

SECTION 6.

6. HOW TO ORGANISE A VISIT

6.1 GENERAL

This section contains all the information and forms that are required to organise a visit. A safe and successful visit is started at an early stage with good planning. This section should be read in its entirety and by doing so staff will cover the first stage of the risk assessment process, which is based on efficient planning and following guidance

RISK ASSESSMENT

1. Risk assessment is a legal responsibility of employers and must be carried out by a trained person usually the visit leader or organiser. It should be comprehensive but not complex. It is recommended that:

- the Checklists in this section and Sections, 8.9 and 10 provide the basis of an appropriate Risk Assessment;
- when completed, they should be approved by the Head/EVC and retained on file;
- other risks which are particular to the visit should be assessed, acted upon and recorded. A sample form and further information is provided later in this section;
- all adults with responsibility on the visit should be given a copy and understand the measures taken to minimise risk;
- an annual assessment of risk may suffice for a local visit which is frequent, providing that on-going monitoring is undertaken and it is reviewed by staff using it.

PURPOSE OF VISIT

2. Aims and objectives of the visit should be clearly identified at an early stage. These should be relevant to young people and curriculum needs, taking account of age, ability, previous experience and resources available. Clear, appropriate objectives will contribute significantly to the safety and well-being of the young person as well as to the educational outcomes. They will ensure:

- appropriate contribution to the overall educational aims of the school/centre;
- an appropriate structure and discipline for the visit;
- maximum motivation of young people;
- a choice of environment and activity appropriate to the maturity and experience of the young person;
- consideration of appropriate training, staffing and resources.

APPROVALS

3. Approval in principle should be sought from the EVC as soon as possible and before any financial commitment is made. Schools' policies will differ; organisers should check procedures and give adequate notice.
4. All visits involving adventure activities and all visits to 'wild country' must be notified to the LA using form OE2005 (Section 8). Visits Abroad must be notified to the LA (Overseas Visits form OSV 2005 Section 10)
 - Where commercial or external providers are used to deliver adventure activities, early consultation is advised.
 - Some of these activities may be subject to the Adventure Activities Licensing Regulations, 1996 (see Section 9).
 - Organisers should avoid any financial commitment until clarification has been obtained, either directly or through the Adviser for Outdoor Education. See Section 9 – Using an Outside Organisation
5. When booking with any external provider, the organiser must ensure that any contracts and booking forms are signed on behalf of the establishment by someone authorised to do so. See Section 5.
6. When all visit arrangements are completed, the relevant Notification Forms and Checklists should be signed by the EVC/Head and forwarded to the LA as appropriate.

PRELIMINARY VISIT AND RESEARCH

7. A preliminary working visit, by the party leader at least, is considered highly desirable on both educational and safety grounds. In some cases a preliminary visit is essential. Such cases will include:

- visits to be led by less experienced staff;
 - visits to unfamiliar terrain or location, especially where activity is by school/centre staff;
 - work with very young pupils or those with special needs;
 - visits to locations where there may be special hazards.
8. In situations where an advance visit is not possible, every effort should be made on arrival to check that prior assumptions about the area are accurate. Depending on location this check may need programming and staffing. A preliminary visit should seek to:
- check the appropriateness of the venue to young people's needs and to the objectives of the visit;
 - check for potential hazards;
 - check timings (local services, lengths of walks, tides etc.);
 - establish local contacts;
 - check accommodation, especially for fire-risk and evacuation;
 - agree in advance, between party leaders and centre staff, the division of supervisory responsibility;
 - obtain information on local services (locations of doctor, dentists, hospital, telephone, toilets);
 - ascertain an appropriate emergency action plan.
9. All other means of researching the area should be explored. Sources of information include: district councils, tourist offices, National Parks' information services, other city schools, other LAs.

STAFFING

10. Educational visits involve considerable responsibility on the part of teachers/youth workers and, in the case of residential stays, require a duty of care for young people for 24 hours every day.

To facilitate this, the Visit Leader **MUST**:

- ensure that the overall party size be restricted to that which is manageable in the circumstances;
- ensure that staff have specific abilities to cope with all planned activities;

- ensure that teacher and supervisory adult numbers are based on the guidelines later in this section;
- ensure that minibus drivers are appropriately qualified and prepared to undertake this role (see Section 11).
- recognise that large parties create special supervisory problems and should be sub-divided for activity purposes;
- be aware that small parties with minimum staffing are very vulnerable to staff illness or accident. This eventuality needs serious consideration at the early planning stage, especially for overseas or extended visits;
- have advance notice of any disabilities, health or fitness concerns amongst staff, pertinent to their role on the visit or any part of it eg. a predisposition to serious travel sickness;
- allow for the likely reduction in effectiveness of any member of staff who is accompanied on the visit by a close relation. This may be particularly relevant in an emergency situation.

STAFFING NUMBERS

11. The ratios are recommended MINIMUM supervisory ratios; ACTUAL ratios of adults to pupils may need to be in excess of this, but will depend on a variety of factors - group age and size, nature of the visit, time of year, group and staff experience etc. The use of suitable parents or other adult helpers should be considered - see following:

USE OF VOLUNTEERS

12. Adults, other than teachers/youth workers ancillary staff based at the school or centre, can make a valuable contribution to the success of the visit. The LA values and recognises this contribution, provided that:
 - any visit is led by a teacher or suitable LA employee approved by the EVC/headteacher/ senior youth worker;
 - teachers at the school or centre normally form not less than 50% of the minimum required staffing complement. (For under-5 children, where especially high levels of adult supervision are required, it is recommended that there should be at least one teacher for every 20 pupils, supported by a balance of approved adult helpers to the ratio given);

-
- volunteers are competent for their allotted tasks,
 - each individual is approved by both the head teacher/senior youth worker and visit leader and is entered on the voluntary helpers list kept by the school/centre;
 - they have been carefully briefed on the scope of their responsibility.
13. Where individual volunteers frequently help with school activities a full CRB check will be needed.
14. Headteachers should be aware of the potential for conflict if a parent of one of the pupils on the visit is included as a volunteer helper.

PREPARATION OF YOUNG PEOPLE

15. Adequate and appropriate preparation of young people will significantly enhance enjoyment, educational value and safety. The age, maturity and ability of young people will determine the nature and extent of such preparation but it should include:
- information and guidance on what the visit involves;
 - a clear understanding of what is expected of them, including standards of behaviour and the need to follow rules;
 - a knowledge of potential dangers and how to avoid them;
 - appropriate and inappropriate personal conduct;
 - what to do if approached by strangers;
 - meeting places;
 - action if separated from the group;
 - knowledge of emergency procedures;
 - the need to follow instructions of teachers, youth workers, supervisors and instructors.

PARTICIPATION

16. If the activity has been well chosen, most young people should be capable of undertaking it, perhaps with some effort. Young people should rightly be encouraged to undertake appropriate challenges during adventure activities but not be coerced where they have a genuine fear.
17. Where behaviour has implications for their safety, or that of the group, then the young person should be withdrawn from the activity.

-
18. Young people and parents should be made aware, before the visit, of arrangements for dealing with consistently bad behaviour, how a young person will be returned home early and who will meet the cost.

SELECTION OF YOUNG PEOPLE

19. Visits and residential stays offer valuable educational experience and should, wherever possible, be made available to all relevant young people subject to any limitations on numbers due to staffing or limited facilities.
20. Organisers are reminded of the need to use a non-selective method to limit numbers for visits in curriculum time, where facilities or staffing require this (see 'Charging for School Activities', Section 12.2).
21. It may be necessary for schools/centres to refuse to accept on the visit any young person whose behaviour is considered a potential danger to themselves or others. Alternative means of fulfilling the curricular aims of the visit must be provided for such young people.

It is important that schools/centres adopt a sensitive and reasoned approach to parents/carers in this eventuality.

PROTECTION OF CHILDREN

22. Visit Organisers must consider and apply as necessary the Child Protection Procedures for the Education Service.
23. The issue of child protection on educational visits has become of increasing concern in recent years. The following advice must be considered whenever adults other than employees of the school or LA, are involved in a visit. This is particularly important in respect of residential visits. For guidance specific to foreign exchanges, refer to Section 10.
24. Organisers must:
- check that they understand the procedures for vetting volunteers who wish to be supervisors, drivers, hosts or otherwise involved in the visit;
 - assess the suitability of the volunteer for the role in question, in consultation with the headteacher.

Where doubt remains about the individual's suitability following appropriate checks, the adult should not be allowed to be involved in the visit.

-
25. Changes were made to the law in 1998 with the intention of preventing those who are barred from direct employment in education from gaining access to children through voluntary or sub-contracted work with education establishments. Headteachers/Senior Youth Officers must initiate a CRB check of volunteers and staff employed by contractors who may have regular contact with children, either on or off site. This service is provided by the school's personnel provider.
26. Organisers should:
- as part of the visit preparation advise staff and volunteers, that for the mutual protection of adults and young people, they should avoid being alone with a pupil whenever possible. Supervision should be structured to reduce such possibilities;
 - inform parents, as part of verbal briefing and written information, of the general measures taken to minimise risk to young people, that the school takes the issue of child protection very seriously and that 'best practice' guidelines are being followed;
 - check with the headteacher/senior youth worker the procedure to be followed in the event of suspected or reported abuse;
 - recognise the limitations of police and CRB checks and that most child offenders escape detection;
 - accept that constant vigilance and the maintenance of a protective ethos during the visit is essential.

COSTING AND FINANCE

27. The financial implications of the venture require detailed consideration at an early stage. Where the visit is being organised through an external provider there may simply be an all-in charge per person to consider (but see insurance, exclusions and contingencies below). Depending on the nature of the visit the EEC Package Travel Regulations may apply. The City Council provides guidance to schools, which is summarised in Section 12.
28. Ventures organised by the establishment will have many cost components. These could include:
- travel
 - access and entry charges
 - refreshments en route
 - excursions
 - accommodation
 - food
 - site fees
 - insurance
 - equipment
 - specialist resources

29. Unexpected expenditure may be required and it is wise to arrange for a contingency sum, normally through the school or club fund. Appropriate insurance will normally cover the eventual repayment of these monies but on-the-spot payments may be required. On foreign visits these sums can be substantial.
30. The nature of the visit will determine what proportion, if any, of the cost of the visit may be charged to participants under the Charging for School Activities Education Act 1996 (see Section 12)
31. Even the simplest of ventures requires the keeping of precise records of income and expenditure. Your school or youth club will be able to advise on this issue (see also Section 12).

SELECTION AND CHECKING OF ACCOMMODATION

32. Serious incidents have occurred in the past where hostel or hotel accommodation used by British groups has been insecure against intrusion by outsiders. There is also the unacceptable situation where group accommodation is jointly used for a variety of incompatible purposes, e.g. accommodation for adult groups. Organisers must ensure that appropriate checks and security arrangements have been made through the provider or by the tour operator. Written assurances should be obtained and recorded.
33. On arrival:
 - the requirements for security should be stressed and checked with the accommodation manager;
 - a check should be made to ensure that all security bolts and locks are fitted and working;
 - fire alarm and evacuation procedures should be clarified and a fire practice conducted on the first evening;
 - an accommodation plan/room layout should be obtained. Staff rooms should be on every floor used;
 - other existing planned or possible use of the accommodation should be clarified.

Organisers must then decide whether or not to agree to occupancy.

-
34. Any serious or potentially serious incidents involving intrusion into the group's accommodation must be reported to the accommodation manager.
 35. Any sexual or physical abuse must be reported immediately to the local police.

INSURANCE

36. Comprehensive insurance guidance is given in Section 13. Adequate insurance cover must be provided for any off-site visit. Visit organisers should clarify through the school/LA what insurance cover already exists to identify what additional cover needs to be provided.
37. Personal insurance cover is often provided by, for example, a tour operator. The LA can also provide appropriate, additional cover, for a modest charge, through the School Journey Insurance Scheme - details available from the Insurance Section, Waterloo Street, Birmingham.
38. Where the school/centre provides such cover for its young people, parents should be advised of the nature and level of cover provided and that they are responsible for obtaining additional cover, if they so wish.

INFORMATION FOR PARENTS AND CONSENT

39. Activities which take place in the immediate locality of the school/centre and which are part of the school's curriculum eg. traffic surveys, field work, sporting activities, should not require written parental information on each occasion. A useful procedure is to inform all parents, at the start of the year, by letter or through the school prospectus, that all such activity is an integral part of the curriculum of the school/centre. Any specific objections or concerns raised by parents should be carefully kept on file. It will be necessary, however, to notify parents of any visits which involve, for example, possible late arrival home.
40. Day visits involving, for example, adventurous activities, a full day away from school/centre, special lunch arrangements, special clothing requirements, travel and possible costs, all require brief written information to parents. Where activities involving an element of danger are offered, their written agreement must be sought.

-
41. Journeys abroad or residential stays in Britain require full and detailed written information for parents (model letter is given in this section- 6.14). Such information should be comprehensive whilst retaining an appropriate amount of flexibility to cope with a change of circumstance. It is important that the information should identify:
- expected standards of behaviour and conduct of young people;
 - arrangements for the early return of a young person due to unacceptable behaviour during the visit;
 - general arrangements for the supervision of young people, including any circumstances in which young people may be left unaccompanied;
 - specific activities/situations which carry an element of risk.
42. Information should:
- be sent as far in advance of the journey as practicable;
 - be followed up by a parents' meeting to clarify detail if needed;
 - include the following information:
 - dates, times and location of departure and return;
 - destination with full address;
 - activities planned and how risks will be managed;
 - supervisory arrangements, including occasions of 'remote' supervision;
 - name of travel company and method of travel;
 - cost and what it does and does not cover;
 - methods of payment and cancellation arrangements/penalties;
 - insurance arrangements, what it covers - be unambiguous (a photocopy of the schedule is useful);
 - advice on pocket money and allocation/care on journey;
 - accompanying staff;
 - agreed arrangements for parental and child, non-emergency contact during the visit;
 - emergency contact arrangements to and by parents;
 - items prohibited on journey;
 - clothing requirements;
 - a request for written information regarding special medical problems and their treatment/medication, consent for emergency medical treatment and details of special dietary requirements.

PARENTAL CONSENT

43. The written consent/agreement of parents should be sought, following detailed information of the visit, for:
- any visit for pupils in Years 1 - 3 which is outside the normal routine of the school;
 - any off-site activity where adventurous activities are offered;
 - residential visits;
 - visits abroad;
 - circumstances where indirect (remote) supervision is envisaged;
 - the funding of the early return of their son/daughter due to unacceptable behaviour.
44. Where parents withhold consent the young person must not be taken on the visit and attempts should be made to deliver the visit aims through alternative means.

PROGRAMME

45. A detailed programme should be established with adequate and effective supervision at all times.
Leaders should:
- be aware of being diverted unintentionally from the planned programme;
 - not be led astray by group enthusiasm into unplanned situations;
 - not depart from the programme without full consideration of the safety and educational implications. In this context it is helpful to have an alternative programme, planned in advance and commensurate with the purpose of the visit, to cope with unforeseen circumstances.
46. All supervisory staff should have a copy of the detailed programme.
Young people will need to be aware of the general programme.

SPECIAL EDUCATIONAL NEEDS / DISABILITIES

47. Young people with special needs require additional consideration; their inclusion may have staffing and programme implications. Some or all of the following considerations may apply:

- environmental factors may increase the 'risk' level above that applying to other members in the group;
- a higher level of staffing will normally be needed and it may be necessary to include specialist staff to facilitate supervision, communication and encouragement;
- whilst travelling, arrange more frequent stops, employ extra supervision and be particularly vigilant over travel sickness;
- medication and dietary requirements should be known and monitored;
- check on the suitability of buildings and terrain for those with physical disabilities;
- ensure that activities offered are appropriate to the young person: mental and physical disabilities may require activities to be adapted or additional or alternative ones provided. (Refer to DDA Section 14)

SPECIAL MEDICAL NEEDS

48. All staff involved in the visit should be provided with written details of the medical needs of individuals. Parents should be asked to supply such information using Parental Consent Form found in this section (6.14). A copy of each of these forms should be taken on the visit by the visit leader - the original to remain on file at the school/centre. Arrangements for the administration of medicine by a trained volunteer must be made where necessary.
49. In circumstances where special care is necessary to ensure safety, organisers should consider what arrangements should be made prior to the trip. There is no duty under the Disability Discrimination legislation to provide auxiliary aids or services however organisers should consider allowing care assistants or parents to attend the visit and consider whether or not to charge for their attendance. For further guidance on Disability Discrimination issues see the Section 14.
50. The suitability of transport, accommodation and the manual handling skills of staff should be checked where young people in wheelchairs are involved.
51. Organisers should seek advice from the LA where doubt exists and should ensure that all accompanying staff have the opportunity to discuss how best to support any affected young person.

FIRST AID AND MEDICAL CARE

52. First aid provision should be appropriate to the nature of the visit.

Organisers should:

- undertake a risk assessment which will identify the level of first aid knowledge required and the equipment to be carried.
- identify the location of professional medical help which should be known to all staff and to group members when appropriate.
- with large groups, especially on camps or overseas visits, recruit an adult with appropriate first aid or nursing skills.
- ensure that visits to remote areas are provided with sound, up-to-date knowledge of first aid and emergency treatment.
- identify health risks associated with the proposed location eg. water contamination (see Section 6 paragraphs 128-144) and appropriate action taken.
- consider the possibility of excessive exposure to the sun. Where such exposure is likely, participants should provide high-factor protective cream and hats as part of their equipment. Leaders should encourage adequate application of sun protection.
- ensure that all adults involved know how to contact the appropriate emergency services.

Further details of first aid provision can be found in this section .

SAFETY ISSUES

53. A thorough understanding of matters affecting safety is essential for all accompanying staff. Please refer to the specific advice in Section 8, with reference to adventure activities, field visits, camps etc.

Organisers must carry out an appropriate risk assessment, the extent of which will depend on the nature of the visit. The key issues for consideration are:

- identification of areas, times and activities of potential risk;
- standards of behaviour and conduct;
- organisation (communication, meeting times, group movement skills);
- supervision arrangements;
- duty rotas;
- emergency procedures and first aid arrangements;
- implications of weather change.

54. The special risks associated with transport, particularly by minibus or private car, need serious consideration and should form part of the risk assessment process. See regulations and guidelines in Section 11.
55. Organisers are strongly advised to retain a written record of risks identified, and action taken, in the event of mishap. This is particularly important where specific types of risk exist, e.g. adventure activity, foreign visits, minibus travel.

EMERGENCY COMMUNICATION

56. It is essential that a nominal roll of the parents of all party members, including next of kin of supervisory adults, be left at school with two named members of staff. These staff are to act as Emergency Contacts, one of whom must be, by joint arrangement, accessible by telephone at all hours, for the duration of the visit.
 - These Emergency Contacts must be provided with the home telephone numbers of the Head Teacher and a Deputy, and that of the relevant School or Community Education Officer.
 - Parental contact in the event of an emergency should be through the school emergency contact.
 - Large groups should establish a network of parental contact to speed communication.
 - In the unlikely event of a major emergency the Emergency Procedures, detailed in Section 7.2, should be initiated. All accompanying adults should carry a copy of those procedures at all times.

CLOTHING AND EQUIPMENT

57. Clothing, footwear and equipment appropriate to the visit should be considered at the early planning stages. Unsuitable clothing can markedly detract from the educational value of the visit and may prove hazardous in exposed situations.

A detailed kit list should be sent to parents well before departure. For adventure activities, operation in remote areas or in adverse weather conditions these items must be checked before departure.

In remote situations spare clothing and group emergency equipment appropriate to the nature of the environment must be carried.

Protection from excessive exposure to sun is essential. High factor sun creams, hats and long sleeves should be considered (see paragraph 52.)

6.2 RISK ASSESSMENT

Good visit leaders have always spent a great deal of time planning for visits and reduced risks by this process. Risk assessment must be a **simple** record of their thoughts and planning process. The purpose is to identify the **SIGNIFICANT** risks and plan to take measures to reduce to an acceptable level or remove the risk.

RISK ASSESSMENT PROCESS

The Visit

RISKS ASSESSED



→
VISION
FORWARD

RISK MANAGEMENT

Actions from risk assessment and procedures put into place

Ongoing review during visit.

Q. Do we have appropriate actions in place?
A. If not adjust actions accordingly.

AFTER VISIT

Review the visit

Note where changes took place on original RA

- Good planning, following guidelines automatically starts to manage risk. Using checklists also help ensure nothing is missed.
- Risk assessments carried out by visit leader (a competent person) and shared with staff team on the visit.
- **Question** - Have we covered everything? 'Can we put this RA into action?'
- The RA should be identifying the significant hazards.
- identify the significant hazards
- identify control means – how can we reduce these risk
- record it, share it, review it, fix it, review it
- Consider:

- The Environment – The area/situation that the group are going to
- The Group – The collection of individuals, behaviours, issues and any hazards you can identify and then how you will manage these.
- The Leadership and Activity – What activities will you be doing with the group in the environment, have all the leaders done this before, or are the leadership team relatively new?
- Using a Provider – Communicate with provider, ask them if they have risk assessments carried out and safety measures in place. Then draw a line in the sand! Define what they are responsible for (i.e. activities, leading the session) and what your staff are solely responsible for (i.e. lunchtime supervision, travel to and from supervision) and then risk assess what you are responsible for.

ASSESSING RISK

There are many acceptable methods of conducting and recording risk assessments and no one correct method. These example sheets are not exclusive and are offered as formats that have been identified as appropriate to education visits.

REQUIREMENTS

Every visit or off-site activity must have an associated risk assessment. This can either be a specific document or for journey of a regular nature, a more generic document could be appropriate. For example, school sports matches, walking visits in the close locality, may have a generic risk assessment and this could be sufficient. However, if there is a generic document it must be accessible and used by all staff who are working to it, and it must be regularly reviewed.

Some visits will require specific risks identified and the following forms, or others, provide a format for recording.

ONGOING RISK ASSESSMENTS

Circumstances may change during a visit and staff on the visit will alter and change their plans accordingly. These changes are not usually recorded at the time but the changes do need to be recorded. This assists the planning process for a subsequent visit, and in reviewing the completed visit.

NEAR MISSES/INCIDENTS

If circumstances change significantly that avoiding action is required, it may not just be only a simple note on the ongoing risk assessment but require the submission of an Incident Form. The form is used not to target individual staff but to identify where incidents have occurred and where can other people learn from this experience.

Risk assessment and risk management record (Example without additional features) Off-site activities and educational visits			
Establishment		Location/Purpose	
Leader			Date(s)

Identifying significant hazards – assessing the risk	Control measures – managing risk
Consider : Site and its environment/group, leader and activity arrangements/transport	

Generic risk assessment, used and acknowledged

1. Council – risk assessments/guidance used

2. Establishment – risk assessments/guidance used

Alternative plans (Plan 'B'/Plan 'C')

Completed:

Date

Signed

Group Leader

Risk assessment and risk management record (WORK EXAMPLE LESS ADDITIONAL FEATURES) Off-site activities and educational visits			
Establishment	'Example' Primary School	Location/Purpose	Y6 Stream/river study at a 'named' valley, following a stream to its source (springs on an upland peat moor)
Leader	'Leader's name' supported by 1 School teaching assistant and 1 well known capable parent		Date(s)
Identifying significant hazards – assessing the risk		Control measures – managing the risk	
<ol style="list-style-type: none"> 1. Flowing Water 2. Slippery or uneven ground 3. Steep ground (including valley sides, very steeply inclined footpaths and a small gorge with three metre walls) 4. Possible discarded rubbish including broken glass 5. Weather conditions; particularly heavy rain or continuous sunshine 6. Generally typical class for age range but one participant has some mobility difficulty and will find terrain difficult. 7. Disease bearing micro-organisms in stream. 8. Transport to location by coach. 		<ol style="list-style-type: none"> 1. Water is only 5 or 6 cm deep increasing to maximum of 30 cm in plunge pools. In prolonged heavy rain, water level does not increase significantly. 2. Participant will be briefed not to run (especially downhill) and to remain on the pathways or chosen study or lunchtime areas 3. As above 4. Paddling in stream and ford crossings will be at places chosen by the Leader. Appropriate footwear will be worn. 5. Participants will be required to bring a water or shower proof top, sun protection and sun hat. Forecast will be obtained and weather monitored to decide which of these items will be used or remain on the coach. 6. An appointed assistant leader will particularly support the participant. Consideration will be given to this participant, with an assistant leader, taking the short cut and meeting with main party as they descend the hill. 7. Participants will wash hands at the public toilet block near the coach park or disposable wipes will be used to clean hands before eating lunch. 8. Transport controls – see generic guidance Participants will be supervised at all times Road traffic accident – see generic guidance Location is well known to the leader and has been pre-visited and used on Numerous previous occasions. 	

Generic risk assessment, used and acknowledged

1. Council – risk assessments/guidance used

- Council approved coach firm (as home to school transport)

2. Establishment – risk assessments/guidance used

- School “Coach Transport Risk Assessment” controls used (Wearing of seat belts, careful supervision at pedestrian/traffic interaction areas such as coach park, double check participant count before moving, alighting by roadside)
- School “Road Traffic Accident Risk Management Plan”
- School “General Visit Risk Assessment” controls used (Carrying of first aid kit and school mobile telephone)

Alternative plans (Plan ‘B’/Plan ‘C’)

In the event of prolonged rainfall the sessions will be shortened. The additional time released will be used to view large meanders and oxbow lake formation from the coach windows on the return journey

In the event of leader being incapacitated or unavailable, visit would be postponed

Note : school funds will pay coach hire charge

Completed :
Date
Signed
Group Leader *‘name’*

Risk assessment and risk management record (With additional features) Off-site activities and educational visits			
Establishment		Location/Purpose	Date(s)
Leader	Other Staff		Group Size
Identifying significant hazards – assessing the risk		Control measures – reducing the risk	
Site and its environment	risk rating	outcome	Who needs to be Informed/involved
Group			
Leader and activity arrangements			
Transport			

Generic/mandatory risk assessment, used and acknowledge 1. Council – risk assessments/guidance used 2. Establishment – risk assessments/guidance used	
Alternative Plans (Plan ‘B’/Plan ‘C’)	
Ongoing risk assessment 1. <i>Apply the control measures</i> 2. <i>Monitor how effective they are</i> 3. <i>Change, adapt, revise as required</i>	
Emergency contacts and procedures	
Review comments	
Completed :	Date
Signed :	Group Leader Authorising Officer

Risk assessment and risk management record (Work Example With Additional Features) Off-site activities and educational visits				
Establishment	<i>'Example'</i> Primary School	Location/Purpose	Y6 Stream/river study at a <i>'named'</i> valley, following a stream to its source (springs on an upland peat moor)	Date(s)
Leader 'name'	Other Staff by 1 school teaching assistant and 1 well known capable parent		Group Size 30 Y6 participants	Ratio 1 :10 (always at least 2)
Identifying significant hazards – assessing the risk		Control measures – managing risk		
Site and its environment	Risk rating		Outcome	Who needs to be informed/involved
1. Flowing Water	<i>Medium</i>	1. Water is only 5 or 6 cm deep increasing to maximum of 30 cm in plunge pools. In prolonged heavy rain, water level does not increase significantly.	Low	Parents
2. Slippery or uneven ground	<i>Medium</i>	2. Participants will be briefed by the Group Leader not to run (especially downhill) and to remain on the pathways or chosen study or lunchtime areas.	Low	Staff and Participants
3. Steep ground (including valley sides, very steeply inclined footpaths and a small gorge with three metre walls)	<i>High</i>	3. As above	Low	Staff and Participants
4. Possible discarded rubbish including broken glass	<i>Medium</i>	4. Paddling in stream and ford crossings will be at places chosen by the Leader. Appropriate footwear will be worn.	Low	Staff and Participants
5. Weather conditions; particularly heavy rain or continuous sunshine	<i>Medium</i>	5. Participants will be required to bring a water or showerproof top, sun protection and sun hat. Forecast will be obtained and weather monitored to decide which of these items will be used or remain on the coach.	Low	Parents, Staff and Participants

<p>Group</p> <p>6. Generally typical class for age range but one participant has some mobility difficulty and will find terrain difficult</p>	<p><i>Medium</i></p>	<p>6. An appointed assistant leader will particularly support the participant. Consideration will be given to this participant, with an assistant leader, taking the short cut and meeting with main party as they descend the hill.</p>	<p>Low</p>	<p>Staff and relevant Parent</p>
<p>Leader and activity arrangements/Transport</p> <p>7. Disease bearing micro-organisms in stream</p> <p>8. Transport to location by coach</p>		<p>7. Participants will wash hands at the public toilet block near the coach park or disposable wipes will be used to clean hands before eating lunch. Checked by support staff.</p> <p>8. Transport controls – see generic guidance</p> <ul style="list-style-type: none"> • Participants will be supervised by staff at all times • Road traffic accident – see generic guidance • Location is well known to the leader and has been pre-visited and used on numerous previous occasions 	<p>Low</p> <p>Low</p>	<p>Staff and Participants</p> <p>Staff and participants</p>

<p>Generic/mandatory risk assessment, used and acknowledged</p> <p>1. Council – risk assessments/guidance used</p> <ul style="list-style-type: none"> • Council approved firm used (as home to school transport) <p>2. Establishment – risk assessments/guidance used</p> <ul style="list-style-type: none"> • School “Coach Transport Risk Assessment” controls used (Wearing of seat belts, careful supervision at pedestrian/traffic interaction areas such as coach park, double check participant count before moving, alighting at roadside. • School “Road Traffic Accident Risk Management Plan” • School “General Visit Assessment” controls used (Carrying of first aid kit and school mobile telephone) 	
<p>Alternative Plans (Plan ‘B’/Plan ‘C’)</p> <p>In the event of prolonged rainfall the sessions will be shortened. The additional time released will be used to view large meanders and oxbow lake formation from the coach windows on the return journey</p> <p>In the event of leader being incapacitated or unavailable, visit would be postponed Note: school fund will pay coach hire charge</p>	
<p>Ongoing risk assessment 1. Apply the control measures 2. Monitor how effective they are 3. Change, adapt, revise as required Particularly note weather conditions</p>	
<p>Emergency contacts and procedures Equipment: School mobile phone, first aid kit, first aider(s) spare water/shower proof tops</p> <p>1. Secure the rest of the group 2. Treat any injured or “in need” participant(s). 3. If emergency services needed call using school mobile (only works near hill summit. Emergency access via moor top road) or send assistant staff member to phone from National Trust base by toilets 4. One assistant staff member to accompany any participant to hospital. 5. Telephone headteacher (who will contact parents) Consider if day should be abandoned or if it is appropriate, continue the planned programme with the other participants</p>	
<p>Review comments</p>	
<p>Completed:</p>	<p>Date</p>
<p>Signed :</p>	<p>Group Leader ‘name’</p>

6.3 THE VISIT

ASSEMBLY, DEPARTURE AND THE JOURNEY

58. Meet in good time, allow for packing of vehicle, allow for the time-consuming attention of parents/friends. Delegate tasks of supervising luggage, group equipment and the all-important head-count. A checklist of important items/issues is helpful.
59. Remind the group about the behavioural guidelines previously established concerning eating, drinking, other people, litter etc.
60. If travelling by coach, check its general condition and cleanliness and the provision and visual condition of seat belts. Identify the location of first aid, fire extinguishers and emergency exits before allowing pupils on board. Any minor deficiencies should be noted (if possible with driver acknowledgement); serious defects may require the provision of an alternative vehicle (see Section 11).
61. If on a ship or at an airport, group members may easily become detached from the main group. All members should know what to do in the event of becoming 'lost'. Arrange a definite, easily recognisable base. Younger pupils may carry a card, with relevant details, to help the re-establishment of group contact.
62. Be prepared for travel sickness and beware the risk of losing valuable documents, e.g. passports.
63. Arrange appropriate refreshment stops and ensure adequate supervision. Count them out and count them in.

ON ARRIVAL

64. Depending on the type of visit this may require considerable patience, adaptability and organisation. Establish a temporary base for people, luggage and equipment whilst liaison with centre/accommodation management is made. As soon as possible after arrival parents should be informed, via the school emergency contact and parental network, of the group's safe arrival.
65. Introduce resident staff and give a briefing relating to:
 - toilets and other immediately required facilities;
 - room/tent allocation;
 - luggage arrangements;
 - facilities;
 - routines, rules, duties, responsibilities;

- expectations regarding behaviour;
 - security and fire routines;
 - recreation facilities.
66. Where problems are perceived with the arrangements, an objective discussion and co-operative approach with the management will normally be most effective. Talk through issues in the first instance, rather than complain. If you are unhappy about fire precautions, safety or security arrangements make your point firmly with the management and insist on improvements. In the event of serious risk remaining, the group leader may need to consider abandoning the activity.
67. Several serious incidents have occurred on the continent in recent years whereby intruders have gained access to group accommodation (see Section 10: Overseas Visits). Leaders should check:
- day and night building security arrangements;
 - the suitability of rooming arrangements, e.g. the proximity of staff rooms to pupil rooms;
 - procedures for summoning help should the need arise.

FIRE

68. Rules about smoking, matches etc. must be established i.e. smoking in bedrooms, other upstairs rooms and corridors or tents prohibited.
69. Rules relating to the locking of rooms overnight must be a consideration. It may generally be wiser to insist that rooms remain unlocked.
70. On arrival the accommodation should be checked thoroughly to ascertain:
- the availability of warning alarm procedures and location/use of equipment;
 - evacuation procedures and emergency exits.

71. A fire drill should be carried out at the earliest opportunity, this must be before bedtime on the day of arrival, with a full evacuation from bedrooms to fire assembly point.

COMMUNICATION

72. Effective communication between staff and young people when on the visit is crucial to the proper management of the educational and social experience. It also has a major bearing on the safety and well being of pupils. Arrangements appropriate to the nature of the visit should be made to ensure efficient communication e.g. regular meeting times, notice board, briefings.
73. Establish a daily routine with regard to briefings, which should include:
- programme;
 - potential dangers;
 - safety rules (give reasons);
 - expected conduct;
 - rendezvous points;
 - action in event of being separated or in an emergency;
 - clothing, food and weather.
74. Ensure opportunity exists during the stay for young people to contact home, as agreed previously with parents.

GROUP CONTROL

75. Group control must be maintained at all times; it is better to be over-directive initially, one can always relax. Control is facilitated by:
- regular briefings;
 - clear, unambiguous instructions with regard to where, how, when;
 - a regular roll-call or head-count, especially at key points during the day;
 - some means of group identification (identical hats, lapel badges etc.);
 - a recognised recall system (whistle etc.), appropriate to location;
 - issuing each young person with a card giving accommodation address and a request for assistance in the language of the country (especially useful with younger children);
 - positioning an adult at head and tail of any line, and at intermediate points where necessary.

GROUP SIZE

76. Work groups should be kept manageable in size, appropriate to the conditions. Leaders should be aware that the suggested ratios of staff/pupils are MINIMUM ratios and will need adapting to circumstance (see later in this section).
77. Large groups are often difficult to manage, and should be avoided in most outdoor situations. Always consider sub-dividing the party, each sub-group with an appropriately experienced leader. Small groups with minimum staffing are vulnerable to staff illness or injury.

PARTICIPATION IN 'ANCILLARY' ACTIVITIES (FROLICS)

78. On visits, teachers frequently organise or permit participation in activities which are not central to the visit e.g. swimming/paddling. Whilst adding appreciably to the enjoyment and atmosphere of the visit such activities may carry a substantial degree of risk. Leaders must consider carefully the risks associated with such activities and plan and organise accordingly.

6.4 SUPERVISION OF OFF SITE ACTIVITY

79. This section is intended to give general guidance to teachers and others who organise, supervise and lead young people in outdoor situations. Such guidance is appropriate to all circumstances in which the group will be dependent on its own resources for short-term security and well-being. Extended countryside walks in such places as Sutton Park for environmental study, for example, may fall into this category whilst walks, expeditions and challenging, adventurous activities in remote country or on water most certainly do so.
80. Part of the value of outdoor education lies in the spirit of adventure, of apparent risk and in the satisfactory conclusion of a project in the face of natural hazards and difficulties. Within the general principles of safety it is essential to maintain a spirit of adventure, when appropriate.
81. Viewed in isolation detailed rules which attempt to cover every eventuality are no guarantee against misadventure. Qualified or experienced leaders interpreting the particular circumstances of the visit are best able to determine and apply detailed considerations of safety relating to the particular activity. However, there are certain basic safety principles, which are of general application and should be considered by all those who supervise or approve outdoor activity.

82. Visit organisers should:

- examine very carefully their reasons for wishing to organise/lead the activity. Personal ambition should not influence choices of venue, time of year etc.
- choose aims and objectives, which are relevant to pupil and curriculum needs. These in turn will lead to correct choice of venue, time of year, equipment, prior training, group size and staffing levels;
- recognise that safe practice is a consequence of good educational practice. It should not be viewed in isolation;
- ensure flexibility of programme to take account of weather, group disposition, staff illness etc;
- ensure that group size, staffing levels and experience are appropriate to the nature of the activity. External factors (e.g. pupil enthusiasm, staffing difficulty) should not be allowed to affect this crucial decision. If an increase in group size is unavoidable then the activity may need modification;
- ensure that an appropriate risk assessment is carried out.

83. The activity leader should:

- be operating well within his/her personal experience, abilities and qualifications;
- be physically and mentally fit enough to lead the activity and the particular group;
- understand and recognise the difference between situations or real danger and those of apparent danger as perceived by the student;
- accept that most incidents are avoidable;
- know the group, the particular environment and the resources. If any of these elements is unfamiliar then the leader will need to be particularly vigilant and may need to modify the activity;
- work at a level appropriate to the needs of the group, taking into account abilities of weaker members;
- understand the effect of likely weather change on the activity;
- in a dangerously deteriorating situation never be afraid of changing plans if this ensures the safety and welfare of the group;
- accept that there are some weather conditions and activities which are too dangerous to be educationally justified for young people;
- be aware of potential risk at all times; never underestimate local, commonplace situations;
- never presume to know all the answers;
- work within city and national guidelines for the activity.

6.5 PARTICIPATION IN ANCILLARY ACTIVITIES

SWIMMING POOLS

84. Groups on visits will frequently have access to a swimming pool provided by the local council, hotel, campsite or centre. When considering the possible use of such a pool, leaders should check the following;
- is the pool and its immediate surrounds clean and regularly serviced?
 - are pool depths marked and suitable for the particular group?
 - is lifeguard supervision constantly available? If not, at least one member of staff should have a relevant life guarding award and be supported by adult supervision in the ratio of 1:10 and there should be first aid, rescue equipment and a means of summoning assistance available at the poolside.
 - is the water clear and of an appropriate temperature?
 - are changing and showering facilities safe and hygienic?

SWIMMING AND PADDLING IN THE SEA, LAKES AND OTHER WATERWAYS

85. The use of natural waters for swimming and paddling is potentially hazardous. Such activities should normally take place on recognised sites, which have adequate and competent supervision. Informal or unsupervised swimming or paddling must not be permitted.
86. Staff-supervised swimming sessions are acceptable provided that:
- at least one member of staff holds an appropriate life saving award;
 - the site has no abnormal hazard and is suited to the age and ability of the swimmers; if this cannot be established, it should not be used;
 - due consideration be given to water and air temperatures and wind chill;
 - the supervising staff are able and willing to effect a rescue in the situation and conditions prevailing;
 - the supervising staff are familiar with, and practised in, resuscitation technique.

87. Before permitting such activity, leaders should;
- recognise that even paddling can be dangerous, especially with young children;
 - be aware that even strong swimmers can get into difficulties in natural waters;
 - check carefully young people's swimming ability and not rely on their own estimation;
 - establish a clearly defined and recognisable area for the activity;
 - ensure the group clearly understands distress and recall signals;
 - ensure that a maximum of 8 young people per supervisor (less with the very young) be permitted in the water at any one time;
 - ensure that all supervising adults understand what action to take in an emergency and know the location and means of summoning the emergency services.

6.6 FREE-TIME ARRANGEMENTS

88. "Free time" has the potential for incident and should be limited, structured and supervised according to the age and maturity of students and to the circumstances. "Free-time" needs organising. Pupils or staff organised games, competitions etc. are important in avoiding boredom and consequential behavioural problems. Such activities also add enormously to the value of the visit.
89. Leaders should know the whereabouts of the group (within stated limits) and young people should have no doubts whatsoever about the rules and sanctions in the event of misbehaviour. Young people in the older age ranges may reasonably expect and will appreciate less formal arrangements of free time. However, behavioural exceptions, sanctions and rules regarding alcohol and behaviour should be established and adhered to.
90. Never allow young people to go off alone. Insist on a minimum group size and the need for mutual support.
91. Ensure that all young people understand what action to take in the event of difficulty.

6.7 UNACCOMPANIED ACTIVITIES

92. Independent activity is a logical development and aim of a progressive programme of study or activity.
93. Such activity is an integral part of the Duke of Edinburgh Award Scheme expedition. Equally, some schools have, in recent years, permitted senior pupils to participate in appropriate activities without direct teacher supervision. The following guidance is intended to clarify the situation and help teachers' plan for such activity.

Indirectly supervised or unaccompanied activities;

- should form a natural progression to the programme of study and young people should be at a stage to benefit from such experience. They should not be introduced solely as a means of overcoming staffing difficulties or providing variety and choice of activity;
- should normally be at a level (route, season, technical) below that which would be appropriate for the same student operating in a teacher-led situation;
- require appropriate student maturity, levels of training and experience;
- require a system for frequent staff checks on the welfare and behaviour of participants;
- require that advance parental, written approval has been given.

Organisers should note that the skills, knowledge and qualifications of the leader over seeing unaccompanied activities should normally be greater than those required for staff accompanied activity in the same circumstances.

Leaders should appreciate the need for approval of the Head Teacher and, where appropriate, the LA and should recognise that he/she remains responsible even when the group is operating independently.

6.8 ACCIDENTS, ILLNESS AND HOMESICKNESS

94. Homesickness requires that the leader follows a balanced approach which should be explained to parents prior to the visit taking place. It is recommended that all parents and young people are informed that telephone contact with home may not normally be possible during a visit. Parents should be reassured, however, that they will be contacted over any serious incident or serious and prolonged homesickness. Parental contact with the child may help but, if not, the pupil may have to be returned home.

95. Accidents and illness may require the application of first aid but proper medical assistance should be sought in appropriate cases. In cases of hospitalisation sufferers should be accompanied by an adult they know and arrangements made for frequent visits.
96. Accidents involving injury or damage to an individual, young person or adult, require that the party leader (or other adult at the scene) makes a contemporaneous, written record of the exact circumstances of the incident, listing all relevant factors, including diagrams where helpful. Such records should be retained on file in support of the report of the incident in the Accident Report Book on return to school/centre. It is recommended that either an Accident Report Book or a photocopy is taken on the visit to ensure sufficiently comprehensive information is recorded. It is important that records are retained by the school/centre when there has been an accident involving personal injury.
97. In the event of major major accidents the Emergency Procedures detailed in Section 7.2 should be applied.

6.9 PROTECTION OF CHILDREN

98. Visit Organisers must consider and apply as necessary the Child Protection Procedures for the Education Service, to be found in the Inter-Agency Child Protection Procedures ring binder. Please work with your EVC.

6.10 EMERGENCY COMMUNICATION

99. It is essential that a nominal roll of the parents of all party members, including next of kin of supervisory adults, be left at school with two named members of staff. These staff are to act as Emergency Contacts, one of whom must be, by joint arrangement, accessible by telephone at all hours, for the duration of the visit.
 - These Emergency Contacts must be provided with the home telephone numbers of the Head Teacher and a Deputy, and that of the relevant School or Community Education Officer.
 - Parental contact in the event of an emergency should be through the school emergency contact.
 - Large groups should establish a network of parental contact to speed communication.
 - In the unlikely event of a major emergency the Emergency Procedures, detailed in Section 7.2, should be initiated. All accompanying adults should carry a copy of these procedures at all times.

6.11 THE RETURN JOURNEY

100. Brief the group about the return journey and involve them fully in any preparations. If the exact time of departure is uncertain, plan activities which purposefully occupy the group.
101. Where customs controls are involved, check on duty-free concessions beforehand and inform the group about illegal imports. Failure to conform to customs duty regulations can be costly, time-consuming and embarrassing,
102. If a significant delay occurs, measures must be taken to inform parents of the delay, to assure them and to give some indication of the expected, amended return time. Your Emergency Contact will prove invaluable in this eventuality.

6.12 COMPLETING THE VISIT

103. The importance of an appropriate review cannot be over emphasised, its main purpose being to identify strengths and weaknesses of arrangements so as to improve the efficiency of future visits. Pressures on return to school/centre will tend to over-ride this vital aspect; review time should therefore be considered during the early planning stages.
104. The scale, nature and the outcome of the visit will determine the scope and structure of the review. Will the review be by the leader alone or involve all staff? Will it include young people? The EVC? The Head? The Governors? Parents?
105. Review of achievement of objectives and of safety, as a minimum, should be made for every activity session. Complex extended visits should, additionally, review all elements, perhaps using this Section as a checklist.

6.13 DOWN TIME

106. Time off programme is frequently seen as the area where most injuries to young people occur. Down time is an important part of any visit but must have an appropriate supervision to reduce the likelihood of incidents occurring.

6.14 REVIEWING WITH YOUNG PEOPLE

107. Educational visits offer young people considerable opportunity to develop and exhibit attitudes and abilities not readily seen in school/centre. This is particularly true of residential experience. Organisers should consider the potentially significant contribution to Records of Achievement and organise/review accordingly. For further ideas see www.reviewing.co.uk

6.15 ADULT SUPERVISION RECOMMENDED RATIOS

LA RECOMMENDED STAFFING LEVELS FOR DAY AND OVERNIGHT VISITS

These recommendations are designed to assist the school/centre to decide upon the appropriate level. Headteachers will need to satisfy themselves that a lower adult: pupil ratio is acceptable as, in the event of an accident, divergence from the recommendations may need to be justified.

Day and Overnight Visits					Day Visits
Pupil Age	Nursery & Reception	Years1 - 3	Years 4 - 6	Years onwards ⁷	6th Form
Adult: Pupil Ratios	See Paragraph 113	1 : 6 – 10 See Paragraph 111	1 : 10 – 15 See Paragraph 111	1 : 15	1 : 20 See Paragraph 114

108. The number of adults should be determined by applying the relevant ratio and rounding up to the nearest whole number of adults.
109. Mixed sex groups of young people should normally have at least one male and one female adult. Obvious exceptions may be groups of very young children or special needs pupils with all female staff.
110. Each group must be led by a qualified teacher or LA employee approved by the Headteacher/Senior Youth Officer, in the ratio of one such leader for approximately every 30 young people. See paragraph 113 for under-5's staffing.
111. In normal circumstances at least 50% of the above recommended adult numbers should be employees (eg teachers, youth workers or learning support assistants/mentors) approved by the Headteacher/Senior Youth Worker. The balance of adult numbers will normally be volunteers (parents, governors) approved by the Headteacher/Senior Youth Worker. Such volunteers must be placed on the volunteers insurance register (see Section 13).

112. The higher adult to student ratios are recommended for:
- younger pupils in the age range;
 - circumstances of above average hazard.
113. Schools/centres will need to consider increasing the general adult: student ratio depending upon the circumstances of the visit eg:
- **residential visits to ensure 24 hour supervision. Take into account the amount of time worked and adequate rest periods for staff.**
 - adventure activities: see Section 8;
 - qualifications / experience of adults;
 - difficulties which may be encountered en route;
 - special needs;
 - visits abroad.

FOUNDATION STAGE CLASSES

114. For children under five years of age, it is recommended that, due to the especially high levels of adult supervision required, there should be at least one teacher or approved LA employee for every 20 pupils, supported by a balance of approved adult helpers.

Nursery classes - 1 adult : 2 - 3 children

For under 5s the ratio of 1 adult to 2 children should be adopted in hazardous situations eg visits to water, busy shopping and traffic areas. A ratio of 1 : 3 should be acceptable in normal situations.

Reception classes¹ - 1 adult : 3 – 5 children

Specifying an appropriate ratio for reception classes is particularly difficult. However, the higher ratios of adults to pupils should be used for activities which

- involve younger children or those who are less sensitive to danger;
- involve exposure to greater hazards (eg adjacent to water or near traffic);
- involve fewer trained adults (ie depend on volunteer helpers with limited experience).

It should be noted, however, that the LA's advice should not be seen as encouraging the involvement of very young children in hazardous activities. The educational benefit of an activity is unlikely to justify exposing young children to especially hazardous locations.

¹ Where reception children are included in other classes

A ratio of 1 : 5 may be appropriate in environments planned for very young children which are free of particular hazards such as traffic and water and where there is no danger of children wandering into less safe areas.

115. Under some circumstances it may not be necessary to require adult supervision of sixth form students. They should however be given clear instructions and guidance as to all health and safety issues which might arise (see 'Unaccompanied Activities': in this section 6.7).

GENERAL NOTES

The preceding recommendations are not intended to apply to curriculum activity for older pupils in the immediate locality of the school e.g. shopping or traffic surveys, field work, visits arranged in conjunction with the careers service, or to participation in traditional sporting activities. Heads and governing bodies will need to adopt policies which ensure adequate staffing of such activity.

PROTECTION OF CHILDREN ACT

Visit Organisers should consider and apply as necessary the guidelines in Section 7, paragraphs 22 – 26 for UK visits and also to Section 10, paragraphs 26 – 30 for visits abroad.

CIRCUMSTANCES LEADING TO LOWER RATIOS

There maybe some circumstances where ratios could increase beyond the recommendations. It might include a visit which starts at the school gate, journey to the door of a local theatre and back again. After a risk assessment process considering all factors of group, environment, leadership and travel arrangements, adjustments could be justified.

6.16 INFORMATION TO PARENTS²

EDUCATIONAL VISIT

_____ School/Centre

Your son/daughter is included on a visit/journey/expedition to _____
where he/she will participate in the following activities _____

The group will leave at _____ am/pm from

_____ on _____ and is expected to return by _____ am/pm on _____

Travel will be by _____ (coach/minibus/air etc.)

The member of staff in charge of the group is _____

and other accompanying staff include _____

There will be a total of _____ children on the visit comprising _____ boys and _____ girls

Destination address is _____

_____ Telephone No. _____

(Emergency use only)

The estimated cost of the visit is _____ which includes (list here all inclusions). It does not cover (list here all exclusions). Payment may be made in the following ways (detail here arrangements, dates and cancellation/late payment penalties).

Insurance by the City Council covers all legal liability of the Council to young people on the visit but does not provide personal accident cover where the Council has no liability. In consequence additional personal accident cover is advisable/has been arranged (give full details).

A system of emergency contact has/will be arranged as follows

A meeting of all parents and participants will be held on

at _____ when clarification of any aspects of the visit will be available. In the meantime you are requested to complete and return the attached parental approval form.

² model letter to be adapted as appropriate

Model Letter**PARENTAL APPROVAL/CONSENT****Educational visit**

Dear Parent

Information concerning this visit/course is given on a separate sheet. I should be grateful if you would sign and return the attached form as soon as possible and not later than _____

Pupils are not insured by the City Council against personal accident. The City Council therefore cannot accept responsibility for accidents or injury to pupils or for loss or damage to personal effects, unless the cause is due to negligence of the City Council or any member of its staff.

You are advised to check with the organiser of the visit whether personal accident cover is to be provided and, if not, to make your own arrangements.

Yours sincerely

Head Teacher/Senior Youth Worker

STUDENT CONSENT AND EMERGENCY CONTACT FORM – UNDER 18

This form must be completed by Parent/Guardian and signed on both sides

Student Information

Details and Date of Visit

Participant Name Mr/Mrs/Miss/Ms _____

Address _____

Home Telephone (include code) _____

Parent/Guardian Name _____

Water Activities (please tick as appropriate)

My child is:-

Able to swim 50 metres

Just water confident

Does not wish to participate in water activities

Diet Declaration (please tick as appropriate)

My child's diet is:-

All food

No meat/fish

Other (Please give details below)

He/She requires:-

Continue overleaf if necessary

Consent (Please tick as appropriate)

I am aware of the nature of the Programme that my child is about to take part in, and I understand that I can seek more detailed information by telephone/in writing from the following:

I have told my child to pay particular attention to staff giving advice on matters of safety, behaviour and general procedures.

I consent to my child taking part in all activities organised by the Staff in connection with the Programme.

Signed _____ Date _____

EMERGENCY CONTACTS AND MEDICAL INFORMATION

The following information will be treated in confidence.

Student Name _____ Age _____ Date of Birth _____

Parent/Guardian Name _____
Address _____

Home Telephone (code _____) _____ Mobile _____

If parents/Guardians can be contacted at work please give the telephone numbers
Name _____ Phone No (code _____)

Emergency Contact Numbers (Please delete as appropriate)
Relatives (R) or neighbours (N) that could help contact Parents/Guardians quickly in case of emergency.

Name _____ (R or N)	Phone No (code _____)
Name _____	Phone No (code _____)
Name _____	Phone No (code _____)

1. Please provide any information regarding medical conditions that may be relevant, e.g. Allergies, Asthma, Diabetes, Epilepsy, Other.
_____ None

2. Is your child currently taking any medication? E.g. Antibiotics
_____ None

3. Is there anything else you would wish to bring to the Programme Leaders' attention? E.g. Travel sickness, incontinence, sleepwalker/restless sleeper or any other special needs.
_____ None

Own Doctors Name _____ NHS No. _____
Address _____

In the event of a medical emergency every possible effort will be made to contact you. We request that you agree to your child receiving emergency medical treatment if the situation arises. It is important for you to understand that such a decision will be decided upon by a Doctor. If you do not agree it will not necessarily bar your child from attending, but we would be grateful if you would discuss this matter with:-

Your Leader in Charge/Principal/Course Co-ordinator

I consent to my child receiving medical treatment in the event of an emergency.

Signed _____ Date _____

Please return form to:

**PARTICIPANT CONSENT AND EMERGENCY CONTACT
FORM – FOR STAFF AND OVER 18's**

This form must be completed by the Course Participant and signed on both sides

Participant Information

Details and Date of Visit _____

Participant Name Mr/Mrs/Miss/Ms _____

Address _____

_____ Postcode _____

Home Telephone (include code) _____

Next of Kin Name _____

Water Activities (Please tick as appropriate)

I am:- able to swim 50 metres just water confident
Do not wish to participate in water activities

Diet Declaration (Please tick as appropriate)

My diet is: All food No meat/fish Other _____

I require:- _____

Consent (Please tick as appropriate)

I am aware of the nature of the Programme that I am about to take part in, and I understand that I can seek more detailed information by telephone/in writing from the following:

I am aware that I have to pay particular attention to staff giving advice on matters of safety, behaviour and general procedures.

I consent to participate in all activities organised by the Staff in connection with the Programme.

Signed _____ Date _____

EMERGENCY CONTACTS AND MEDICAL INFORMATION**The following information will be treated in confidence.**

Participant Name _____ Age _____ Date of Birth _____
Next of Kin Name _____
Address _____

Home Telephone (code _____) _____ Mobile _____
If Next of Kin can be contacted at work please give the telephone numbers
Name _____ Phone No (code _____)
Name _____ Phone No (code _____)

Emergency Contact Numbers (Please delete as appropriate) Relatives (R) or neighbours (N) that could help contact Next of Kin quickly in case of emergency.
Name _____ (R or N) Phone No (code _____)
Name _____ (R or N) Phone No (code _____)
Name _____ (R or N) Phone No (code _____)

1. Please provide any information regarding medical conditions that may be relevant, e.g. Allergies, Asthma, Diabetes, Epilepsy, Other.	<input type="checkbox"/> None

2. Are you currently taking any medication? E.g. Antibiotics	<input type="checkbox"/> None

3. Is there anything else you would wish to bring to the Programme Leaders' attention? E.g. Travel sickness, incontinence, sleepwalker/restless sleeper or any other special needs.	<input type="checkbox"/> None

Own Doctors Name _____ NHS No. _____
Address _____

In the event of a medical emergency every possible effort will be made to contact your Next of Kin. We request that you agree to receive emergency medical treatment if the situation arises. It is important for you to understand that such a decision will be decided upon by a Doctor. If you do not agree we would be grateful if you would discuss this matter with:-

Your Leader in Charge/Principal/Course Co-ordinator

I consent to receive medical treatment in the event of an emergency.

Signed - _____ Date _____

Please return form to:

6.17 FIRST AID

Visit organisers are strongly advised to read and apply the relevant, detailed guidance on first aid in the 'Health and Safety Manual' on BGfL.

LEVEL OF PROVISION

116. The extent and nature of first aid provided will depend on the type of the visit and the risks identified. It is important for organisers to make appropriate arrangements for pupils with special medical needs
117. A good knowledge of first aid and an adequate first aid box are required for all visits. In more remote locations, one of the teachers should be a fully-qualified first aider. First aid equipment carried should reflect specific hazards identified and the availability of professional medical help.
118. Minimum first aid provision is:
- a stocked and checked first aid box, appropriate to the nature of the visit and the numbers in the group;
 - a teacher appointed to be in charge of first aid arrangements.
119. The following first aid items are the minimum recommended by the Health and Safety Executive:
- a general advice leaflet;
 - six, individually wrapped sterile adhesive dressings;
 - one large sterile unmedicated wound dressing, approximately 18 cm x 18 cm;
 - two triangular bandages;
 - two safety pins;
 - individually wrapped moist cleansing wipes;
 - one pair of disposable gloves;
 - a resuscitator (for hygienic mouth to mouth resuscitation) would also be useful.
120. Appropriate items should be added to the above list where specific risks are identified, especially in remote locations.
121. It must be noted that aspirin must not be given to children under 12, except on medical advice.
122. Details of first aid courses can be obtained from the LA Health and Safety Officer, Margaret Street Birmingham. Telephone 0121 464 4645.

6.18 FARM VISITS

123. Farms are places of relatively high risk. The presence of machinery, slurry pits and animals pose a range of risks which need to be carefully assessed. Careful planning and good on-site management is vital.
124. Organisers should ensure, by an exploratory visit, that the farm is well-managed and applies adequate safety and animal welfare standards. It should have dedicated public areas, washing and toilet facilities. The farm should, ideally, have been accredited by CEVAS (Countryside Educational Visits Accreditation Scheme).
125. The zoonosis infections detailed in this appendix form an obvious risk to visitors to farm sites. Visitors to farm sites do not possess the relative immunity of farm workers to the various infections. Organisers should ensure that all supervisors and children are informed of the precautions to be taken (see below).
126. Group control is important and students/pupils should not be allowed to:
- play in the vicinity of, or ride on, tractors or other machinery;
 - play in the working area of the farm;
 - drink from taps other than in the designated public areas;
 - place their faces against animals or put their hands in their own mouths after feeding the animals;
 - eat until they have washed their hands;
 - sample any animal foodstuffs.
127. More detailed advice is available from:

DfES ; Handbook for Group Leaders 2002 and HSE Guidance Sheet A1523 'Guidance for Organisers of Farm Visits'

OTHER HEALTH ISSUES

128. Participation in activities at waterside locations, on water and in forest areas carries with it a small but significant health risk. Publicity surrounding such risks to health understandably gives parents and all involved in the provision of such activities cause for concern.

-
129. The following guidance is provided to enable Visit Leaders to give positive advice and assurance to parents. The degree of risk of serious illness in each case, which is very small indeed given appropriate precautions, should be strongly emphasised. It is recognised, however, that some parents may, as a result of the information, decide against participation in the activity.
130. Each school or youth centre will need to decide how best such information is provided for parents. It is recommended that this should be done at a very early stage, preferably at the time of recruitment, and in sufficient detail to describe accurately the chance of contracting the illness and its nature, symptoms and treatment.

ZOONOSIS INFECTIONS

- **LEPTOSPIROSIS (CATTLE FORM)**
 - **CRYPTOSPORIDIOSIS**
 - **E-COLI**
131. The above zoonosis infections are transmitted by contact, directly or indirectly, with the faeces or urine of farm animals or by the drinking of contaminated water.
132. Such infections are relatively rare but can be serious. Most are treatable with antibiotics.
133. Prevention of infection involves:
- avoiding contact with urine, faeces or contaminated water;
 - avoiding drinking potentially contaminated water;
 - covering skin abrasions with waterproof dressings;
 - thorough washing of any possibly affected areas of skin.
134. Symptoms may include flu-like attacks, headache (often persistent), vomiting, muscle pain, diarrhoea and abdominal pain.
135. Staff and young people operating in the vicinity of farms and particularly those on farm visits, should take the above precautions and inform parents accordingly.

LEPTOSPIROSIS (WEIL'S DISEASE)

See also expanded guidance below

136. Weil's disease is caused by an organism, carried in rat's urine, which is present in and on the banks of many rivers and lakes. Participation in all forms of water-based outdoor activity carries with it a very small risk of contracting the disease. Precautions can be taken by participants to reduce further the risk of infection. Though rare it can be a serious illness requiring hospital treatment but if diagnosed early, responds well to antibiotics.

TETANUS

137. This disease is serious when contracted and can be fatal. Caused by soil bacteria, it can be contracted through contamination of wounds. Early symptoms are stiffness in the muscles adjacent to the wound, followed by stiffness in the jaw and eventually muscular spasms and rigidity throughout the body.
138. Immunisation is particularly effective and anyone receiving a wound should enquire about his/her immune status.

BLUE-GREEN ALGAE

139. Blue-green algae inhabit most inland waterways. They are a natural part of the life-cycle of such waters and only create a significant risk to health when a combination of calm conditions and nutrients during the summer months cause the algae to multiply abnormally. On such occasions the water becomes discoloured and a bright green/blue scum may form at the surface.
140. On decomposition the algae may release toxins, which can be harmful to those, who swim through or swallow affected water. There have been few reports of long term illness affecting humans but the short term effects of exposure including skin rashes, fever and stomach complaints, can be severe.
141. The Environment Agency monitors most waters affected by blue-green algae. Where doubt exists about particular water, leaders and instructors should seek and heed the advice of the relevant Environment Agency office.

POLLUTED WATER

142. Some inland waterways, particularly those in lowland areas, show sewage-based pollution levels greater than that considered safe for bathing. Risks are minimised where immersion is avoided or is rare. On waters where pollution levels are high, activities likely to lead to immersion e.g. deliberate canoe capsizes should be avoided.
143. Illness arising through such pollution is not likely to be severe. Where illness does occur following activity in or on such waters, parents should inform the provider of the activity who may decide to inform the appropriate authorities below and will then determine whether future activity should proceed.
144. The appropriate office of the Environment Agency or the Environmental Health Department of the local District Council can give advice on pollution levels of waters in their local area.

LYME DISEASE

145. Most forest areas contain ticks, which normally live on sheep and deer. These pin-head sized insects can attach themselves to humans. In doing so there is a very small risk of them transmitting an infection called Lyme Disease.
146. Symptoms are that the bite develops a red patch or circle that expands around the infected area. Flu-like symptoms may develop and, in extreme cases meningitis like symptoms may ensue. Lyme disease is treatable at any stage with antibiotics; the earlier it is diagnosed, the easier it is to treat.

Further information follows

WEIL'S DISEASE

The following guidance is given to inform all involved of the existence of this rare disease. Its very rarity carries the risk of misdiagnosis. Visit Leaders may wish to copy these notes in full for parental notification.

INFORMATION FOR YOUNG PEOPLE, PARENTS, TEACHERS AND INSTRUCTORS

Participation in any water activity carries with it a very small risk of bacterial infection, which may give rise to a condition known as Weil's Disease. The purpose of this note is to identify:

- the precautions to be taken to reduce the chance of being infected;
- the symptoms;
- the treatment.

THE DISEASE

Weil's Disease is caused by a bacteria present in rats' urine and which may contaminate waterways and banksides, particularly slow moving or stagnant waters. The bacteria do not survive for long in dry conditions or in salt water.

Bacteria may be absorbed through the mucous membranes of the eyes and mouth, and particularly via skin cuts or abrasions.

It is a serious illness and can be fatal, but responds well to early treatment.

PRECAUTIONS TO REDUCE THE CHANCE OF INFECTION

Simple protective and hygiene procedures can further reduce the already small chances of infection:

- avoid intentional immersion, particularly in slow moving or stagnant waters;
- wear protective footwear so as to reduce the chance of accidental cuts or abrasions;
- cover any existing cuts with a waterproof plaster before participation;
- wash or shower as soon as possible after the activity.

SYMPTOMS AND TREATMENT

Early symptoms, normally appearing within 3 - 19 days after the activity, are:

- a temperature;
- a flu-like illness, often with a severe and persistent head ache, joint and muscle pain.

Pain in the calf muscles is often particularly noticeable and jaundice and conjunctivitis may develop.

Having any of the above symptoms does not necessarily mean that you have Weil's Disease but, if you become unwell or such symptoms develop a few days to three weeks after participation:

- visit your doctor promptly;
- tell the doctor that you have been involved in water activities and where;
- mention Weil's disease and the Elisa blood test below.

The doctor should then administer penicillin or other suitable antibiotics and arrange for an urgent Elisa blood test. If your local laboratory is not equipped to perform the test, the sample should be sent direct to:

The Leptospirosis Reference Unit, Public Health Laboratory, County Hospital, Hereford HR1 2ER. Tel. 01432 277707

Remember: The chances of contracting the disease is remote –but if you do, early treatment is essential.

LYME DISEASE

In many forest and moorland areas where deer and other animals run wild, ticks are quite common. Some areas are more badly affected than others and the ticks are most active between April and October. They are normally carried on animals and on vegetation and are transferred to humans by contact with vegetation.

Though the tick bites are usually unnoticed and quite common, the incidence of the disease is rare. There are, however, a number of cases each year in Britain and the following guidance is given to raise awareness and identify preventative measures.

PREVENTION

The following basic precautionary measures will reduce the number of bites:

- avoid tick habitats where possible;
- wear long trousers, tucked into socks: light coloured clothing will help you spot ticks;
- brush off clothing before entering accommodation;
- undress and check for ticks, they usually crawl about for several hours before attaching themselves to your skin;
- remove any attached ticks by gentle tugging with tweezers and / or by the application of surgical or methylated spirits. Save the tick for future reference.

DIAGNOSIS AND TREATMENT

The likelihood of infection following bites is very rare but the bites should be monitored:

- Check for any rash or red patch, especially one that expands over several days. The patch can be quite large. It may be ring shaped.
- Flu like symptoms often occur early in the disease.
- Meningitis like symptoms, such as a stiff neck, difficulty in concentrating, remembering and fatigue, can occur later in the disease.
- If you have any of these symptoms, especially after a tick bite, visit your doctor.
- Explain where you have been, mention LYME DISEASE.
- The disease is treatable with antibiotics at any stage though early treatment is advised.

CHECKLIST 1

6.19 APPROVAL FOR ALL VISITS

For establishment use only

This checklist should be completed for any visit off the establishment site. It attempts to deal with all routine planning issues and refers the organiser to relevant sections of this guide for detailed information and advice. Paragraph numbers refer to this manual.

Organisers and managers should ensure that all questions, including those in other relevant checklists 2 and/or 3, can be satisfactorily answered before final approval of the visit. It is acknowledged that some issues below may not apply to certain local or regular visits.

Where defined adventure activities or overseas visits are planned, Checklist 2 and 3 respectively must also be completed.

VISIT TO: **DATES:**

- Yes 1. Have the LA and establishment's off-site visit procedures been followed? (Section 5; paragraphs 9-11)
- Yes 2. Is the visit the best way of delivering the defined educational aims? (Section 6; paragraph 2)
- Yes 3. Is the location and time of year commensurate with the aims and group needs? (Section 6; paragraph 2)
- Yes 4. Has a risk assessment of the visit been carried out and recorded? (Section 6; paragraph 1)
- Yes 5. Has background investigation been undertaken? (Section 6; paragraphs 7 – 9)
- Yes 6. Are numbers of staff and/or voluntary helpers recruited in line with LA advice? (Section 6; paragraphs 11 – 14)
- Yes 7. Have the volunteers been entered on the establishment insurance list? (Section 6; paragraph 12)
- Yes 8. Have child protection procedures been followed, including criminal conviction Checks where appropriate? (Section 7; paragraphs 22-26)
- Yes 9. Have relevant financial, contracting and accounting procedures been followed? (Section 12)
- Yes 10. Have the Charging for School Activities regulations been applied? (Section 12)
- Yes 11. Has appropriate insurance cover been arranged for pupils and staff? (Section 7; paragraphs 36-37 and Section 13)

- Yes 12. Has parental information been given and permission obtained?
(Section 6; paragraphs 39-44 and Section 7; paragraphs 38-43)
- Yes 13. Are satisfactory arrangements in place for children with special needs?
(Section 6; paragraphs 46-50 & Section 7; paragraphs 45-49)
- Yes 14. Are medical and first aid arrangements commensurate with the visit?
(Section 6; paragraph 51 and Section 7; paragraph 50)
- Yes 15. Has the accommodation, its security and fire certification been checked?
(Section 6; paragraphs 32-35 and Section 7; paragraphs 32-35)
- Yes 16. Are pupils and parents aware of clothing requirements? (Section 6; paragraph
paragraphs 56 and Section 7; paragraph 5)
- Yes 17. Do transport arrangements (minibus, car, coach) conform to LA requirements?
(Section 11)
- Yes 18. Is a detailed programme arranged, including alternatives?
(Section 6; paragraph 45 and Section 7; paragraph 44)
- Yes 19. Are emergency procedures, contacts and communication arrangements in
Place? (Section 6; paragraph 55 and Section 7.1; paragraph. 54 and Section
7.2.

20. List below any other arrangements made for the specific visit

.....
.....

- Yes 21. Does the above visit include any of the defined adventure activities in Section
8? If affirmative, follow Checklist 2. Section 8.9
- Yes 22. Does the visit include travel outside the United Kingdom?
If affirmative, follow Checklist 3 in Section 10

Signed:.....(Visit Organiser) Date:.....

If the answers to questions 1 – 19 are affirmative then establishment approval
for general aspects of the visit could reasonably be assumed.

Signed :..... (Head/EVC/Senior Youth Worker) Date:.....

**Note: A copy of this questionnaire must be retained by the establishment where an
incident necessitating the submission of an accident form occur.**