recognised National Governing Body Awards.

SPECIAL RISKS ON OR NEAR THE SITE

Find out about hazardous areas, ie chemicals, storage pits or tanks, dangerous animals, water areas, drops/heights, etc.

SUPERVISION

Visit leaders and visiting staff remain responsible for the well-being of their party members at all times, although clearly the centre has a duty here, particularly during activity sessions. Discuss and confirm with the centre staff the level and type of supervision that they will undertake.

TRANSPORT AND EQUIPMENT

If centre transport is to be used it must be in a roadworthy condition. If in doubt, press the centre manager for details on maintenance. **See Sample Letter to Drivers Transporting Students / Young Persons.**

All equipment used should be adequate for the purpose. Most outdoor equipment such as helmets, buoyancy aids etc have recognised standards such as BSI, BMIF, CEN or UIAA. Again, if the equipment, even to an untrained eye, appears neglected or deficient, should be reported to the centre manager and not used.

GENERAL CONSIDERATIONS

If possible, visit the centre when another group is in residence so that the activities can be seen and other visit leaders consulted.

Ask for written references from previous groups, or, even better, ask for the names and address of the last five Schools who have visited.

Remember that whilst safety is obviously paramount, it is also necessary to consider the quality of the programme offered in terms of educational content and participant involvement.

Collect promotional material and take photographs that can later be used to inform all staff or be displayed at a parent/carers' meeting.

Finally, on return, confirm any verbal arrangements in writing and inform your Headteacher/EVC how the preliminary visit went and what impressions and knowledge you have gained.

GENERAL INFORMATION

RESIDENTIAL VISITS

The type of visit will depend on its purpose, the time of year, the distance to be travelled, the price and the nature of the group. It is possible to buy a package of accommodation and activities or these can be arranged separately. Whichever is chosen the site residential arrangements and the instructors should be suitable for the needs of the group.

PRIOR TO THE VISIT

All of the considerations for a day visit will apply, as well as the specific points that follow:

- The roles, duties and expectations of accompanying staff and helpers should be clearly defined and understood so that everyone is involved and clear about what is expected of them. This should be done through formal meetings rather than on an ad hoc basis. This is particularly true for inexperienced staff and adult helpers who may not appreciate that residential visits require a great deal of commitment and goodwill if they are to be successful.
- Parent/carers need to be fully informed of the type of visit proposed. This is best done through an initial letter followed by a parent/carers' meeting at which they should be informed of the following:
 - Reason and purpose of the visit.
 - Nature of the programme (this must include details of all activities).
 - Nature of the supervision arrangements.
 - Expectations of behaviour (Code of Conduct).
 - Method of travel, including names of coach companies, airlines, etc, as appropriate.
 - Insurance arrangements.
 - Cost and methods of payment.
 - Pocket money and any arrangements for giving it out.
 - Address and telephone number of venue.
 - Type of accommodation, ie bunks, shared facilities, etc.
 - Clothing requirements via a kit list (stress that clothing and other possessions should be clearly marked).
 - Emergency contact telephone number.
 - Procedures for storage and administration of medication.
 - Banned items, ie jewellery, mobile phones, etc.
 - The use of cameras/video cameras.
 - Sun protection requirements.

This information should be confirmed in writing and parent/carers/guardians should then be asked to complete and sign a Further Information from Parents form (**Form A**):

In addition to the information above, participants will need to know about:

- the implications of communal living in terms of tolerance, chores, conduct towards others, etc;
- the purpose and aims of the visit;
- the nature of any specific work to be undertaken;
- work/training which is necessary before going;
- how spare time might be used;
- expectations of conduct.

ON ARRIVAL AT THE RESIDENTIAL CENTRE

When arriving at a staffed residential centre, the visit leader should meet the centre manager, or someone of similar status and agree on any routines and regulations that have not been previously given. **The visit leader should ensure that any requests or stipulations agreed in writing prior to the journey (ie leaders' qualifications, fire regulations, first aid arrangements, etc.) still apply.**

- Define limits early - remember the group is new to the site - explain boundaries/limitations - say what you want but do so only after consultation with the Centre Manager, and leaders of other parties if appropriate.
- Explain duty rotas and procedures in relationship to the site.

FIRE EVACUATION

The following points need to be noted:

- Check that all exit routes from dormitories and other sleeping accommodation is clearly indicated.

- The posted instructions are clear and have been read to new visitors and are understood.
- A leader of responsible age is appointed to each dormitory who will possess a reliable torch where emergency lighting is not provided.
- A fire drill is held during the first day for new visitors.
- The arrangements for calling the fire brigade are adequate and understood and that someone has the duty to make such a call on hearing the alarm where there is no member of the permanent staff on-site who already holds this duty.
- This person knows the location of the nearest telephones and the full address of the building/camp to enable prompt response by the fire brigade.
- All occupants are familiar with emergency procedures and escape routes.

DETAILED ORGANISATION/ADMINISTRATION

Supervisory Ratio - Accompanying Adults

Careful consideration should be given to this point and the activities to be carried out should be properly evaluated, to ensure that sufficient staff are available for supervision at all times. To implement this, a ratio of staff to young people of at least 1:10 will be needed for visits abroad. The majority of commercial School tour operators now offer an automatic supervisory place ratio of one adult to ten paying young people. These supervisory places should only be available for members of staff or designated supervisory adults.

At least two members of staff must accompany any group abroad, one of them clearly designated as visit leader. A mixed group must be accompanied by male and female adults. The visit leader should be an experienced teacher and should be satisfied that there is sufficient experience and expertise in the staff team accompanying him/her.

Adults other than members of staff (ie husband/wife or teacher/youth worker, parent/carer, student, foreign language assistant) may usefully accompany the group but the ultimate responsibility for the young people's welfare and safety lies with the teachers involved and in particular with the visit leader. Adults may only accompany the party as supervisors if they have no other commitment throughout the whole of the visit. Wherever possible, a second teacher should be designated as a deputy leader, be fully associated with the planning and organisation of the visit and be prepared to take responsibility for the group in case of emergency.

All adults should have been clearly briefed by the visit leader so that roles, duties and responsibilities are understood and accepted. All adults should be aware of their own role and duties, both to ensure that they feel involved and to give adequate supervision.

GROUP COMPOSITION/PARENT/CARERS INVOLVEMENT

Information by letter to parent/carers about the proposed educational visit should, in the case of visits abroad lasting more than two days, be complemented by a parent/carers' meeting at which issues can be clarified, questions answered, etc.

Ground rules for the visit should be clearly established at an early stage. Parent/carers consent forms (**Form A**) should be completed and relevant medical/diet details should be obtained in good time before the journey begins. The visit leader must compile a full list of names, addresses and contact telephone numbers of parent/carers/carers in case of emergency. A copy of this list should be left with the home based contact. Ensure that the visit leader has the School contact number and the 24-hour Emergency Helpline Numbers to contact KAHSC.

FINANCIAL ARRANGEMENTS

Steps should be taken at an early stage to secure an initial deposit from party members and to allow for regular payment by instalments by agreed dates. Receipts and payments must be fully documented and the account details must be available for scrutiny by the Headteacher or LA representative at all times. A teacher should never - even temporarily - pay such money into his/her own account. When initially estimating the overall cost of a journey, it is best to include all expenses (including ie pocket money) and to give a realistic global figure to parent/carers. A refund in the case of an over-estimate is always more acceptable than a supplementary charge.

The best exchange rates for foreign currency are usually obtained in this country. Where the visit will involve a need to pay large bills abroad, this is best done by Bankers' Draft.

Within European Community countries, reciprocal health insurance arrangements apply. It is important that parent/carers should obtain a EHIC (European Health Insurance Card) in respect of their children from their local post office or on line from the National Health Service in good time before the journey begins. Visit

leaders should collect and safeguard these Cards in respect of all members of the group so that they are readily available if required in the foreign country.

NB It is advisable to take photocopies of the EHIC Cards (together with the originals) when travelling to an EC country. The original should always be retained by the visit leader and a copy be given to authorities abroad (ie local sickness insurance office) if necessary.

Great emphasis should be placed on traffic risks abroad, particularly when crossing roads. Work should be done on this before the visit, with reminders when in the foreign country (ie mandatory use of recognised crossings). Younger children should not be allowed to cross roads unsupervised in the early stages of the stay

PASSPORTS

Current passports must be included for all travellers: students and adults.

Before travelling abroad please ensure that the telephone number for the British Embassy in the country to be visited is obtained and carried by the visit leader and deputy in case of an emergency.

SUPERVISION OF STUDENTS ON THE JOURNEY AND IN FOREIGN CENTRES

Accompanying staff must accept responsibility for the good behaviour of their groups both on the journey and while abroad.

It will greatly ease supervision if each accompanying adult takes responsibility for a sub-group, with the visit leader or deputy being personally responsible for any young people who might create difficulties. Each sub-group leader will naturally have a list of the young people in his/her group, while the visit leader has a complete list, augmented by a card for each person giving personal details and a passport sized photograph. If a member of the party should go missing the local police would then have some concrete details to work from. Impress on everyone that if lost they should go for help to a public building (shop/museum) or find a person in uniform and not approach passers-by in the street.

EMERGENCIES - THE DUTY OFFICER SYSTEM

The Headteacher must ensure that visit leaders have telephone numbers for a 24-hour standby person based contact (for minor problems) and KAHSC 24-hour emergency contact numbers (for serious incidents). The home emergency contacts must be available 24/7. Groups must not be in the position of having to speak to an answer phone, leaving a message. A hierarchy of contacts is most desirable.

SUPPORT FROM THE BRITISH CONSUL

The visit leader should, before the visit commences, obtain from the Foreign Office, London (Monday to Friday, telephone 020 7008 1500) the address and telephone number of the British Consul and thus be assured of help from an English speaking person with knowledge of local services and regulations and access to emergency funds. In the event of death or serious injury to any member of the party, the British Consul should be contacted immediately. He/she will inform the Foreign Office, which has a 24-hour open line service.

SCHOOL EXCHANGE VISITS

The success of an exchange visit largely depends on good relationships and communication with the partner School.

Individual School exchange visits differ from other visits abroad in that students will spend the majority of their time with host families and are, therefore, not always under the direct supervision of School staff. It should be noted that host families would not be subject to English Law.

Students must be made aware of any ground /basic rules agreed between the visit leader and the host family, many of the considerations that apply to residential and day trips also apply. In addition, the visit leader must ensure:

- a good personal knowledge of the host School and counterpart;
- satisfactory 'pairing' arrangements must be in place. The partner School must make the host families aware of any special medical or dietary needs of their guests, their gender and age, family contact information etc;
- parent/carers, students and the host School must be clear about the arrangements for collecting and distributing students to families, and for transporting students throughout their visit;
- the Headteacher must retain a list of all the children involved and their home and host names and addresses;
- students living with host families must have easy access to their teachers, usually by telephone;
- parent/carers must be made aware that children living with host families will not always be under direct teacher supervision.

VETTING HOST FAMILIES

Exchange or home stay visits can be arranged through agencies in which case the Headteacher must satisfy himself/herself that the host families have been suitably vetted. Visit leaders making their own arrangements must be clear about procedures in the relevant country for vetting the suitability of host families, including criminal background checks insofar as these are available.

If the host School or the agency does not have appropriate measures in place for carrying out checks to ensure the health, safety and welfare of exchange or home stay students, the visit leader should seek further assurances and reconsider whether the visits should take place.

In all cases the visit leader remains responsible for ensuring the safety and well being of all members of their group.

WRITTEN CONSENT

Written consent from parent/carers or guardians must be obtained in respect of all students taking part in exchange visits from both the guest and host towns. Consent forms must also ask for permission not only for particular activities, but also where the students may be travelling, be unsupervised and activities outside of normal School hours.

SAFETY OF CHILDREN

When students are to be involved in twinning activities there must be an agreed policy, advice should be sought from the appropriate bodies ie social services child protection unit, police, School governing bodies etc. However, there are also some general steps that should be followed:

- Ensure that students are fully prepared by discussing, and providing information on practical issues, language and culture before a visit.
- Agree with the students, their parent/carers/guardians and those leading the exchange visits on an acceptable code of behaviour.
- Communicate effectively with the counterpart organisers to ensure that they are clear about the requirements of the students, and that you are fully briefed on the programme, accommodation etc. for the duration of the whole visit.
- Ensure that procedures are in place to check the well being of the students at the beginning of the visit, and at separate intervals throughout the stay. And
- Ensure that all students are given contact details of the designated co-ordinators of the visit and information on what to do in the event of a problem or mishap.

RIGHT HAND TRAFFIC

All group members need to be aware of unfamiliar right hand traffic. Extra care must be taken parking UK coaches and minibuses to avoid left side passenger door opening straight onto passing traffic and in crossing roads.

INSURANCE

Schools need to inform their insurance section of all international links and twinning activities both at home and overseas to ensure that adequate cover exists to include travelling, all activities and events and also public liability cover. This applies to all members of the party.

VACCINATIONS

It is always advisable to obtain medical advice from a GP well in advance of travelling, occasionally GP's do not administer specific vaccinations that may be necessary for certain countries.

NATIONAL TOURISM OFFICES

Many countries have national tourism offices based in London, who will upon request, provide general information about the country, or specific areas, to be visited.

FOREIGN OFFICE TRAVEL ADVICE

The Foreign and Commonwealth Office (FCO) produce regularly updated travel advice bulletins on possible security risks in travelling to or within a particular country. The advice usually gives a summary of the current political situation, health warnings and will send out warnings if they feel the situation within a country is unsafe. As security issues are subject to change it is advisable to check travel advice every time travel is planned. Web site address: www.fco.gov.uk

STAFF OTHER THAN TEACHERS

Staff selected by the Headteacher, or educational visits co-ordinator, to work on an educational visit must meet certain criteria; the category of staff is unimportant for the selection process ie teacher, teaching assistant, support staff (ie administrators) etc. The following questions must be positively answered:

- Can this member of staff fulfil the educational purpose of the visit? and
- Do they have the specific skills, experience and expertise to fulfil the supervisory tasks assigned?

Well-trained support staff, normally those having attained higher level teaching assistant (HTLA), will be able to lead classes, under the direction and supervision of a teacher, however, there is no assumption that a teacher will be physically present whilst the member of support staff is carrying out specific work.

BEYOND THE CLASSROOM

With appropriate training and demonstrated competence, many different categories of School staff can safely enrich the curriculum by extending students' learning beyond the classroom. This could be:

- In the School grounds; or
- Into the neighbourhood; or
- Further a-field, where the group can no longer rely on the School's immediate support and where activities may be more complex and demanding.

TRAINING AND COMPETENCE

Schools must monitor the pastoral competence of all staff that undertake 'specified work.' All employers, must ensure that School staff who lead or supervise a visit are demonstrably competent to a sufficient level in risk management, by training, experience or both.

Outdoor competence could be demonstrated, including risk management, through several routes, including:

- Support staff attaining HTLA status where risk training was available
- Holding a technical qualification at a suitable level for the activity ie trekking, sailing
- Holding Duke of Edinburgh Award or relevant NVQ 3

TYPES OF VISITS – OFF-SITE, CLOSE TO SCHOOL

School staff newly trained in outdoor supervision, including support staff, under indirect supervision, may take students to, for example:

- Facilities within walking distance of the School; or
- Recognised providers/centres where the instruction/training is provided ie swimming pool where an approved provider provides life saving and teaching.

The key factor is that the School's support structure is readily available for assistance.

TYPES OF VISITS – FURTHER A-FIELD

Where the teachers, other staff and/or volunteers work in the direct charge of the visit leader. The competence of all adults involved must be specific to the tasks assigned; the visit leader and the EVC must ensure this is the case.

Travel to a location further a-field (ie beyond 20-30 minutes) requires one member of the staff to have visit leader competence, as the group will be beyond the rapid response of the School support. Where support is clearly some distance away, the visit or venture needs to be self-contained, this applies particularly to residential trips. The School must transfer the normal class size teaching/duty of care ratios off-site, before enhancing with other teaching/support staff/volunteers, to bring ratios down to those required by the LA/Governors and the School regulations/guidance.

VISIT LEADER

It is good practice for the visit leader to be a member of School staff as they are working on behalf of the Headteacher and the Governors who has health and safety responsibilities.

Younger or less experienced School staff (those who have yet to serve an apprenticeship in outdoor supervision under an experienced visit leader) should not lead a group themselves.

At the present time the visit leader should be a teacher, however, that may not be necessarily so in the

future. An HLTA, with educational competence and experience in the outdoor supervision of students is capable of overall lead of a supervisory team made up of teachers, other staff and volunteers.

Any category of School staff, who as a visit leader takes students away from the School (including a member of support staff who is not being directly supervised), must have demonstrated knowledge of:

- The educational objectives.
- How the learning is to be conducted.

Also, just as important:

- Behaviour and group management.
- The environment itself.
- Risk management in this context.
- The communications system available to summon assistance for the group when an accident or incident has occurred.

NON MEMBER OF STAFF ACCOMPANYING AN EDUCATIONAL TRIP ABROAD, OVERNIGHT STAY OR RESIDENTIAL

1. All accompanying adults must be approved by the Headteacher.
2. All adults must hold a current enhanced Disclosure Barring Service (DBS) clearance, including volunteers.
3. Normally no salary payment will be made to any accompanying adult who is not an existing member of KKS staff.
4. **The Alcohol & Drugs Policy applies to all adults accompanying an educational trip.**

If a suitable adult accompanies a school educational trip abroad, a bursary may be made from the trip's own fund of up to £25 per overnight stay, up to a maximum of £100 per trip. This is providing that the adult is acting in a supervisory capacity and the trip is longer than 4 days.

This bursary is a thank you for the person giving of their time freely and supervising students whilst away on an educational trip. It is In lieu of supply cover for releasing another Kirkbie Kendal School teacher to accompany the trip.

Any bursary will be at the discretion of the Headteacher and trip leader.

BASIC PRINCIPLES FOR SAFE PRACTICE FOR SCHOOL VISITS

All School visits carry elements of danger or risk, whilst adopting principles of safe risk will not necessarily prevent accidents or incidents, they will assist in ensuring the likelihood is reduced to acceptable levels.

1. Carry out a risk assessment that considers the Health, Safety and Welfare of all adults/students participating in the activity.
2. Ensure that there is a clearly identified purpose for the whole visit, appropriate to the age and ability of the group.
3. The qualities of leadership, judgement, anticipation and control are essential on the part of staff and assistants, particularly the visit leader.
4. Ensure that you comply with any statutory regulations.
5. Work within the guidance and standards of competence recommended by national governing bodies and other recognised organisations.
6. Ensure that appropriate personnel, group equipment and clothing is available, where appropriate.
7. If uncertain about 'safe practice' seek professional advice.
8. Take a responsible attitude toward the environment.
9. Good discipline throughout the whole of the visit is essential. Clear expectations of no smoking (regardless of age), no alcohol (regardless of age) and appropriate behaviour between sexes needs to be clearly established and understood.
10. Keep parent/carers and students informed about proposed visits, gain approval from KAHSC where appropriate.
11. Adequate supervision must be maintained at all times, but can be close or remote supervision.
12. Carry a list of the contact numbers for each person on the visit, and the emergency contact information for the School and KAHSC.
13. Know your group.
14. Carry out a pre-visit to the venue, assess the risks and put control measures in place.
15. Assess the conditions of the day, change the day's activity if necessary, and do not take unnecessary risks.
16. Record and learn from accidents, incidents and near misses.
17. Review the risk assessment on returning to School.

SUMMARY

The following procedures should be followed for all School trips:

- Written permission must be obtained from parent/carers, for each child prior to a School trip, annual permission for regular visits.
- Staffing ratio levels must be maintained throughout the visit.
- First Aid should be accessible either through an appointed person with the visit or by the venue facilities. Copies of information containing emergency contact/medical/allergy details should be available at all times.
- A head count should take place before leaving School (or on the coach) and at regular intervals throughout the whole visit. Transport should not be allowed to depart until two adult members of the party have independently counted and agreed that all students are present.
- Toilet facilities must be provided at regular intervals.
- Food and drink should be provided at regular intervals. On very hot days it may be necessary to provide extra drinks.
- Where applicable, meeting points should be pre-designated and specific times arranged for party assembly. These times should be strictly adhered to.
- Where applicable, the transport must be fully insured, the driver's documentation valid and all seats should be forward facing and have seat/lap belts fitted. The maximum seating capacity of the vehicle must not be exceeded and students must never travel standing.

Students should be informed of any rules and regulations relating to the visit. All adults should know which students they are responsible for and likewise the students should know to whom they are accountable. Where necessary, written guidance should be issued to students and parent/carers.

The School should however recognise that it is in the nature of the behaviour of children and teenagers that instructions may be disobeyed through forgetfulness or wilful disobedience. It should also be recognised that through their inexperience children and teenagers are unable to make a reasonable analysis of potential risks, and thus may need to be protected by their own behaviour. Therefore, teachers should not proceed on the basis that all children will obey instructions, but will take the necessary steps to ensure that instructions are followed at all times.

At the end of each visit the visit leader should review the trip (use of the form 'Evaluation of the Visit to be Completed by the Visit Leader for Future Reference') and amend any risk assessments if the trip is to be repeated on a future date. Risk Assessments will be prepared for all aspects of a School trip for which the School are actually organising (ie transport to and from venue, leisure activities at a centre etc.). Activities undertaken under the supervision of instructors when visiting organised centres ie Hawse End, will be the responsibility of the centre. The **External Providers Form** should be used to ensure that centres/venues/accommodation etc are complying with regulations. School risk assessments should be reviewed either after a trip or annually, all supervising adults going on the trip should be made aware of, and understand, the control measures introduced as a result of the risk assessment. They should be asked to signify their understanding and acceptance of the resources required.

Further information/guidance is available from Kym Allan Health & Safety Consultants.

RELATED POLICIES

Accessibility Policy
Charging & Remissions Policy
Child Protection Policy
Health & Safety Policy
Special Educational Needs (SEN) Policy
Alcohol & Drugs Policy

Appendix 1: Form A – Reply Slip for Trips
Appendix 2: Form B – Consent form
Appendix 3: Form C – Emergency Contact Information
Appendix 4: Route through the procedures
Appendix 5: Visit Evaluation Form
Appendix 6: Driving Declaration letter for staff & volunteers
Appendix 7: Driving Declaration form for staff & volunteers
Appendix 8: Visit Leader Check List

THIS DOCUMENT IS AVAILABLE IN THE FOLLOWING FORMATS:

PAPER, ENLARGED PRINT, EMAIL, WEBSITE

APPENDIX I: FORM A

REPLY SLIP FOR TRIPS REQUIRING FURTHER INFORMATION FROM PARENTS E.G. RESIDENTIAL



Dear Parents,

<Visit details update.>

You have already consented to your child's participation in all school off-site activities. You have now received full information regarding this school trip and have not withdrawn your consent in writing. Please confirm below the medical and emergency home contact information for the duration of this visit. Please also complete the Personal Information section with anything that may affect the visit leader's trip planning e.g. sleepwalking, phobias, special dietary requirements, recent accident/illness etc.

TRIP NAME	<Insert Trip Name>		TRIP DATES	
FULL NAME OF CHILD:			DATE OF BIRTH	
MEDICAL INFORMATION: Details of any medical conditions including allergies and travel sickness that my child suffers from and any medication with dosage etc. that they should take during off-site activities including those outside school hours or overnight.				
PERSONAL INFORMATION: Details of any other conditions e.g. phobias, sleepwalking, bedwetting, special dietary requirements etc. that affect my child and may affect visit plans.				
RECENT ILLNESS/ACCIDENT: Details of any recent illness, injury or contagious/infectious disease and how it may affect my child and their participation.				
DATE OF LAST TETANUS VACCINATION: <i>(if known)</i>				
SWIMMING ABILITY:				
EMERGENCY CONTACT INFORMATION				
	EMERGENCY CONTACT 1		EMERGENCY CONTACT 2	
NAME:				
RELATIONSHIP:				
TELEPHONE NUMBER:	1. 2.		1. 2.	
SIGNED:			DATE:	
PRINT NAME:			RELATIONSHIP TO CHILD	

APPENDIX 2: FORM B

CONSENT FORM FOR KIRKIE KENDAL SCHOOL TRIPS AND ALL OTHER OFF-SITE ACTIVITIES



Please sign and date the form below if you consent to your child:

- a) taking part in school trips and other activities that take place off school premises; *and*
- b) being given first aid, urgent medical treatment or urgent pain relief (paracetamol) during any school trip or activity.

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

- All school trips and activities are covered by this consent and will include;
 - all visits (including residential trips) which take place during the holidays or a weekend
 - adventure activities at any time
 - off-site sporting fixtures outside the normal school day,
- School will provide you with information about each trip or activity before it takes place.
- You can, if you wish, inform school in writing that you **do not** want your child to take part in any particular school trip or activity.
- You **must** ensure that you and your child understand and agree to any trip Code-of-Conduct.
- You **must** keep school informed if any medical information you have provided becomes out-of-date.
- You **must** keep school informed if any emergency contact information you have provided becomes. out-of-date.

Written parental consent will **not** be requested from you again for off-site activities offered by school and will last for the duration your child attends the school unless family circumstances change. For residential visits you may only be asked to supply further information relevant to that single trip e.g. allergies, phobias, sleepwalking etc. When you are informed that a visit will take place you will be offered an opportunity to withdraw your consent and you should complete and return to school any slip provided for this.

Please complete the medical and emergency contact information section below and sign and date this form if you agree to the above

FULL NAME OF CHILD:		DATE OF BIRTH	
MEDICAL INFORMATION: Details of any medical conditions including allergies and travel sickness that my child suffers from and any medication with dosage etc. that they should take during off-site activities including those outside school hours or overnight – attach additional sheet if necessary.			
EMERGENCY CONTACT INFORMATION			
	EMERGENCY CONTACT 1	EMERGENCY CONTACT 2	
NAME:			
RELATIONSHIP:			
TELEPHONE NUMBER:	1. 2.	1. 2.	
SIGNED:		DATE:	
PRINT NAME:		RELATIONSHIP TO CHILD	

APPENDIX 3: FORM C

KIRKBIE KENDAL SCHOOL

EMERGENCY CONTACT INFORMATION

1. School/Group Name: _____

2. Name of Visit Leader: _____ Home Tel. No: _____

3. Visit Departure Date: _____

4. Return information: Date: _____ Time: _____ Location: _____

5. Group: Total Number: _____ Adults: _____ Group Members: _____

6. Do you have emergency contact details for everyone in the group (including adults)? **YES/NO**

If **NO**, obtain the information. If **YES**, attach the details to this sheet).

7. Emergency Contact Information:

During school hours:

Head teacher: _____ Tel. No.: _____

Deputy/Other: _____ Tel. No.: _____

Out of school hours:

Head teacher: _____ Tel. No.: _____

Deputy/Other: _____ Tel. No.: _____

Travel Company:

Name/Address: _____ Tel. No.: _____ Fax: _____

Company Travel Rep: Name: _____ Tel. No.: _____ Fax: _____

Insurance/Emergency Assistance: _____ Tel. No.: _____ Fax: _____

Hotel/Centre: _____

Address: _____

_____ Tel. No.: _____ Fax: _____

Hotel contact (eg Rep/Manager): _____

APPENDIX 4

ROUTE THROUGH THE PROCEDURES

To ensure a safe and successful off-site visit the following procedures should be adopted (refer to checklist for Visit Leader available from the EVC):

- 1 Discuss the proposed visits with your EVC.
Discuss the proposed visit costs with the Finance Manager.
- 2 Read and familiarise yourself with the School/DfES/LA guidelines for safe procedures on educational visits.
- 3 Complete Form A (Appendix 1), **Visits Approval/Notification Form**, and return to your EVC together with appropriate risk assessments. For Category 2 visits a copy of Form A and all relevant risk assessments must be sent to the Health and Safety Department by the EVC at least **four** weeks prior to the visit.

Once received the H&S department will read through and check the documentation, contacting the EVC if there are any problems, then either acknowledge receipt of your information (Category 1) or return Form B to the visit leader giving approval for the visit (Category 2).

- 4 Send out information to all parent/carers concerned describing the activity (applicable to all off-site visits).
- 5 Parent/carers' consent must be given for all off-site visits. However, there are two different Parent/carers' Consent Forms that can be used:
 - Form A – for specific annual visits. The consent form requests medical and emergency contact information.
 - Form B – for regular out of School activities (ie sporting fixtures) or activities in the local/neighbouring areas (environmental studies, visits to local shops/parks/churches). Parent/carers should be asked to sign their consent on an annual basis; however, they must still be informed of times/dates and venues of any proposed visits. This form then puts the onus on the parent/carers to withdraw their child from any activity.
- 6 For Category 2 visits, Form C should be completed with the Schools emergency contact information, attached to which must be the emergency contact information of all adults and children who will be taking part in the off-site visit. This should be given to the EVC along with a copy of all the parent/carers consent forms. The EVC must ensure that a copy of this information (excluding the consent forms) is forwarded to the Health and Safety Team at least **one week** prior to the visit.
- 7 During the week following the visit the visit leader, for the attention of the EVC, should complete an evaluation form.
- 8 The School accident book should be completed if there were any accidents/incidents whilst on the visit. If appropriate a P25 accident form should also be completed with a copy forwarded to the Health and Safety Team. If the accident resulted in serious injury it may also be necessary to obtain witness statements, attach to the Schools copy of the P25.
- 9 Review the risk assessments especially if there were any accidents/incidents, site changes or categories that had been omitted.

CHECKLIST WHILST ON THE VISIT

- 1 The visit leader must carry a copy of all consent forms at all times.
- 2 Where sub-groups are organised, the supervisor of the sub-group must carry the consent forms.
- 3 All supervisors must carry a group contact list and emergency contact details at all times.
- 4 The following must be left with the Schools 24-hour contact person:
 - The group contact list.

- A copy of all parent/carers consent forms.
- The emergency contact details.
- The travel and timing details.

5 The following information must be left in the School office:

- The group contact list.
- The emergency contact details.
- The travel and timing details.

Initial contact should be made with school contact as identified on the trip documentation, or direct to school.

Copies of relevant forms attached.

APPENDIX 5

VISIT EVALUATION FORM



TO BE COMPLETED BY THE VISIT LEADER FOR FUTURE REFERENCE

School/Establishment:			
Visit Leader:			
Number in Group:	Boys:	Supervisors:	Girls:
Date(s) of Visit			
Purpose of Visit:			
Venue:			
Commercial Organisation:			

Please comment on the following features:

Question	Rating out of 10	Comment
1. The Centre's pre-visit organisation		
2. Travel arrangements		
3. Content of education programme provided		
4. The extent to which the visit met specific educational objectives		
5. Instruction		

Question	Rating out of 10	Comment
6. Equipment		
7. Suitability of Environment		
8. Accommodation		
9. Food		
10. Evening Activities		
11. Courier/ Representative		
12. Other comments and evaluation including “near misses” not involving injury or damage		

Signed: _____

Date: _____

Visit Leader's full name: _____

To be completed after all ventures and logged in the school's/ establishment's central records.

APPENDIX 6

SAMPLE LETTER TO STAFF AND VOLUNTEERS - DRIVING DECLARATION

We greatly value your support in helping transport our young people to and from activities off site. Without it we would find it very difficult offer the range of experiences that we do, which would clearly disadvantage them. However, it is a statistical fact that travel by road can be more dangerous than the activity itself. It is the duty of management to do what we can to minimise the risks. Therefore, we ask all our drivers (volunteers and staff) to comply with the checklist below; sign and date it **before** driving on our behalf. This in no way invalidates or curtails private transport arrangements between parents/carers.

FULL NAME OF DRIVER: _____

- I passed my test for the class of vehicle I am using over 3 years ago.
- I have no more than 3 points on my licence.
- The vehicle I use carries adequate insurance, which is renewed each year on _____ (date).
- The road fund licence is current and always renewed by the expiry date on the tax disc.
- The vehicle is regularly serviced, kept in a safe running condition and where required, has a valid MOT certificate.
- I am aware that overloading the vehicle could invalidate my insurance.
- All passengers I shall carry will have access to, and **use** a seatbelt.
- All passengers I shall carry who are under 135cm tall **and** under the age of 12 years will use any booster seat or booster cushion provided for them.

*** ADDITIONALLY, FOR VOLUNTEER DRIVERS ONLY:**

- I have checked with my insurance company that my vehicle insurance cover allows me to transport young people on a voluntary basis.
- I am aware that I may be reimbursed for “out of pocket expenses”, but that this or any formal payment for mileage may invalidate my insurance unless it has been previously declared to my insurance company. (Remuneration for driving would be seen as using the vehicle for “hire or reward” – a separate insurance classification).

*** ADDITIONALLY, FOR EMPLOYED STAFF WHO DRIVE VOLUNTARILY ONLY:**

- * I **am** the insured Policyholder of the vehicle I use and my insurance includes business use in addition to social, domestic, pleasure and commuting.
- * I **am not** the insured Policyholder of the vehicle I use, but I have checked that the business use cover on the vehicle is equally applicable to me as a Named Driver.

(* Delete whichever is not applicable)

Signed: _____ Vehicle Registration No: _____ Date: _____

For office use only: I have/have not* seen relevant original documentation as described above (* delete as applicable)

Signed: _____ Print Name & Position: _____

Documents seen * It is good practice to check that documents declared are valid. Delete any document not seen or delete this section if not in use.

- * Driving Licence (paper copy only – the card does not show convictions)
- * Insurance Certificate (for expiry date and class of use)
- * MOT Certificate (for expiry date – insurance is invalid if the MOT expires without renewal)
- * Tax Disc (for expiry date – insurance is invalid if the Tax Disc expires without renewal)

APPENDIX 7

Sample Driving Declaration Form: Staff and Volunteers

We greatly value all support in helping transport our young people to and from activities off site. Without it we would find it very difficult to offer the range of experiences that we do, which would clearly disadvantage them. However, it is a statistical fact that travel by road can be more dangerous than the activity itself and it is the duty of management to do what we can to minimise the risks. Therefore, we ask all our drivers (volunteers and staff) to comply with the checklist below and to sign and date it **before** driving on our behalf. This in no way invalidates or curtails private transport arrangements between parents/carers.

Full Name of Driver:					
<ul style="list-style-type: none"> I passed my test for the class of vehicle I am using over 3 years ago. I have no more than 3 points on my licence. The vehicle I use carries adequate insurance, which is renewed each year on _____ (date). The road fund licence where required, is current and always renewed by the expiry date. The vehicle is kept in a safe running condition and where required, has a valid MOT certificate. I am aware that overloading the vehicle could invalidate my insurance. All passengers I shall carry will have access to, and use a seatbelt. All passengers I shall carry who are under 135cm tall and under the age of 12 years will use any booster seat or booster cushion provided for them. 					
Additionally, for VOLUNTEER drivers only:					
<ul style="list-style-type: none"> I have checked with my insurance company that my vehicle insurance cover allows me to transport young people on a voluntary basis. I am aware that I may be reimbursed for “out of pocket expenses”, but that this or any formal payment for mileage may invalidate my insurance unless it has been previously declared to my insurance company. (Remuneration for driving would be seen as using the vehicle for “hire or reward” – a separate insurance classification). 					
Additionally, for EMPLOYED staff who volunteer to drive only:					
<ul style="list-style-type: none"> * I am the insured Policyholder of the vehicle I use and my insurance includes business use in addition to social, domestic, pleasure and commuting. * I am not the insured Policyholder of the vehicle I use, but I have checked that the business use cover on the vehicle is equally applicable to me as a Named Driver. (* Delete whichever is not applicable)					
Signed:		Vehicle Registration:		Date:	

For office use only: I have/have not* seen relevant original documentation as described above (* delete as applicable)					
Signed:		Print Name & Position:		Date:	
Documents seen - it is good practice to check documents declared are valid. Tick evidence seen or delete entire section.					
<input type="checkbox"/> Driving Licence (accept only photocard or paper only licences with an online motoring convictions check at www.gov.uk/view-driving-licence . Warning: sight of a paper only licence or a photocard alone is NOT sufficient because the paper licence motoring convictions record and the photocard paper counterpart which shows convictions have been abolished. Conviction records are now only available online.					
<input type="checkbox"/> Insurance Certificate (for expiry date and classes of use).					
<input type="checkbox"/> MOT Certificate OR MOT status check at www.gov.uk/check-mot-status (for expiry date – insurance is invalid if the MOT is expired).					
<input type="checkbox"/> Tax status check at www.gov.uk/check-vehicle-tax (for expiry date – insurance is invalid if the Tax is expired).					

APPENDIX 8

Visit Leader Checklist

As the Visit Leader I confirm the following:

• I have completed the Trip Application Form and passed it on to PHn for approval.	<input type="checkbox"/> Completed
• I have been formally approved to carry out the visit?	<input type="checkbox"/> Completed
• I am specifically competent and meet the requirements of employer guidance?	<input type="checkbox"/> Completed
• I have undertaken Visit Leader training as recommended / required by my employer?	<input type="checkbox"/> Completed
• I have planned and prepared for the visit, involving staff in the planning and risk management process to ensure wider understanding?	<input type="checkbox"/> Completed
• I have kept my EVC informed at each stage of the planning process?	<input type="checkbox"/> Completed
• I have discussed financial arrangements with the Finance Manager (see over) and adequate arrangements have been made to finance the visit	<input type="checkbox"/> Completed
• I have undertaken a preliminary visit if appropriate or required by establishment policy?	<input type="checkbox"/> Completed
• I have involved young people in these processes, wherever appropriate?	<input type="checkbox"/> Completed
• I have defined the roles and responsibilities of other staff (and young people) to ensure effective supervision, and have appointed individual duties?	<input type="checkbox"/> Completed
• I have shared details of 24/7 emergency contacts and emergency arrangements with key staff?	<input type="checkbox"/> Completed
• I have obtained parental consent forms (where required), medical details and contact details and these have been copied and shared with relevant staff and providers?	<input type="checkbox"/> Completed
• I have checked whether insurance arrangements are adequate?	<input type="checkbox"/> Completed
• I have considered transport issues and considered numbers of students and supervision ratios required.	<input type="checkbox"/> Completed
• A driving declaration form has been completed.	<input type="checkbox"/> Completed
• If accompanying leaders take a family member on a visit, there are adequate safeguards to ensure that this will not compromise group management?	<input type="checkbox"/> Completed
• Child protection issues are addressed, including CRB/ISA checks and processes where appropriate?	<input type="checkbox"/> Completed
• I have disseminated relevant information to supporting staff?	<input type="checkbox"/> Completed
• There is access to first aid at appropriate level?	<input type="checkbox"/> Completed
• Relevant information has been provided to parents and young people and pre-visit information evening meeting have been arranged where appropriate?	<input type="checkbox"/> Completed
• All aspects of the visit (both during and after event) are evaluated?	<input type="checkbox"/> Completed
• Staff and other supervisors have been appropriately briefed on: 13. The nature of the group, including age, health characteristics, capabilities, special educational needs, likely behaviour and any other information relevant to the planned activities 14. The nature and location of the activity?	<input type="checkbox"/> Completed
• The visit is effectively supervised – staffing ratios meet requirements of good practice?	<input type="checkbox"/> Completed
• I understand that the overarching duty of care remains with establishment leaders, even when partial responsibility is shared with a provider?	<input type="checkbox"/> Completed
• Staff and third party providers have access to emergency contact and emergency procedure details?	<input type="checkbox"/> Completed

ADDITIONAL INFORMATION FOR VISIT LEADER

It is the Visit Leader's responsibility to ensure that the trip is financially sound and that all monies are received from parents in a timely manner to ensure cleared funds are available when invoices are due.

Things to take into account whilst costing your trip (discuss with Finance Manager):

- Transport (road, air, other)
- Entry fees
- Accommodation
- Any other

Payment schedule

- Initial deposit / 2nd / 3rd payments / Final payment
- Date payment required to company
- Date contributions required to be cleared in school account (this should be **at least 7 days before** payment due date to company).

Parental letter to be shared with finance before going out to parents.

Finance will keep spreadsheet.

Visit Leader should be aware of time/date schedule and ensure contact with parents to maintain contributions come in on time.