





Educational Visits Procedure (SP-06)

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1. Introduction

1.1 Value Statement

Cockermouth School 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. 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.

1.2 Aims

For Cockermouth 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 each young person Cockermouth School 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.

1.3 Scope

Cockermouth School has formally adopted the Outdoor Education Advisers’ Panel “*National Guidance*” (NG) found at www.oeapng.info.

All employees and volunteers acting on our behalf must follow the requirements and recommendations of the NG in line with these procedures when engaging in any kind of learning outside the classroom which is offsite. Any conflict discovered between legislative requirements, employer guidance and the NG must be referred to Mr Heap the Educational Visits Coordinator for clarification.

Such activities are divided into two nationally recognised categories each of which have different procedural requirements detailed in Section 3.

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 Educational Visits Coordinator or their deputy as a minimum.

Category 2 visits are broadly defined as those which require enhanced planning with event specific risk management to reflect the increased complexity of staff competence requirements, activities, group needs, challenging environments and distance from base, typically overnight stays and adventurous activities. Cockermouth School sources competent health and safety assistance with regard to this category of visits as necessary from Kym Allan Health & Safety Consultants Ltd.

Physical Education (PE) activities such as curricular swimming, sporting tournaments etc. are governed by these procedures only in respect of the journey to and from an offsite venue unless they involve an overnight stay. Conduct of PE activities is otherwise governed by the PE Department's Code of Practice; activity risk assessments and any current guidance from any relevant sporting National Governing Body or the Association for Physical Education (AfPE).

Work experience activities as defined in the publication '*Work Experience: a guide for secondary schools*' (DfES 2002) are not governed by these procedures.

To ensure best value and quality assurance in all learning outside the classroom, brainstorming benefits and learning outcomes is embedded in the visit planning process. Targeted learning outcomes are recorded and communicated appropriately to everyone involved including parents in pre-visit information and visits are reviewed and rigorously evaluated within a framework of safety and quality.

2. Roles and Responsibilities

2.1 The Employer

The Board of Trustees is the employer they are responsible for ensuring:

- Written guidance including procedures is available to staff on managing visits with robust systems in place to support it including a suitable trained Educational Visits Coordinator (EVC).
- There is an appropriate formal notification and approval procedure in place.
- Training needs are adequately addressed.
- Visit procedures support the principles of inclusion.
- There are monitoring procedures in place.

Cockermouth School will appoint a fully trained EVC who will coordinate all visit approvals and will provide the necessary training to staff members acting as Trip Leaders. Where specialist training is required, this will be sourced through Kym Allan Health & Safety Consultants Ltd.

The Board of Trustees understands their responsibility for ensuring that:

- Visit proposals are assessed and approved appropriately using the KAHSC online Visits Module.
- Staff and others involved in visits are appropriately trained for their role, as described in Section 4.
- The principles of inclusion are supported by these procedures, as described in Section 11.
- Appropriate monitoring of visits takes place, as described in Section 14.

The Board of Trustees delegates the task of approving all visits to the Headteacher and EVC. This will need to include any KAHSC approval advice which cannot be sought less than one week before the governor's deadline.

2.2 The Headteacher

The Headteacher of this setting is Dr R Petrie.

The functions of our Headteacher are to ensure that:

- All Learning Outside the Classroom (lotc) complies with these procedures and are notified or submitted for approval as required by logging into the website and applying the final approval to a visit on the KAHSC Visits Module.
- The Headteacher will provide notification of visits to each full Governing Body meeting.
- There is a designated EVC Mr P Heap who meets employer requirements.

- All visits are evaluated with regard to the best value, teaching and learning, and safety and quality of experiences.
- All staff and volunteers are competent to carry out responsibilities allocated to them and are appropriately selected with the expertise, experience and where necessary qualifications relevant to the planned activities by engaging in the apprenticeship and training programme described in Section 4 as well as perhaps also undergoing an employer competence assessment.
- They are clear about their role when taking part in a visit as a group member/assistant supervisor and will follow the instructions of the designated Visit Leader, who will have sole charge of the visit.
- Sufficient time is assigned for staff to organise visits properly.
- Support the EVC in ensuring that visits are effectively supervised with an appropriate level of staffing.
- Support the EVC in ensuring that visit information has been shared with parents and that consent has been sought where necessary as described in Section 2.8.
- Where charges are made to parents they comply with the setting's Charging and Remissions Policy and proper procedures are in place to account for the finances of visits as described in Section 13 and also in our Charging and Remissions Policy available to staff on Firefly under policies and published to parents through the school website and Firefly.
- The Visit Leader is appropriately familiar with planned venues, Section 8 sets out the quality markers staff should look for in a provider; the types of visit that require a preliminary visit and the process to undergo when a preliminary visit is not reasonably practicable.
- Suitable child protection procedures are in place, including the vetting at an appropriate level of all voluntary helpers as described in Section 2.6.
- Arrangements have been made for the medical needs and special educational needs and disabilities of all the young people and staff involved.
- Inclusion issues are addressed as described in Section 11.
- Suitable transport arrangements are in place that meet any regulatory requirements as described in Section 9.
- Insurance arrangements are appropriate.
- A proportionate, suitable and sufficient risk management process is undergone for every visit as set out in Section 7.
- Details related to visits (including personal details of staff, volunteers and participants) are accessible to a designated 24/7 emergency contact(s) at all times in case of a serious incident.
- Contingency plans are in place at the planning stage should the visit be significantly changed or cancelled (Plan B).
- Appropriate emergency procedures are well established in case of a major incident to include ensuring parents are appropriately informed as described in Section 10.4.
- Serious incidents are reported in accordance with the Reporting of Injuries, Disease and Dangerous Occurrence Regulations 1999 (as amended) (RIDDOR) and setting procedures as described in Section 10.3.

2.3 Educational Visits Coordinator

The selection criteria for the EVC are chosen from candidates that exhibit suitable experience and undergo formal EVC training with a reputable company before undertaking the role. Mr P Heap is the nominated EVC.

The functions of our EVC are to:

- Have an understanding of how lotc can support a wide range of outcomes for young people and raise achievement.
- Undergo nationally recognised or endorsed EVC training and/or refresher training and keep up to date with any developments in NG.
- Ensure visit procedures remain fit for purpose and that all visits adhere to them by use of the KAHSC Visits Module and annual review of these procedures with the Senior Leadership Team, especially accidents and incidents which impact on them.
- Ensure relevant line managers, visit leaders, assisting staff and volunteers involved in visits have access to adequate training at an appropriate level and make arrangements for it as set out in Section 6.

- Support the Headteacher and employer with visit approval and other decisions.
- Monitor visit leader planning and sample monitor visits by engaging fully in the EVC role within the KAHSC Visits Module and monitoring as set out in Section 14.
- Ensure visits are led by competent and confident leaders who fulfil the requirements of a Visit Leader as set out in Section 2.4 as well as ensuring assistants are competent to carry out the tasks they have been assigned.
- Check where the accompanying adults on a visit includes someone with a close relationship to another member of the group that this does not compromise group management.
- Suitable child protection procedures are followed, including the vetting at an appropriate level of all voluntary helpers as described in Section 2.6.
- Ensure information to parents and any need for parental consent follows the guidance in Section 2.8.
- 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 and other lotc are reviewed and evaluated, including the reporting of accidents and incidents in accordance with RIDDOR and setting procedures as set out in Section 8.
- 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.

2.4 Visit Leader

The Visit Leader is responsible at all times, either personally or by delegation, for the planning, safety, supervision, implementation and follow-up of the visit. A visit should not be undertaken unless this vital role is clearly understood and accepted by the person concerned. To ensure that this is the case all Visit Leaders at Cockermouth School will have completed a school based Trip Leader training course and have been issued with a certificate of attendance. If there are doubts about situations that occur away from home (e.g. unsuitable instructors, tired coach driver, and unsuitable weather conditions), it is the responsibility of the leader to consider the matter and take prompt and decisive action.

The Visit Leader will be deemed accountable, confident and competent to undertake the role having completed this training.

The functions of our Visit Leaders are to:

- Liaise with the EVC and ensure their respective roles are clear.
- Be formally approved to carry out the visit by having successfully completed the relevant visits induction and training; by receiving approval in principle to plan the visit and by completing the KAHSC Visits Module notification and approval process.
- Be specifically competent.
- Plan and prepare for the visit, leading on risk management and involve all accompanying staff and as appropriate young people in the process.
- Define the roles and responsibilities of accompanying adults whether staff or volunteers (and young people) to ensure effective supervision, appointing a deputy wherever possible.
- Provide relevant information in the context of planned activities to staff and other supervisors including about the nature and location of activities and about the participants (including age, health, capabilities, special needs, safeguarding and behavioural issues).
- Ensure that where the accompanying adults on a visit includes someone with a close relationship to another member of the group, this does not compromise group management;
- Ensure child protection issues are addressed e.g. Good safeguarding practice including appropriate vetting and checks as described in Section 2.6 about volunteers.
- Ensure informed parental consent has been obtained.
- Provide relevant information to parents and young people and arrange pre visit information meetings where appropriate. Such a meeting must take place at least 6 weeks prior to departure for any visit abroad.
- Ensure there is access to first aid throughout at an appropriate level as described in Section 10.1.

- 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 in accordance with RIDDOR and record any injuries on SIMS and complete an accident form obtained through the Health and Safety Coordinator.
- 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.

2.5 Assistant Visit Leaders

The Assistant Leader is responsible at all times, either personally or by delegation, where the Visit Leader is not in attendance. A visit should not be undertaken unless this role is clearly understood and accepted by the person concerned. To ensure that this is the case all Assistant Visit Leaders at Cockermouth School will have completed a school based Trip Leader training course and have been issued with a certificate of attendance. If there are doubts about situations that occur away from home (e.g. unsuitable instructors, tired coach driver, and unsuitable weather conditions), it is the responsibility of the Assistant Leader to consider the matter and take prompt and decisive action.

The Assistant Visit Leader will be deemed accountable, confident and competent to undertake the role once training has been completed.

The functions of our Assistant Visit Leaders are to:

- Be specifically competent and knowledgeable about setting policies and procedures affecting any responsibilities assigned.
- Ensure they have been sufficiently involved in the planning and preparation for the activity/visit, including contributing to the risk management.
- Ensure they understand the role and responsibilities assigned and how these integrate with other staff and especially that of the activity/visit leader.
- Ensure they are clear about handover and hand back arrangements for responsibility regarding supervision between members of staff and to /from any third-party provider.
- Ensure staff and other supervisors are appropriately briefed on:
 - The participants including age, health, capabilities, special educational needs and disabilities, safeguarding or behaviour issues and any other information that seems relevant in the context of the planned activities.
 - The nature and location of the activity.
- Contribute to the on-going monitoring of all aspects of the activity/visit, including the quality of any activities provided by a third-party provider.
- Contribute to the evaluation of the activity/visit after the event by attending any debrief meeting or by completing an evaluation sheet.

2.6 Volunteers

The selection criteria for volunteers are responsible for the Health, Safety and welfare of all students attending the trip. They will have been suitably vetted using the School's BDS clear system.

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.

2.7 Young People

In line with our School Behaviour Policy a Code of Conduct is in force at all times on everyone who makes up the school community from parents and young people to staff and volunteers. This extends to all off-site activities and is reinforced before every departure. On occasion, visit specific additions may be made to the Code, but expected conduct, rewards and sanctions are always clear and parental support of the Code is an expectation.

Our young people should:

- Be involved in the risk management process at the outset as appropriate to their age, ability and level of understanding e.g. Duke of Edinburgh's award participants writing their own risk assessment for camping.
- Not take unnecessary risks.
- Follow immediately the instructions of the visit leader, staff, volunteers, activity instructors and other adults e.g. Venue staff.
- Follow the code of conduct.
- Be sensitive to local customs when abroad.
- Be aware of anything that may harm and threaten them and tell someone in charge as soon as possible if they are concerned.

2.8 Parents or Those with Parental Authority

Parents should feel assured that, through written communication and briefing opportunities, they have details that include:

- Dates of visit.
- Visit aims, objectives and expected learning outcomes.
- Times of departure and return.
- The location where young people will be collected and returned.
- Mode(s) of transport and the name of any travel company facilitating the visit.
- Size of the group.
- Level of staff supervision and whether any remote supervision will be taking place.
- Young people's responsibilities for their own health, safety and wellbeing.
- Accommodation details.
- Arrangements for dealing with young people who become ill and those who fail to comply with behavioural requirements creating a risk to themselves or others.
- Arrangements for providing for special educational and medical needs, and disabilities
- Name of the Visit Leader and minimum number of accompanying staff.
- Full range of planned activities.
- Clothing and equipment requirements.
- Insurance arrangements.
- Pocket money recommendations.
- Costs/requested voluntary contributions and cancellation terms.
- Emergency contact details.

- Policy regarding use of mobile phones and other electronic devices by young people.

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 to 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).
- 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.

3. Visit Procedures

Category 1 visits and their leaders are vetted internally at setting level only by the EVC and require approval from the EVC. 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. e.g. Visit Leaders wishing to lead any visit must have successfully completed visits induction. Before leading Category 2 visits the apprenticeship must be successfully served as described in Section 4.

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 EVC will make judgements about this in individual situations.

Visit Leaders should:

- Gain approval in principle from the EVC at the very outset of planning e.g. resolve timetabling, consider finances, staffing, coordination with others, assuring competence etc.
- Brainstorm to 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 etc. in whatever format is required using the Evolve Visit details form.
- 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 e.g. students have unsupervised free time at a venue, location or participants.
- Inform parents and offer them the opportunity to withdraw their consent. e.g. how, when, information to include etc.
- Confirm that approval is secure at the end of this process from either the Headteacher or EVC.
- Collate and distribute as necessary all visit emergency information e.g. medical conditions, special needs, behaviour, Emergency Action Cards etc.
- 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 upwards on the Y axis and/or to the right on the X axis on the Radar Graph indicating that enhanced planning with 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 which is reproduced in a single printable page at Appendix A for ease of distribution. **This list is indicative and not exhaustive and any queries should be directed to 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,	Caving, mining and underground exploration (except open public	Coasteering, Coastal Scrambling and sea level traversing

Thames tour etc.)	guided tours where no special equipment is required)	
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 SLT 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 KAHSC.
- Brainstorm to 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 6 weeks prior to departure** record the visit by either completing the **online Visits Module** and uploading information.
- Inform parents and offer them the opportunity to withdraw their consent as set out in Section 2.8.
- **A minimum of 7 days prior to departure** either ensure emergency information is fully completed online or complete **Form E** with the final snapshot of emergency contact information and send it to KAHSC as above. Individual emergency home contact details must be collated by this point and uploaded by online users, but paper system users do **not** need to attach them to Form E.
- 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.
- 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.

Emergency Action Card for Visit Leaders can be found in Appendix D

Emergency Action Card for the first person contacted in an emergency can be found on Appendix E.

Generic risk assessments must be downloaded and supplied to all staff accompanying the trip.

4. Vetting

Children and young people under the age of 18 are vulnerable due to their age and inexperience. People who work in *defined activities* with vulnerable people or in *specified places* such as schools and childcare settings must be vetted as to their suitability.

It is the responsibility of the Visit Leader and all other staff and adults involved, to safeguard and promote the welfare of children and young people during learning outside the classroom. To ensure we have the right people to do that, there are a number of issues around safeguarding and child protection that require careful consideration by senior leadership and Visit Leaders. Vetting through the Disclosure and Barring Service (DBS formerly CRB, Criminal Records Bureau) is just one small part of what should be a robust safeguarding process which, depending on the level of responsibility an employee or volunteer has, might include some or all of the following:

- References.
- Interview.
- Induction.
- Training.
- Monitoring.

Individuals who engage in regulated activity should undergo an enhanced DBS check, with barred list check, as part of their recruitment process.

Defined Activities

Frequently means the same person engages in the activity once a week or more.

Intensively means the same person engages in the activity on 4 or more days in a 30-day period (or in some cases overnight between 2am and 6am, where there is opportunity for face to face contact).

Defined activities include the following when they are carried out frequently or intensively:

- a. Any form of teaching, training, instruction, supervision or care of children (unless exempted due to supervision).
- b. Provision of advice or guidance to children relating to their wellbeing.
- c. Driving a vehicle that is being used solely for conveying children and their carers or supervisors.

Defined activities also include the following even if the activity is carried out only once:

- d. Health care provided by, or under the direct supervision of a regulated health care professional.
- e. Personal care involving physical assistance (or required prompting with supervision, advice or training) with eating, drinking, washing, dressing, bathing and toileting for reasons of age, illness or disability.

Work in a specified place

- f. Any work carried out frequently or intensively in a specified place, in connection with the purposes of that place, that gives a person the opportunity to have contact with children. If such work is not one of the defined activities, and only involves the provision of occasional or temporary services, then this is not regulated activity.

Visit Leaders should:

1. Understand the definitions above and use them with the examples provided to make decisions about vetting requirements in time to meet them before departure, checking decisions with the EVC if at all unsure.
2. Set vetting procedures in motion as required e.g. refer to school administrator to have vetting letter 1, 2 or 3 sent about any vetting checks or evidence required.
3. Name all volunteers and contractors involved in a visit whether it is known that they have been vetted or not. Where individuals representing companies are known state both e.g. Joe Bloggs of Little Monkeys Climbing Company.

Category 1 – state names and vetting status in the online notes box on submission for approval.

Category 2 – state names and vetting status on the uploaded All Visits Risk Assessment in the Additional Information box *with* some indication of whether as Visit Leader you think your supervision arrangements fit 'ongoing' and 'reasonable in all the circumstances' requirements.

4.1 Exchanges and Homestays

Reference should be made to Keeping Children Safe in Education, September 2020: Annex E

4.1.1 UK Host Families and the DBS Check

Hosts providing Bed and Board

Where host families are simply providing bed and board for young people, who remain under the remote supervision and care of setting staff, and there is no expectation of 'teaching, training, instruction, supervision or care', it is not regulated activity. This will apply where the host family is, for example, acting in the same way as a hostel or hotel.

Hosts providing 'regulated activity under supervision'

When host families take on a care or supervision role then this does meet the activity definition and, because the supervision is overnight, it also meets the 'intensively' test. In this case it must be decided whether this can be 'regulated activity under supervision' not requiring DBS checks. As the activity takes place overnight, and in the host family's home, then this is unlikely, but may be possible where families and their homes are well known to the setting and staff can make regular visits.

Hosting as a Private Arrangement

The final decision as to whether a DBS check is necessary, or not, depends on whether the host families are acting on behalf of the setting (or a third party provider) or are acting on behalf of the young person's parents in a private arrangement. A decision that the hosting is a private arrangement would be supported by correspondence between the two families - such as a 'pen-friend' relationship between the young people, or a dialogue between parents. A private arrangement of less than 28 days is not a regulated activity. Beyond this time it becomes private fostering and the local Authority should be informed.

When a DBS check is considered necessary it must be decided which members of the host family should undergo a DBS check. Having access to the young people is not the deciding factor but rather which members of the family will be working in a defined activity – i.e. providing supervision or care. The choice is between requesting an enhanced check with barred list check on all host family members providing care or supervision; or requesting an enhanced check with barred list check for one family member and making them responsible for supervising any others.

The DBS process should be initiated at least six weeks prior to the visit and this should be completed through Mrs S Cameron who undertakes DBS searches on behalf of the School.

4.1.2 Host Families and Safeguarding

Young people are not directly supervised by Visit Leaders when they are with host families. Therefore, home stays require careful planning to ensure everyone involved is clear about their responsibilities and the supervision arrangements i.e. who is responsible for what and when. Homestays abroad can take any of the three forms described in [Section 4.1.1](#). Young people must be appropriately supervised throughout and parents must be able to give, or withhold, consent based on a clear understanding of how the visit will be managed. Police checks like the DBS are not always possible on overseas families and therefore other methods of vetting must be used.

Visit Leaders should consider the following in making arrangements and to assist parents entering into a private arrangement between families to host young people, these questions should be provided to them:

- Are families and young people carefully matched for gender, age, diet, religious belief, special needs etc.?
- How well are families known to the host setting?
- Has the host setting confirmed the host families as suitable and that they have been selected through a process appropriate to the length and nature of the home stay arrangements, including police checks where appropriate?
- In case it is necessary to move a young person at short notice, are contingency plans in place?
- Has consideration been given to the safety and wellbeing of the young people of during travel, and does this include appropriate drivers and transport whilst with the host family?

- Are young people and host families aware of a 24 hour contact number and are they fully briefed on procedures should problems arise?
- Do leaders have daily contact with all young people?
- Is there an agreed emergency 'keyword', between leaders and young people, for when young people want assistance but feel unable to speak freely in front of their host family.
- Will young people have access to a phone or mobile phone to call or send text messages to their own setting's staff?
- Have the young people and their parents/guardians been briefed about personal safety, and have they been issued with any written guidance on it (Child-Safe charity Travel Safe publications available from www.child-safe.org.uk with advice for host families, schools, the voluntary sector, parents and guardians, children and young people).
- Does work experience feature as part of the exchange? If so, has an appropriately competent person assessed the safety management systems of the work environment, and is there appropriate insurance in place?
- Have "acceptable" and "unacceptable" activities on 'family days' been agreed prior to the visit? e.g. is there an opportunity to go skiing, cycling or horse riding, or a visit to a beach with swimming? If such, or similar, activities are to form part of the experience, parental consent is required.

Where an exchange visit is arranged for the first time, or involves a significant number of new staff, a preliminary visit is usually required. Face-to-face dialogue between exchange partners should agree aims, objectives and activities and consider a specific risk-benefit assessment at first hand. As a minimum, any agreement should include a commitment to the health, safety and welfare of the young people involved.

Visit Leaders should ensure parents understand that an equivalent to DBS checks is unlikely to be available in countries visited by young people from the UK. To mitigate the safeguarding risks Visit Leaders must ensure that the host school abroad, or agency, has a vetting procedure in place to assess the suitability of home placements. If appropriate measures are not in place for carrying out checks to ensure the health, safety and welfare of the young people, the Visit Leader should seek further assurances and/or reconsider whether the visit should take place. The vetting of host families should include:

- Criminal record checks where required and if available.
- Verification of the host family structure and home occupancy.
- Checking the suitability of the host family home, including the privacy of sleeping and toilet arrangements.
- Home visit checks.
- Agreeing allowable family activities, within the scope of parental consent.
- Checking transport (including drivers) is suitable and covered by parental consent.
- Monitoring through effective communication with young people and hosts and a process for checking that accommodation, work placements and other locations used during the visit are as planned.

Feedback and review is expected to be built into the homestay arrangements. This should involve the young people, parents, host families, leaders and partner organisations, and can help with the celebration of success, as well as contributing to the planning of future visits. Any significant issues should be shared with the Headteacher or EVC as appropriate.

Final Exchange Visit Checklist

- Judgments have been made in the selection of appropriate hosts for young people, taking into account benefits and risks and it has been decided whether host families require a DBS check.
- Where the home stay is a private arrangement between families, there has been correspondence or dialogue between host and visitor families so that there is an understanding of the suitability of arrangements.
- Appropriate training on safeguarding issues has been provided to relevant staff.
- Young People have been provided with 'Child Safe' advice.
- Appropriate information about any young or vulnerable person's additional needs has been shared with all who need it.
- Travel arrangements are in place and appropriate.

- The supervision plan, including who is responsible for what and when, as well as arrangements for remote supervision 24/7, has been approved.
- 'House Rules' and agreed standards of behaviour are in place covering such things as alcohol, smoking, drugs, sexual relationships, videos, internet use, social media, curfews, bedtimes etc.
- Host families have been given names and contact details, including 24/7 emergency numbers, and there is an invitation to leaders to home visit.
- Both routine and emergency communication systems are in place - specifically a young person is able to contact leaders in an emergency.

For the overseas leg of an exchange:

- Detailed arrangements have been agreed and fully shared with host country setting.
- Staff and young people are aware of any cultural and legal differences and sensitivities of the host country.

5. Overseas Visits and Specialist Activities

Some visits include activities with special and significant health and safety or financial risks and they require careful consideration at the planning stage and throughout. Such activities include:

- All visits overseas due to special passport, visa, health, insurance, legal, cultural and global security issues and especially overseas expeditions.
- Snow sports.
- Natural water bathing.
- Sports tours.
- Armed services provision.
- Any time the arrangements being made by us as a school might amount to a package tour under current regulations.

The OEAP has produced a number of separate guidance documents in these areas and governors expect Visit Leaders to have due regard for the advice in them.

To ensure 'due diligence' (the legally definitive term for reasonable investigation) in selecting providers, Kym Allan Health & Safety Consultants Ltd the source of our competent health and safety advice should be consulted at the earliest opportunity **and before a deposit is paid** so that appropriate background checks and references can be sought.

6. Induction, Training, Apprenticeship and Succession Planning

The Health and Safety Executive (HSE) endorses three ways in which leaders can demonstrate competence (particularly applied to adventure activities leadership) as follows:

1. Provide evidence of holding a relevant qualification e.g. a National Governing Body (NGB) Award certificate with sufficient documented practical experience e.g. at least 12 days' worth of log book entries.
2. Provide evidence of undertaking some other activity leadership training appropriate to the level at which they wish to operate, with sufficient documented practical experience as above.
3. Provide verified evidence of relevant experience e.g. at least 12 days' worth of log book entries in an activity and a letter of endorsement written by a suitably qualified technical adviser in the field.

This procedure should be strictly followed where staff wish to lead adventure activities e.g. Adventure Activities Licensing Authority (AALA) activities caving, climbing, trekking (all forms) and water sports and is equally applicable to volunteers in this capacity.

7. Risk Benefit Analysis and Risk Management

There are numerous terms used to describe what most people think of when 'risk assessment' is mentioned and **Risk Benefit Analysis** (RBA) seems to be the most confusing. Risk Benefit Analysis is merely the most accurate description of what the process of undertaking a risk assessment should

mean in an educational setting. Simply put, there must be a balance between the benefits of the experience against the taking of the risks identified.

The HSE, the OEAP and other reputable bodies such as Royal Society for the Prevention of Accidents (RoSPA) are explicit in their view that, in the education sector, the legal requirement to manage risks is about reducing them to an acceptable level and not necessarily eliminating them altogether as might reasonably be expected in an industrial workshop or a manufacturing process. Exposure to well managed risks helps young people learn and consolidate invaluable life skills, including how to manage risk for themselves. Responding to this need may well be a fundamental aim of many learning outside the classroom opportunities. The HSE 'Principles of Sensible Risk Management' which promotes this view can be found at Appendix H.

Your procedures for risk management should demonstrate a **commitment** to promoting the view that it should be:

- Simple.
- Manageable.
- Proportional.
- Suitable and sufficient.

In a **visits context**, this calls for the process to manage risks by:

- Being an integral part of the overall planning process for the visit.
- Ensuring leaders have the competence to manage the process positively and successfully.
- Focusing on the competence of leaders and group members.
- Building on previous experience of similar visits.
- Encouraging the process to be collaborative, ideally involving both the staff team and the young people.

The process will be most effective when it:

- Recognises the experience and professionalism of leaders.
- Provides evidence that the process has been followed.

The **key terminologies** all staff involved in visit planning must understand are as follows:

- **BENEFITS** – positive learning outcomes to be achieved by participating in the chosen activity.
- **HAZARD** – anything with the potential to cause harm.
- **RISK** – the possibility that someone will be harmed by the hazard identified.
- **CONTROL MEASURES** – arrangements in place to reduce risks to an acceptable level.

The **key stages of risk assessment** all staff involved in visit planning must understand are as follows:

GENERIC RISK ASSESSMENT – usually a written risk assessment identifying common hazards, risks and control measures associated with a particular activity e.g. Transport by Road. They are a starting point for the development of a visit safety management plan, based on experience of similar visits. They are often overly comprehensive and their purpose is to provide generic prompts to visit leaders on managing the challenges they may face. Generic risk assessments adopted from outside the setting should be made personal to the setting before being introduced to staff e.g. by adding the school name and removing anything inappropriate such as reference to requirements in the Early Years when adopted by a secondary school for example.

EVENT SPECIFIC RISK ASSESSMENT – a risk assessment undertaken by the Visit Leader involving other supervisory adults (and where appropriate young people) specific to a proposed visit location, activity, group etc. Usually using the generic risk assessment as a prompt, the event specific risk assessment will be written to take into account the chosen venue, the unique characteristics of the particular group, and any activity-specific needs, including the environment, accommodation, the leaders and factors such as transport. Where an event specific risk assessment is required (for Category 2 visits), use of a generic risk assessment cannot be deemed 'suitable and sufficient' unless it is:

- Suitably amended to reflect the actual visit risks that are significant.
- Dated with a month and year as a minimum for when it was carried out.
- Signed by the assessor (where illegible they must also print their name legibly).

DYNAMIC RISK ASSESSMENT - what steers how decisions are taken during the visit. It is about applying sound group management strategies in appropriate situations. While it will be informed by what was planned and should reflect the recorded, event specific risk assessment, it will be a dynamic process and is **not required to be written down**. It involves professional judgements, informed by competence based on training and experience, and will be responses to changing circumstances. It is critical that the planned control measures are monitored and confirmed or adapted as events dictate. In practice, it is only these on-going decisions that will determine whether the group remains safe and whether the activity is successful.

THE REVIEW PROCESS – an essential part of sound risk management, the lessons learnt from dynamic risk assessment should inform future visit plans by way of refined generic assessments. It is therefore essential that records of any accidents or near misses during the visit are available.

An ideal **risk management process** includes:

- A clear identification of the targeted benefits and learning outcomes.
- An input of the whole staffing team at the planning stage.
- An input by young people where appropriate.
- A thorough briefing of any volunteers.
- Referral to existing generic risk assessment documents.
- Support and guidance from the EVC.
- Identification of any training needs.
- Some reflection on any lessons learned from the last similar visit.
- Some reflection on lessons learned from other parties that have experienced problems with similar activities.
- Producing written evidence that records the above process.
- After the event, the updating of any risk management format, identifying any salient points to inform any repeat visit.

A written **risk assessment should take into account** the:

- Venue – site, location, environment, accommodation, remoteness from support etc.
- Group – age, ability, behaviour, fitness, send, medical needs etc.
- Programme of activities – complexity, kit/equipment required, plan b etc.
- Staff - competence, experience, qualifications, supervision issues etc.

In Section 3 the two-tier risk assessment approach to Category 1 and Category 2 visits was briefly explored.

Cockermouth School's commitment to proportionate risk management is undertaken utilising the generic risk assessments available through Kym Allan Health & Safety Consultants Ltd.

Category 1 visits are approved internally by the EVC and must be notified to them at least 2 weeks before departure. Staff organising a Category 1 visit will:

1. At the earliest opportunity identify the targeted benefits and learning outcomes as well as basic visit requirements e.g. Funding, staffing, provider assurances etc., together with any other people involved.
2. Identify generic risk assessments that may apply.
3. Plan the visit using venue and/or activity provider information together with the generic risk assessments as a prompt to identify any special arrangements necessary i.e. Review of the generic transport by rail risk assessment should prompt a visit leader to ensure a rail service 'travel assistance' booking is made to help him manage the young person in the group who has recently fractured a leg and is using a wheelchair temporarily.
4. Make event specific arrangements, but should **not** need to make event specific risk assessments at this level unless there is something exceptional about the activity, location or participants. Visit leaders who are at all unsure should check with the EVC.

Category 2 visits may require the approval of the Governing Body and must be notified to the EVC at least 8 weeks before the proposed departure date. Staff organising a Category 2 visit will:

1. At the earliest opportunity identify the targeted benefits and learning outcomes as well as basic visit requirements e.g. Funding, staffing, provider assurances etc. For a visit, together with any other people involved.

2. Seek specialist advice as required from the EVC.
3. Review generic procedures e.g. For emergencies off-site and **make visit specific plans**.
4. Review generic risk assessments and create a new record of **only the significant risks** associated with this specific visit, signed and dated.
5. Record the visit using the online visits module at www.kymallanhsc.co.uk and upload any relevant accompanying documents e.g. Itinerary, letters to parents, risk assessments, individual health care plans etc. At least 6 weeks before departure. The visits module user guide is accessible from firefly/educational visits/ evolve.
6. Fully inform parents and offer them the opportunity to withdraw the consent already held for their child.
7. Ensure that the online process is fully complete in good time by checking the status of their visit on the online summary page and attaching all final details such as registers and allocating the emergency base contact people.
8. Collate and distribute as necessary all emergency information prior to departure.

7.1 Duty of Care Explained

The staff, volunteers and third parties we engage to work for or with us have a legal duty to take *reasonable* care to avoid acts or omissions which could *reasonably* be foreseen to cause injury to anyone for whom they should *reasonably* have regard.

The legal expectations for standards of care are:

- non-specialist/non-professional adult = that of a 'reasonable person' (traditionally referred to as what "the man on the Clapham omnibus" would do).
- adult with expertise/specialist knowledge = that of a 'reasonable professional' (a higher standard than that of the 'reasonable person').
- Employers = 'in so far as is reasonably practicable' (the balance of costs against the benefits of putting controls in place deciding what people do in the employer's name - the highest standard).

When our staff and volunteers work with vulnerable people, which all persons aged under 18 are by definition, this duty is non-delegable (and school insurers may remain liable). All staff and to some extent, volunteers must ensure third parties "take reasonable care" too.

7.2 Effective Supervision

There is no such thing as a definitive ratio for a specified age group undertaking a particular activity off site. This is purely a risk management issue. The only legal requirement regarding supervision applies to children aged five and under who must be accompanied off site by a person holding a current Paediatric First Aid certificate.

Best practice says that there should be a minimum of two competent adult supervisors accompanying any visit one of whom should be an employee. Where best practice cannot be adhered to, the visit should be subject to further careful planning and enhanced back up procedures must be in place e.g. visit return should the sole supervisor and driver become incapacitated etc.

Best practice also says that supervision of a mixed sex group on residential visits should be by mixed sex supervisors. Where single sex supervision only is available for a mixed sex group it **must** be specifically drawn to the attention of those with parental authority.

Below are some "starting points for consideration" when planning visit supervision, however they are exactly that – starting points and will only apply where the activity is relatively straightforward and assuming the group has no special requirements:

- School years 4-6 (aged 8-11), 1:10-15 + 1 competent adult supervisor.
- School years 7 onwards (aged 11+), 1:15-20 + 1 competent adult supervisor.

Without special safeguards or control measures, these ratios will **not** be adequate to meet the needs of most residential or more complex visits. **The above ratios must be used with professional prudence!**

8. Assessing Venues and Activity Providers

All visits should be thoroughly researched to establish the suitability of facilities and providers as an essential part of risk management.

Visit Leaders are responsible for ensuring that facilities and third party provision meets expectations and needs by seeking sufficient assurances of quality and safety.

When choosing any kind of activity provider for learning outside the classroom, when they have:



an Adventure Activity Licensing Service (AALS) Licence
(covering safety only of certain activities)

A Learning Outside the Classroom Quality Badge
(covering quality and safety)



an Adventuremark (covering safety only)

Status as a National Governing Body for an activity e.g. the British Cycling Federation; Archery GB (formerly the Grand National Archery Society) etc. (applicable only to provision of that single activity).



No further quality assurances are required.

However, Visit Leaders should still consider whether:

- The values and ethos of the provider match expectations.
- There a clear understanding about the responsibility for supervision at all times.
- Respective roles of provider staff and setting staff are clear.
- Adequate provision can be made for any special needs.
- The programme is flexible to meet changing circumstances.
- The provider can be involved in evaluation of learning objectives and to what extent.

If a provider does not hold a suitable accreditation which covers all aspects of their provision, then Visit Leaders must use other means to gain assurances about relevant aspects of their operation including:

- ✓ Insurance;
- ✓ Compliance with legal requirements;
- ✓ Health, safety and emergency policies and procedures;
- ✓ Use of vehicles;
- ✓ Staff competence;
- ✓ Safeguarding;
- ✓ Accommodation; and
- ✓ Sub-contracting (where appropriate).

It is not necessary to look for such accreditation or assurances from facilities that are open to the public and where no arrangements are made for them to provide activities or supervision, but they must still be assessed as suitable for the needs of the visit.

While websites, review forums and smart communications make it easier than ever before to gather information about facilities and providers, there is no substitute for a preliminary visit and we are committed to enabling staff to make them where possible. The school cameras are available for such fact-finding missions and will help Visit Leaders feedback to senior leadership.

Visit Leaders should use a preliminary visit to address the following questions:

- Will the venue be suitable to meet planned aims and objectives?
- Are there any particular hazards or threats which need to be considered in risk-benefit assessments and emergency procedures?
- What will be the options if daylight, water level, temperature, weather, under-foot conditions etc., differ significantly from the pre-visit?
- Do leaders have sufficient knowledge and understanding of the venue, facilities and activities to feel confident when planning the visit?
- Will the venue be able to cater for the full range of group needs, including any special needs?
- Will the group need any specialist equipment?
- Are there any staff training needs?
- Will participants need to be prepared or trained?

Where a preliminary visit is not reasonably practicable, the Activity/Visit leader should give special consideration as to how they will gather sufficient information to make an adequate assessment of their risk management and other issues.

In the absence of first-hand observations and credible assurances as set out above, information should be sought from reliable sources such as:

- The Employer Outdoor Education Adviser [to contact Richard Simpson ask the EVC or contact KAHSC].
- Colleagues from this or other educational settings.
- Similar groups that have recently visited the venue or used the facility/provider.
- Reputable organisations such as tourist boards.

9. Transport

Visit Leaders should ensure **coaches, buses and their drivers** are hired from a reputable company that has a Public Service Vehicle (PSV) Operator's Licence; adequate breakdown and emergency procedures and that can adequately manage any disability access requirements. Hired drivers of such vehicles are not required to hold an Enhanced Disclosure for Regulated Activity since they are not undertaking the work on a regular basis. Using a company and a driver engaged in LA contracts for home-to-school transport (which is a Regulated Activity) will ensure a driver does have an Enhanced Disclosure.

Minibus drivers must be competent and work within the law. The issues for consideration are:

- Driver issues around competence including licensing, driving hours/non-driving hours & capacity to concentrate (fatigue), towing, lone driving etc.
- vehicle issues around, licensing of drivers (when a minibus weighs over 3.5 tonnes Maximum Authorised Mass (MAM) or 4.25 tonnes adapted), capacity to carry passengers and equipment/baggage safely (MAM and flying objects in a crash), distance driving, maintenance/pre-use checks, Section 19 Permit etc.
- Journey issues around insurance; the type of journey, route, navigation & distance from support; weather, traffic & driving conditions; passenger supervision & comfort breaks; and driving abroad issues to be considered (as set out in KAHSC Safety Series G11 Driving a Minibus).

All School minibus drivers should undergo a regular minibus drivers test provided by the School.

Transporting young people in **private cars** requires careful consideration.

Vehicle drivers cannot drive and supervise young people at the same time therefore a judgement must be made regarding likely behaviour and individual needs of passengers. If direct supervision is deemed likely to be necessary, another adult must be appointed to this role and travel also.

10. Emergency Procedures and Incident Reporting

The Schools Health and Safety Policy guidelines must be adhered to.

10.1 First Aid

Every visit and the potential need for First Aid provision should be considered as part of the risk management process. “Appropriate” first aid provision will be determined by the:

- Nature of the activity.
- Nature of the group.
- Likely injuries associated with the activity.
- Extent to which the group may be isolated from normal ambulance support, or a known point where a qualified first aider will be available.

A very basic level of first aid support must be available at all times. This will require that one or more of the staff supervising the activity:

- Knows how to access qualified first aid support (at a venue or from within the group).
- Has a working knowledge of simple first aid and are competent to use the first aid materials carried with the group.

The above is equally applicable to groups of young people where they are subject to remote supervision for significant periods of time e.g. when involved in a Duke of Edinburgh Award expedition.

For some activities (most commonly defined adventure activities supported by National Governing Body qualifications) there is a good practice expectation that requires those leading such activities to hold a current and appropriate first aid qualification.

It is a legal requirement that all minibuses carry a first aid kit.

10.2 Supporting Students with Medical Conditions

In line with our policy on Supporting Students with Medical Conditions, staff will be made aware of how a child’s medical condition might impact on their participation in educational visits or sporting activities through development of the Individual Healthcare Plan (IHCP). Every effort will be made to ensure there is enough flexibility in arrangements so that all children can participate according to their abilities and with any reasonable adjustments. This may include reasonable adjustment of the activities offered to all children i.e. changing a less accessible venue for one that is more so, but can still achieve the same educational aims and objectives.

A student will only be excluded from an activity if the Headteacher considers, based on the evidence, that no reasonable adjustment can make it safe for them or evidence from a clinician such as a GP states that an activity is not possible for that child.

A risk assessment for an educational visit may need to especially consider planning arrangements and controls required in order to support a student with a medical condition. The IHCP is a risk assessment and will be used alongside usual visit risk assessments to ensure arrangements are adequate. This may also require consultation with parents and students and advice from a relevant healthcare professional. The IHCP may need to form part of the visit information pack, including uploaded to a visits notification online system (www.kymallanhsc.co.uk or Evolve) where relevant.

Normally medicines which require administration will be prescription only, but for some off-site activities could include non-prescription medicines such as anti-histamines etc. A copy of the Students Medical Data sheets will be carried by every member of the visit staff and volunteers will know how to access these in the event of the leader’s incapacity.

Young people who require emergency medicine such as adrenalin in an Epi-pen will usually have on the premises an ‘Orange Box’ containing medicine, the means to administer it, medical information in brief and a record sheet. While the contents of the ‘Orange Box’ must accompany the young person off-site, the Box itself does not as it is both unwieldy and does not serve to preserve the dignity of the young person required to carry it. It is best practice for the young person to carry and wherever possible, administer their own emergency medicine at the earliest age as this is an essential life skill that must be built upon at every opportunity. This may require careful management which should be clearly set out in brief in the appropriate visit risk assessments.

10.3 Accident/Incident Recording and Reporting

Should an accident occur it must, where applicable, be recorded in the accident book at the venue where it happened. When the visit returns the accident should also be recorded SIMS, and where appropriate an accident report form should be completed, a copy retained and a copy forwarded to Kym Allan Health & Safety Consultants Ltd. If the accident resulted in a major injury i.e. fracture, concussion, hospital treatment etc. it is advisable to obtain witness statements. Young people have until their 21st birthday to make a claim for compensation so it may be years before any claim transpires by which time staff may have moved on, making it difficult to compile the necessary information to defend such a claim.

Detailed guidance regarding accident recording, reporting and investigation is available in Safety Series G03 – Accident Reporting & Investigation and our own Accident and Incident Recording and Reporting Procedures of Firefly.

10.4 Critical Incident Procedures

Refer to Cockermouth School's Critical Incident Policy which is available on Firefly.

11. Inclusion

The Equality Act 2010 replaces previous UK anti-discrimination legislation and states that the responsible body of a school must not “discriminate, harass or victimise a student to whom one of the Protected Characteristics applies (disability; gender reassignment; pregnancy and maternity; race; Religion or belief; sex and sexual orientation) in the way that it affords (or not) the student access to a benefit, facility or service. There is a duty to make reasonable adjustments.”

However, the *'Disability Discrimination Act Code of Practice for Schools'* (which has not yet been repealed) states that 'where a child has a behaviour difficulty for a reason other than a disability, for example arising from social or domestic circumstances, it is likely that such a difficulty is not covered by the legislation'.

It may be reasonable to exclude a young person where their behaviour presents a significant, unmanageable and unacceptable risk to the health, safety and welfare of themselves or any other person who might reasonably expect protection from harm including staff and the public. This decision should only be taken after extensive consultation with all those who have responsibility for them including staff, parents, any third party provider and possibly their GP.

Where there is some doubt about including or excluding a young person on the grounds of their behaviour, the following points should be considered:

- Identifying issues at the earliest stage of planning.
- Involving all interested parties.
- Recording this process.
- Establishing a behaviour management plan with agreed action points that may enable inclusion on the visit.
- Establishing behaviour targets and timescales to be met to allow inclusion, or trigger a decision to exclude.
- Providing an additional adult, such as a parent or support worker, with a specific brief to manage behaviour issues.
- Ensuring that what is expected of staff is reasonable and within their competence.

12. Insurance

The range of insurance policies which cover various aspects of potential visits liabilities, some compulsory and others optional, include:

Employer's Liability (ELI) – indemnifying the setting against compensation claims for injury of person brought by employees and those acting in a voluntary capacity (compulsory for employers). Visit Leaders must understand how their management of visits can affect this cover e.g. the process for engaging and managing the 'work' of volunteers.

Public Liability (PLI) – indemnifying the setting or provider against compensation claims for injury of person or damage to/loss of property brought by anyone other than its own employees or

volunteers (optional). Settings should have their own PLI and should not engage a third party provider who offers no PLI. There is no recommended minimum amount of PLI to seek from a third party provider, but £2 million for personal injury would seem reasonable given the decades rather than years of accident aftercare that may be required by a child. Careful consideration should be given to using adventure activity providers who offer less.

Personal Accident (PAI) – providing for financial settlement on the basis of any non-fault personal injury (optional). No Employer/Public Liability Policy will cover injury of person where there is no fault.

Comprehensive Travel Insurance (CTI) – providing for financial settlement usually on the basis of personal accident; cancellation and curtailment; personal effects and money; medical expenses and repatriation etc. (optional, but never to be viewed so for any visit abroad where medical cover is essential). Special care may need to be taken to get adequate cover where people with pre-existing medical conditions are travelling.

Tour Operator Insurance Package (TOIP) – usually covering the range outlined above (optional). Visit Leaders who use tour operators must understand that any such policy is normally optional and that they need to evaluate it carefully against visit needs and any other cover already in place.

Running simultaneous insurance policies covering the same liabilities must be avoided as the claims process can be complicated and protracted with each insurer needing to agree their share. If an existing policy appears inadequate it may be preferable to seek extensions to it from your supplier or get separate and specific cover to fill any gap in provision from another supplier.

13. Finance

Visit Leaders must understand their role in providing best value and avoiding any significant visit deficit/surplus as well as their setting's policy with regard to charging and the remission of charges.

The overriding principle our Visit Leaders work to is that costs are budgeted for with very great care taken to ensure there is no surplus or deficit of any significance in the first place. Another guiding principle is that contingency funding should not be built into visit costs unless they are simple, predictable and will arise under circumstances outside the direct control of the setting. For example on the Wednesday of the residential the trip activity will cost £X. If the weather is wet the alternative activity will cost £2X. The Visit Leader should budget for the wet weather activity. There should be other means i.e. the school credit card to manage minor financial disasters such as missed transport connections or lost tickets etc.

Surplus visit funds will be disposed of as decided by the Headteacher in line with normal financial regulatory procedures i.e. returned to parents or retained and accounted for future visits. Visit Leaders are encouraged to plan small 'upgrades' into the latter part of a trip where a surplus is expected. This is where a Visit Leader will have 2 alternative plans based purely on cost e.g. meal option 1 or meal option 2. Otherwise Visit Leaders who realise as the trip is ending that they have a surplus should spend it on the attendees e.g. a snack break paid for by the trip funds rather than out of students' pockets as originally planned. This is a relatively fair way to distribute any small surplus.

14. Visit Monitoring

Employer-led monitoring, often carried out by Governors using a Governor Monitoring Pack and the setting records, should ensure that:

- The Health and Safety Policy adequately references visits and directs staff to follow the detailed Visits Procedures.
- Both policy and procedures are regularly reviewed and updated to remain current and in line with good practice.
- Staff have easy access to the Health and Safety Policy, the OEAP National Guidance where adopted, the Visit Procedures and any forms or online system.
- Staff have access to relevant training that supports the implementation of procedures e.g. EVC training, Visit Leader training.
- The setting has access to advice and further information to clarify the Procedures.
- EVCs are appointed, trained and revalidated in accordance with the Procedures.
- Practice, including any notification and approval procedure, complies with the Procedures.

- EVCs keep proper records.

All trips should be evaluated upon return and the EVC should be invited to attend any debriefing meeting. Where incidents or accidents have occurred a formal debrief should be carried out by the Headteacher and the EVC. This initially should primarily be undertaken with the Visit Leader, however, depending on the level of the incident all other staff and volunteer may need to be included.

Educational Visits Generally Described as 'Category 2 Visits'

This system of the categorisation of school trips, educational visits or learning outside the classroom is in use nationwide. This list is indicative and not exhaustive of the types of visit that should normally be classified as a Category 2 Visit with all of the implications for enhanced planning, assessing, monitoring, reporting and employer approval that this entails. If in any doubt about the Category into which a planned visit falls, advice should be sought from a relevant authority.

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

Parental Consent Form: Trips, Images and Pain Relief

Dear Parent/Carer,

Cockermouth School is aware of the value of Educational Visits and as such looks to include as many student in these as is practicably possible. However, we must exercise our 'Duty of Care' whilst undertaking these activities. We are therefore seeking to obtain your written consent.

This written parental consent will last for all activities for the duration your child attends Cockermouth School unless family circumstances which may affect parental responsibility change. **You may withdraw any of these consents at any time.**

Educational Visits

Please read the declaration, complete the medical information and communication sections and tell us who your two main emergency contacts are should your child experience an emergency at Cockermouth School or off-site.

The Use of Your Child's Image

We may wish to take images of activities that involve your child and use them for displays inside or outside Cockermouth School, in publications and on web/social networking sites managed by us, or with our permission, others associated with us. This may include pictures that have been drawn by children. Images that might cause embarrassment or distress will not be used nor will images of your child be associated with materials or issues that are considered sensitive. You can ask to see any images that we hold of your child at any time.

Photography or filming will only take place with the permission of the Senior Leadership Team, and under appropriate supervision. When filming or photography is carried out by the news media, they are exempt from the data Protection Act 1998, but it is our policy that children will only be named if there is a particular reason to do so (e.g. they have won a prize), and no other personal details will be given out. However, it is important to understand that unless your child is part of a large group, it is likely that the media will require your child's full name before an image is used. If you give your consent to this, you should be aware that these images and your child's name may appear in local or national newspapers and worldwide online.

Please carefully consider the consent descriptions in the form below and indicate those which you **do** consent to by initialling beside each one. Where you do not consent, please leave the space blank.

If you wish to attend Cockermouth School functions and take images of your child, please be sensitive to other people and try not to disrupt concerts, performances and events. Please also bear in mind that you may capture other people's children and you should ensure the images you have taken are appropriate. If you or your child intends to share such images you should only share them publicly with the express permission of the parents of everyone in the images. Please also note that we ask all parents and students to support our approach to E-safety and not upload or post to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of Cockermouth School community or bring the School into disrepute.

The Giving of Medicines (necessary pain relief only)

We will not give your child any medicine, including necessary pain relief, unless it is in line with our policy for Supporting Students with Medical Conditions (available on request) **and** you give your express consent by signing the form below (do you also want to clearly limit the circumstances where this might apply e.g. residential visits only) If you do not consent to the giving of pain relief medicine should it become necessary during school, cross through the declaration before signing the form. If your child requires regular medicine for a health or medical condition, we will need more detailed information about the medicine and as part of your child's Individual Healthcare Plan you will be asked for that separately.

Please return the completed form to our Administration Team either by handing these in at form time or at the School's main reception.

Parental Consent Form - Trips, Images and Pain Relief

Name of Child:		Date of Birth:	
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EDUCATIONAL VISITS

This consent will last for the time that your child is with us at Cockermonth School, but it is good practice for us to confirm your consent for residential or adventurous visits again at the time we run such activities because we may require further information relevant to that single trip e.g. phobias, swimming ability, sleepwalking etc. When you are informed that this kind of visit will take place, you will be asked for further information and offered an opportunity to withdraw this consent. You should also complete and return any slip provided at that time.

I consent to my child taking part in school trips and other activities that take place off-site **and** to them being given urgent medical/dental treatment or necessary pain relief during any trip or activity.

I understand that:

- **All** 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 *and*
 - off-site sporting fixtures outside the normal school day,
- Cockermonth School will provide me with information about each trip or activity before it takes place.
- I can inform school that I **do not** want my child to take part in a particular trip/activity and I should do so in writing.
- I **must** ensure that I and my child understand and agree to abide by any trip Code-of-Conduct.
- I **must** keep school informed if any medical information I have provided becomes out-of-date or where religious beliefs may impact on any medical treatment my child may receive.
- I **must** keep school informed if any emergency contact information I have provided becomes out-of-date or does not apply to a particular trip and I must provide alternatives as necessary.
- All school activities are appropriately insured. I also understand the extent and limitations of this insurance (details available on request).

Medical Information: Details of any medical conditions including allergies and travel sickness that my child suffers from and any medicines with dosage etc. that they should take during off-site activities including those outside school hours or overnight – attach additional sheet if necessary.

Communication: initial under YES or NO	YES	NO
I am able to use the school website to keep up to date with information about school and in particular, activities, visits and fixtures.		

EMERGENCIES	Emergency Contact 1		Emergency Contact 2	
Name:				
Relationship:				
Telephone Number(s):	Work:		Work:	
	Home:		Home:	
	Mobile:		Mobile:	

USE OF YOUR CHILD'S IMAGE – <u>initial</u> where you <u>do</u> consent and <u>leave blank</u> where you <u>do not</u> consent	Initials
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I consent to images of my child being used for official school purposes of promoting or publicising the school and events in accordance with the school policy.	
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I consent to images of my child being used on the school website, on websites of those organisations permitted to use images by the school and school managed Social Network sites and I understand that these images will be available on the World Wide Web.	
I consent to images being used with my child's full name in news media.	

THE GIVING OF NECESSARY PAIN RELIEF MEDICINE ONLY
<p>We will not give your child any medicine, including necessary pain relief, unless it is in line with our Supporting Students with Medical Conditions Policy (available on request) and you give your express consent here.</p> <p>I consent to my child receiving necessary pain relief medicine in line with the school policy and as per my instructions or those of a medical practitioner. I understand that if my child will require the regular administration of medicine at school, even for a limited time, I must complete another form with full details e.g. what, when, dose etc.</p>

Signed:		Date:	
Print Name:		Relationship to Child:	

Model Parental Consent - Residential Trips and Adventure Activities

Dear Parent/Carer,

While we already hold your consent to take your child on trips off-site, it is good practice that for some visits we ensure you have received all of the information you need for your consent to remain valid and that we check there is no further or updated information about your child that might affect visit plans. **Finish with final trip information and/or instructions on completing the form below).**

Trip Name:		Trip Date(s):	
Name of Child:		Date of Birth:	Form:
<p>Medical Information: Details of any medical conditions including allergies and travel sickness that my child suffers from and any medicine with dosage etc. that they should take during off-site activities including those outside school hours or overnight – attach additional sheet if necessary.</p>			
<p>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.</p>			
<p>Recent Illness/Accident: Details of any recent illness, injury or contagious/infectious disease and how it may affect my child and their participation.</p>			
Last Tetanus Vaccination (date):			
Swimming Ability & Confidence:			
EMERGENCIES	Emergency Contact 1	Emergency Contact 2	
Name:			
Relationship:			
Telephone Number(s):	Work:		Work:
	Home:		Home:
	Mobile:		Mobile:
<p>I consent to my child taking part in the above trip or activity and to them receiving urgent medical/dental treatment, necessary pain relief or medicines as detailed above. I have ensured that my child understands and agrees to abide by the conduct expectations involved. I confirm that at least one of the named contacts I have provided above are available for the duration of this trip, should an emergency occur. I also understand the extent and limitations of the insurance cover provided (details available on request).</p>			
Signed:		Date:	
Print name:		Relationship to child:	

Visit Leader: Emergency Action Card

Serious Incident - Immediate Action:

1. **REMAIN CALM** – Assess the situation – nature and extent of the incident.
2. Safeguard yourself and the uninjured. Ensure everyone is:
 - ✓ accounted for,
 - ✓ safe,
 - ✓ adequately supervised, and
 - ✓ supported, reassured and briefed so that they understand what to do to stay safe.
3. Follow your established emergency procedures for *this* activity - send for help if you need it.
4. Establish the extent of any injuries and administer appropriate first aid to:
 - a). preserve life,
 - b). prevent the condition worsening, and
 - c). promote recovery.

Essential First Aid:

1. Breathing - Clear airway? Artificial ventilation? Recovery position?
2. Beating – Circulation? External chest compressions?
3. Bleeding – Find and stop serious external bleeding. Apply pressure & elevate?
4. Breaks - Look and feel for irregularities. Support?
5. Environment – Warm? Sheltered?
6. Monitor – Condition stable? Emotionally supported?

Summoning Help:

1. Get qualified help ASAP - contact the appropriate emergency service(s) giving your:
 - group's name and your visit leader's name (and your name if that's not you),
 - your exact location,
 - nature of emergency and the number of injured persons,
 - actions taken so far,
2. Follow advice from the emergency services.
3. Contact and advise your Emergency Base Contact of the incident and action taken – get appropriate support for you.
4. Contact and advise any local base being used by your group.

Recording Incidents:

Use a Visits Emergency Incident Record Sheet to accurately record the:

- time, date and nature of the incident;
- accurate incident location;
- names of casualties;
- details of injuries;
- names of others involved but not injured;
- locations of all involved when moved from the site;
- names and contact details of witnesses;
- action taken;
- action still to be taken and
- agreed plan for further action.

Essential: Dos and Don'ts:

Do
<ul style="list-style-type: none"> • Control indiscriminate use of mobile phones by the rest of the group • Ensure you provide the most accurate incident information you can • Send an appropriate adult with casualties to hospital with parental consent forms/medical info. • Ensure the uninjured are returned to base as soon as possible • Keep an accurate, real-time record of all actions as they occur. • Notify key parties as soon as possible • Continually monitor the situation, observe, liaise and seek advice as appropriate
Don't
<ul style="list-style-type: none"> • Split up the group - unless it is the only way to get help – leave nobody alone • Give to parents any telephone numbers that activate the Critical Incident Management Plan. • Have direct contact with parents from the scene – leave that to your base contact • Admit anything (may invalidate insurance) or discuss liability with anyone • Sign anything • Speak to the media – refer them to your employer's media contact

Notifying Key Parties:

Details should be input on the Visit information sheet using the EVOLVE system .

**First Contact: Emergency Action Card
On Receiving a Call****1. Take down** the following information:

Who is calling?
If you have more than one, which school/setting are they from?
What is their role in the group (leader, assistant leader, participant)?
What number can they be called back on should you be disconnected?
What has happened? What is the nature of the emergency?
What is the number and status of any casualties?
What is their current location?
What is the total number of people in the party?
Are they staying where they are or moving? If they are moving where to?

What help do they require?
What time did the incident happen?
What time is it now?
Anything else?

1. **Reassure them** and tell them they will be called back once you have contacted a senior manager (at least within 15 minutes).
2. **Contact staff** in the following priority order and give them the information you have noted.

See Critical Incident Policy for contact details.

This statutory guidance on the supervision of activity with children which is regulated activity when unsupervised is also published separately on [GOV.UK](https://www.gov.uk).

1. This document fulfils the duty in legislation^{1 2} that the Secretary of State must publish statutory guidance on supervision of activity by workers with children, which when unsupervised is regulated activity. This guidance applies in England, Wales and Northern Ireland. It covers settings including but not limited to schools, childcare establishments, colleges, youth groups and sports clubs.
2. For too long child protection policy has been developed in haste and in response to individual tragedies, with the well-intentioned though misguided belief that every risk could be mitigated and every loophole closed. The pressure has been to prescribe and legislate more. This has led to public confusion, a fearful workforce and a dysfunctional culture of mistrust between children and adults. This Government is taking a different approach.
3. We start with a presumption of trust and confidence in those who work with children, and the good sense and judgment of their managers. This guidance applies when an organisation decides to supervise with the aim that the supervised work will not be regulated activity (when it would be, if not so supervised). In such a case, the law makes three main points:
 - There must be supervision by a person who is in regulated activity³.
 - The supervision must be regular and day-to-day.
 - The supervision must be “reasonable in all the circumstances to ensure the protection of children”.

The organisation must have regard to this guidance. That gives local managers the flexibility to determine what is reasonable for their circumstances. While the precise nature and level of supervision will vary from case to case, guidance on the main legal points above is as follows.

4. Supervision by a person in regulated activity/regular and day to day: supervisors must be in regulated activity themselves⁴. The duty that supervision must take place “on a regular basis” means that supervision must not, for example, be concentrated during the first few weeks of an activity and then tail off thereafter, becoming the exception not the rule. It must take place on an ongoing basis, whether the worker has just started or has been doing the activity for some time.
 - Consider whether the worker will be supervised by a person in regulated activity, and whether the supervision will be regular and day-to-day, bearing in mind paragraph 4 of this guidance.
 - Consider whether the supervision will be reasonable in all the circumstances to ensure the protection of children, bearing in mind the factors set out in paragraph 5 of this guidance above; and if it is a specified place such as a school.
 - Consider whether the supervised worker is a volunteer.

¹ Safeguarding Vulnerable Groups Act 2006, amended by Protection of Freedoms Act 2012: Schedule 4, paragraph 5A: guidance must be “for the purpose of assisting” organisations “in deciding whether supervision is of such a kind that” the supervisee is not in regulated activity.

² Safeguarding Vulnerable Groups (Northern Ireland) Order 2007, Schedule 2, paragraph 5A, is as above on guidance on “supervision” for Northern Ireland.

³ If the work is in a specified place such as a school, paid workers remain in regulated activity even if supervised.

⁴ In future, the Government plans to commence a statutory duty on an organisation arranging regulated activity (under the 2006 Act or 2007 Order, both as amended) to check that a person entering regulated activity is not barred from regulated activity; and plans to commence a stand-alone barring check service by the new Disclosure and Barring Service.

Appendix F

5. Reasonable in the circumstances: within the statutory duty, the level of supervision may differ, depending on all the circumstances of a case. Organisations should consider the following factors in deciding the specific level of supervision the organisation will require in an individual case:
- Ages of the children, including whether their ages differ widely.
 - Number of children that the individual is working with.
 - Whether or not other workers are helping to look after the children.
 - The nature of the individual's work (or, in a specified place such as a school, the individual's opportunity for contact with children).
 - How vulnerable the children are (the more they are, the more an organisation might opt for workers to be in regulated activity).
 - How many workers would be supervised by each supervising worker.
6. In law, an organisation will have no entitlement to do a barred list check on a worker who, because they are supervised, is not in regulated activity.

EXAMPLES

Volunteer, in a specified place

Mr Jones, a new volunteer, helps children with reading at a local school for two mornings a week. Mr Jones is generally based in the classroom, in sight of the teacher. Sometimes Mr Jones takes some of the children to a separate room to listen to them reading, where Mr Jones is supervised by a paid classroom assistant, who is in that room most of the time. The teacher and classroom assistant are in regulated activity. The Headteacher decides whether their supervision is such that Mr Jones is not in regulated activity.

Volunteer, not in a specified place

Mr Wood, a new entrant volunteer, assists with the coaching of children at his local cricket club. The children are divided into small groups, with assistant coaches such as Mr Wood assigned to each group. The Headteacher coach oversees the coaching, spends time with each of the groups, and has sight of all the groups (and the assistant coaches) for most of the time. The Headteacher coach is in regulated activity. The club managers decide whether the coach's supervision is such that Mr Wood is not in regulated activity.

Employee, not in a specified place

Mrs Shah starts as a paid activity assistant at a youth club. She helps to instruct a group of children, and is supervised by the youth club leader who is in regulated activity. The youth club managers decide whether the leader's supervision is such that Mrs Shah is not in regulated activity.

In each example, the organisation uses the following steps when deciding whether a new worker will be supervised to such a level that the new worker is not in regulated activity:

- Consider whether the worker is doing work that, if unsupervised, would be regulated activity. If the worker is not, the remaining steps are unnecessary.
- Consider whether the worker will be supervised by a person in regulated activity, and whether the supervision will be regular and day-to-day, bearing in mind paragraph 4 of this guidance.
- Consider whether the supervision will be reasonable in all the circumstances to ensure the protection of children, bearing in mind the factors set out in paragraph 5 of this guidance above; and if it is a specified place such as a school.
- Consider whether the supervised worker is a volunteer⁵.

⁵ A volunteer is: in England and Wales, a person who performs an activity which involves spending time, unpaid (except for travel and other approved out-of-pocket expenses), doing something which aims to benefit someone (individuals or groups) other than or in addition to close relatives; in Northern Ireland, a person engaged, or to be engaged, in an activity for a non-profit organisation or person which involves spending time unpaid (except for travel and other approved out-of-pocket expenses) doing something which amounts to a benefit to some third party other than, or in addition to, a close relative.

Code of Conduct for Visits

General Expectations

For the visit to be both beneficial and enjoyable for all, you will be expected to:

- Behave responsibly and show consideration for others.
- Comply with instructions.
- Take responsibility for your own possessions.
- Keep all facilities clean, tidy and undamaged.
- Abide by any host facility rules and regulations.
- Be aware of all emergency procedures.
- In the event of an emergency, follow emergency procedure instructions.
- Understand and follow the rules about the purchase, possession and consumption of alcohol.
- Understand and follow the rules about the purchase, possession and use of tobacco.
- Understand that the possession and use of non-prescribed drugs and/or illegal substances is strictly forbidden.
- Inform staff of any relevant medical conditions or injuries.
- Inform a member of staff if you have any concerns about safety or security.
- Report any damaged or unsafe equipment.
- Wear appropriate clothing.
- Return all borrowed equipment in the same condition in which you received it.
- Safeguard personal belongings and borrowed equipment.

On a coach or minibus

- Remain in your seat, unless given permission to do otherwise.
- Wear your seat belt.
- Stow luggage on the luggage rack or under the seat. Luggage should not block the aisle.
- Put litter in the bags provided.
- Do not distract the driver – no shouting out, no flash photography etc.
- If you begin to feel travel sick, inform a member of staff.
- When disembarking, be aware of traffic movement and direction.

Motorway service stops

- Follow instructions from staff about where you are allowed go and how long you may spend in the service station.
- Stay inside the service area for the duration of the stop.
- Be back on the coach at the given time.

On a ferry, at an airport and at a railway station

- Understand the importance of remaining in your group at these busy locations.
- Understand that timings are vital.
- Understand security arrangements and limitations.
- Follow instructions from transport operator staff.
- Follow all instructions about being on boat decks.
- Visit shops in groups - never alone.
- Stay back from the edge of railway platforms.
- Remember where the group is based and how to locate staff.

Staying in a hotel

- Read all notices and understand all instructions about fire and safety procedures.
- Understand the location of duty staff.
- Understand and comply with any instructions about permission to leave the hotel.
- Understand any instructions which limit your access to parts of the hotel, e.g. Bar, casino, swimming pool.
- Understand the dangers of balconies and any instructions about access to them.
- Understand all instructions about access to other people's bedrooms.
- Arrive on time for meals and meetings.
- Understand any restrictions on the use of mobile telephones, taking pictures, internet access and viewing videos and DVDs.

Excursions

- Remain in your designated group.
- Know which member of staff is your nominated leader.
- When unaccompanied by staff, ensure that you understand any instructions and limitations.
- Always carry your emergency contact card.

Failure to comply with this Code of Conduct may result in the implementation of sanctions against offenders and will be determined on a case by case basis.

I agree to abide by the above Code of Conduct.

Young Person Signature.....

Date

Parent/Guardian Signature

Principles of Sensible Risk Management



Sensible risk management **IS** about:

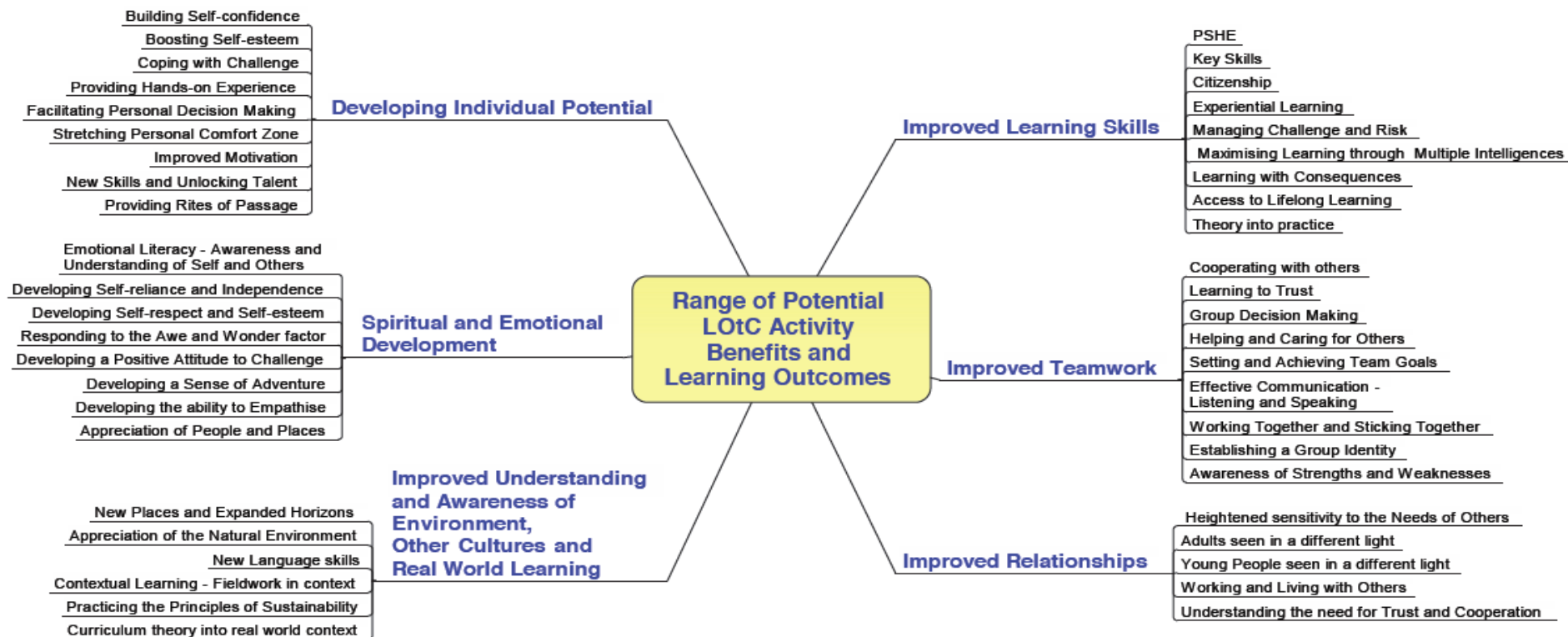
- ✓ Ensuring that workers and the public are properly protected.
- ✓ Providing overall benefit to society by balancing benefits and risks, with a focus on reducing real risks – both those which arise more often and those with serious consequences.
- ✓ Enabling innovation and learning not stifling them.
- ✓ Ensuring that those who create risks manage them responsibly and understand that failure to manage real risks responsibly is likely to lead to robust action.
- ✓ Enabling individuals to understand that as well as the right to protection, they also have to exercise responsibility.

Sensible risk management **IS NOT** about:

- ✗ Creating a totally risk free society.
- ✗ Generating useless paperwork mountains.
- ✗ Scaring people by exaggerating or publicising trivial risks.
- ✗ Stopping important recreational and learning activities for individuals where the risks are managed.
- ✗ Reducing protection of people from risks that cause real harm and suffering.



Planning and Negotiating Provider Learning Outcomes:



Course Organisers should consult with their staff team to identify core course aims/themes and the targeted outcomes they wish to prioritise and evaluate "with rigor". This can be the basis of negotiating a programme with a Provider to support your needs.

Visit Evaluation Form

To be completed by the visit leader for future reference

School or Setting:								
Visit Leader:								
Number in Group:	Total:		Boys:		Girls:		Supervisors:	
Date(s) of Visit								
Purpose of Visit:								
Venue:								
Commercial Organisation:								

Please comment on the following features:

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

Q	Question	Rating	Comment
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		out of 10	
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		

Visit Leader Name:

Signed: **Date:**

To be completed after all ventures and logged in the central records