

# Off-Site Activities 2007

<b>Section 1</b>	- <b>Introduction</b>	<b>1</b>
<b>Section 2</b>	- <b>Responsibilities</b>	<b>3</b>
<b>Section 3</b>	- <b>Health &amp; Safety</b>	<b>9</b>
<b>Section 4</b>	- <b>Risk Assessment</b>	<b>11</b>
<b>Section 5</b>	- <b>Equal Opportunities and Inclusion</b> Including Young People with Special Needs, especially Physical Disabilities	<b>15</b>
<b>Section 6</b>	- <b>Safeguarding Children and Child Protection</b>	<b>23</b>
<b>Section 7</b>	- <b>Planning and Authorisation checklist</b> Recommended Adult/Young Person Ratios for Off-Site Activities Categories For Off-Site Activity	<b>27</b>
<b>Section 8</b>	- <b>Parents and Carers</b>	<b>34</b>
<b>Section 9</b>	- <b>Insurance</b>	<b>36</b>
<b>Section 10</b>	- <b>Financial Arrangements and VAT</b>	<b>40</b>
<b>Section 11</b>	- <b>Emergency Procedures</b>	<b>44</b>
<b>Section 12</b>	- <b>Dealing with Media</b>	<b>49</b>
<b>Section 13</b>	- <b>Leadership and Supervision</b>	<b>52</b>
<b>Section 14</b>	- <b>Outdoor and Adventurous Activities</b> Adventure Activity Licensing Authority (AALA) Farm Visits and Associated Infection Risks Field Studies Hillwalking, Mountaineering and Rock Climbing Horse Riding and Pony Trekking Motor Activity Mountain Biking (off road) Orienteering Skiing/snowboarding Unconventional Activities Water Based Activities Gorge Scrambling Improvised Rafting Paddlesport Sailing	<b>59</b>  64-66 66 67-69 69 70 70 71 72-73 74 74 75 76 77 78-79

Windsurfing	79
Sea Level Traversing	80
Sub-Aqua including Snorkelling	81
Swimming and Paddling	81
Swimming in Open Water	81-82
Water Margins	82-84
White Water Rafting	84
The Duke of Edinburgh’s Award	85
<b>Section 15 - Exchange /Twinning Visits – including Home Stay</b>	<b>86</b>
<b>Section 16 - Bibliography</b>	<b>88</b>
<b>Appendix 1</b>	<b>89</b>
Organisations Offering Advice, Publications and Training	
<b>Appendix 2</b>	<b>95</b>
Purchases from School/PTA/Community Funds	
<b>Appendix 3</b>	<b>101</b>
Off site Activities Process Flow Diagram	
<b>Appendix 4- Forms</b>	<b>102</b>
Risk Assessment	103
Form OSA1 (2007) Offsite Activity LA Notifications	105
Form OSA2 (2007) (Young Person) Medical consent	109
Form OSA3 (2007) (Adults) Medical	112
Form OSA4 (2007) Emergency Action-Base Contact	114
Form OSA5 (2007) Emergency Action – Party Leader	116
Form OSA 6 (2007) Volunteer Drivers	118
<b>Appendix 5</b>	<b>119</b>
Workforce Reform	
<b>Appendix 6</b>	<b>124</b>
Safeguarding Children Form	
<b>Appendix 7</b>	<b>125</b>
Access Assessment for Educational Visits	
<b>Appendix 8</b>	<b>130</b>
Inclusion Process Flow Diagram	

## 1. Introduction

Off-site activities<sup>1</sup> greatly enhance young people's<sup>2</sup> personal and social development and contribute to the breadth of the curriculum, but it is essential to plan them and fully consider all safety aspects. This document provides guidance and clarity so that all off-site activities can be enjoyable, of maximum educational benefit and as safe as possible.

This publication replaces the previous guidelines, Off-site Activities Guidance 2003.

**Use this document whenever staff are planning any off-site activity involving young people. It includes the system for notifying the LA of proposed off-site activities.**

These guidelines should not overburden education establishments. With this guidance, heads of educational establishments, Education Visits Coordinators (EVC's), unit managers, governing/management committees, youth workers and other staff can make well considered and reasonable judgments in the context of the off-site activity to be undertaken. Take a copy of these guidelines for reference on each visit. Consult the Children, Young People and Families Directorate Outdoor Education Officer or Health and Safety Officer if you require further advice on off-site activities.

The LA, in consultation with appropriate bodies and representatives, will review these guidelines at appropriate intervals.

1 Throughout this guidance, we use the term 'off-site activities to include all trips, visits, journeys and off-site activities by all educational establishments.

2 Throughout this guidance, we use the term 'young people' to include all children, pupils, students and youngsters, engaged on off-site activities.



## 2.Responsibilities

Full details of the roles and responsibilities for heads of educational establishments, governors, LA, the Outdoor Education Advisor, party leaders and EVC's are in the DfES Guidance Part 1 "Guidance for Educational Visits". The responsibilities that the LA considers are essential are in this section.

### 2.1 The LA's Responsibilities for Educational Establishments' Off-Site Activities

In essence, the LA's responsibilities are to:

- a. provide comprehensive written guidelines for those who plan and deliver off-site activities;
- b. assess the proposed arrangements for off-site activities when submitted to the LA on form OSA1 to ensure, as far as possible, that they comply with the guidelines, and to respond in writing to the educational establishment concerned;
- c. provide emergency telephone contact points for the duration of the off-site activity when necessary;
- d. provide access to appropriate qualified competent staff for advice and guidance;
- e. maintain third party and employers liability insurance cover;
- f. monitor the off-site activities carried out within the LA and education establishments and the work of EVC's; and
- g. ensure that appropriate training is available for identified individuals.

### 2.2 Responsibilities of the Governing Body/Management Committee

Where the governing body is the employer the governors' responsibilities will be the same as those outlined above for the LA. In addition, it is good practice for all governing bodies and management committees to:

- a. make available the LA and DfES guidance on the health and safety of young people on off-site activities. These should include measures to obtain parental consent on a basis of full information, to investigate parental complaints, and to discuss and review procedures including incident or accident and emergency management systems. As necessary governors may seek specialist advice, though governors should not normally be expected to approve off-site activities;
- b. ensure that the head of establishment and the EVC are supported in matters about off-site activities and that they have the appropriate time and expertise to fulfill their responsibilities;

- c. ascertain what governor training is available and relevant;
- d. agree on the types of off-site activity they should be told about;
- e. ask questions about an activity's educational objectives and how they will be met. Are the objectives appropriate to the age and abilities of the group? The governors should challenge the nature of the off-site activity when the educational objectives are not clear or where the means to meet them do not appear to be realistic. It is not expected that governors should become directly involved in risk assessment unless they have an appropriate competence, but they should ensure that it has been completed. Governors offering professional advice to schools, should be aware that their professional indemnity insurance is unlikely to cover them for unpaid advice;
- f. ensure that the LA approves the off-site activity before confirming bookings;
- g. help to ensure that early planning and pre-visits can take place and that the results can be acted upon. Many complex or costly ventures require 18-24 months of planning;
- h. ensure that bookings are not completed until external providers have met all the necessary assurances. Also, ensure that specific items in the risk management - for example, overnight security, room and floor plans – are checked prior to departure; and
- i. ensure that the head of establishment and the EVC have taken all reasonable and practicable measures to include young people with special educational needs or medical needs on a visit.

### 2.3 Responsibilities of the Head of the Education Establishment

It is good practice for heads of education establishments to:

- a. delegate tasks to the EVC, having regard to their duties;
- b. agree who will approve an off-site activity at school level or submit it to the LA for approval if so required. It makes sense for the EVC to perform this function and for the head of establishment to countersign. The head of establishment may delegate the task wholly to the EVC, who will then inform the head teacher and sign on the head of establishment's behalf;
- c. ensure that you have arrangements for the governing body or management committee to be made aware of off-site activities so that they can ask questions as necessary;
- d. ensure that you have arrangements for the educational objectives of an off-site activity to be inclusive, to be stated in the pre-visit documentation, and to be made known to all relevant parties;
- e. be aware of the need to obtain best value services. Consider appropriately financial management, choice of

- contractors and contractual relationships, value for money, mobility of service and safety;
- f. ensure that issues identified by exploratory visits have been satisfactorily resolved within the risk assessment;
  - g. ensure that there is a check on accreditation or verification of providers;
  - h. ensure that evaluations of off-site activities inform the operation of future visits;
  - i. ensure that the EVC informs the head of establishment of the progress of the off-site activity and that governors receive this information (and parents as necessary);
  - j. check that the EVC has designated an appropriately competent group leader who will meet the LA's criteria.
    - the LA's Outdoor Education Officer will normally assess a teacher's competence in a specific activity;
    - the EVC will be able to assess a teacher's supervisory ability;
    - the head of establishment should make a judgment on a member of staff's competence and suitability to lead an off-site activity. Discipline on an off-site activity may have, at times, to be stricter than in the classroom;
  - k. for less routine off-site activities, ensure that the EVC can obtain advice from an appropriate technical adviser;
  - l. make time available for the EVC to arrange for the induction and training of staff and volunteers and ensure that staff receive the induction and training they need to participate in the visit;
  - m. allocate sufficient resources to meet identified training needs, including attendance at courses arranged or held by the LA. There should be INSET sessions relating to educational off-site activities;
  - n. ensure that the off-site activity evaluation informs training needs. Make available further staff training where a need is identified;
  - o. arrange for the recording of accidents and the reporting of death or disabling injuries as required by the W.C.C. accident/incident reporting procedure.  
Review accident and incident records regularly and use this information to inform future off-site activities;
  - p. ensure that serious incidents, accidents and near-accidents are investigated;
  - q. ensure staff are aware of and understand LA guidance on emergency planning and procedures. Provide training and briefing sessions for staff;
  - r. ensure that the education establishment has emergency procedures in case of a major incident on an off-site activity (See Section 11). Staff should discuss and review these. Ensure that young people, parents, group supervisors and others receive written details of these procedures.

- s. Allocate specific time to allow the EVC to carry out their functions and responsibility.

## 2.4 Responsibilities of the EVC

Each establishment should have an educational visits coordinator (EVC). This may be the head of establishment. It could be a senior member of staff – in which case the EVC will be appointed by and act on behalf of the head of establishment. Where significant numbers of off-site activities occur, the establishment should consider whether to recognise the additional responsibilities and time commitment of the EVC. Formal recognition of the EVC function will help the establishment fulfill its health and safety obligations for visits. The EVC will be involved in the planning and management of off-site activities led by staff.

### **General functions of the EVC are:**

- a. liaise with the employer to ensure that educational visits meet the employer's requirements including those risk assessment;
- b. support the head and governors with approval and other decisions;
- c. assign competent people to lead or otherwise supervise an off-site activity;
- d. assess the competence of leaders and other adults proposed for an off-site activity. This will commonly be done by referring to accreditations from an awarding body. It may include practical observation or verification of experience;
- e. consider having male and female adults when both genders are in the party, especially for residential off-site activities;
- f. organise the training of leaders and other adults going on an off-site activity. This could involve training such as first aid, hazard awareness, supervision, emergency procedures, etc. The Handbook for Group Leaders is useful for this;
- g. organise thorough induction of leaders and other adults taking young people on a specific off-site activity;
- h. make sure that Criminal Records Bureau disclosures are in place– (See Section 6)
- i. work with the group leader to obtain the consent or refusal of parents and to provide full details of the visit beforehand so that parents can consent or refuse consent on a fully informed basis;
- j. organise the emergency arrangements and ensure there is an emergency contact for each off-site activity;
- k. keep records of individual off-site activities including reports of accidents and “near-accidents” (sometimes known as “near-misses”) using the W.C.C. reporting system; and
- l. review systems and, on occasions, monitor practice.



**EVC Competence**

The member of staff designated as the EVC should be appropriately competent. The level of competence required depends on the size of the education establishment and the types of educational visits proposed. For example, the needs of a small infants school will differ from those of a large secondary school with an active Duke of Edinburgh’s Award programme.

Qualifications and/or the experience of practical leadership over many years in off-site education are evidence of competence. In addition, recent attendance on the EVC training course provided by the LA is expected.

**2.5 Responsibilities of the Party Leader**

The party leader has overall responsibility for the appropriate supervision and conduct of the off-site activity, including health and safety of the group. He/she should be an experienced, appropriately competent qualified member of staff appointed by the head of establishment, EVC and governing body/management committee.

The party leader should be familiar with and comply with the relevant sections of these guidelines, including risk assessments, and should retain a copy in his/her possession.

It will usually be appropriate to appoint a deputy party leader. If it is necessary to change the authorised programme due to local circumstances, then review the relevant risk assessments, so that the activities undertaken still comply with the guidelines.

**2.6 Responsibilities of Staff Accompanying the Group**

Members of staff should supervise their groups of young people in accordance with instructions given by the head of establishment, EVC and/or party leader. They should dress appropriately and act responsibly and advise the party leader of any problems, hazards, etc.

Members of staff should support the party leader by assisting with the control, supervision and, where necessary, discipline of young people. Staff are responsible for the group at all times, 24 hours a day if on a residential activity.

**2.7 Responsibilities of Other Adults Assisting in Off-Site Activities**

Parents and helpers should supervise their groups of young people in accordance with instructions given by the head of establishment, EVC and/or party leaders. They should dress appropriately and act responsibly and advise the party leader and/or members of staff of any problems, hazards, etc.

- 2.8 Responsibilities of Young People** Young people should not take unnecessary risks. They should comply with instructions given by staff and helpers, and dress and behave sensibly and responsibly. Any young people who may be considered by the head of establishment, EVC or party leader to pose a potential threat to the safety of themselves or the party, may be prevented from joining the activity or visit, notwithstanding Section 5 relating to inclusion. If a young person poses a threat during the off-site activities the party leader will need to undertake appropriate action which may result in the young person leaving the activity.
- 2.9 Responsibilities of Parents/Carers** Parents/carers should ensure that they are appropriately briefed on the nature of the off-site activity being undertaken, and the details of the activities involved. They should also ensure that they have completed the consent form OSA2 (see appendix 4), with full information about their child's needs and circumstances.
- 2.10 Responsibilities of Tour Operators** The Package Travel, Package Holidays and Package Tours Regulations 1992 came into force at the end of 1992. These regulations place duties on the organisers of package holidays. Normally the organiser of a trip would be a tour operator and it would be that company's responsibility to comply with the requirements of the Regulations. However, it is technically possible for the LA/educational establishment to be the "organiser" if an educational establishment puts together a package (e.g. comprising transport, accommodation, other tourist services) itself, otherwise than on an occasional basis. As yet there is no case law on what constitutes "occasionally" but it is considered that once or twice a year would fall into this category. Contact the LA's Legal Department for further advice, telephone 01926 - 412361.
- 2.11 Further Details** Information relating to Workforce reform and the use of support staff and other adults is shown in appendix 5.

### 3. Health and Safety

#### 3.1 Guidelines

These guidelines allow people to participate in a range of off-site activities that maximise educational opportunities and are planned in a way which minimises the danger to life and limb. The guidance cannot cover in detail every eventuality and situation which may arise.

#### 3.2 Beyond the Educational Establishment

Education beyond the educational establishment is increasing in both range and popularity. This may include potentially hazardous activities including elements of adventure and discovery, which add to their popular appeal.

#### 3.3 Hazards

An activity can become dangerous when certain factors, or a combination of factors occur. These could include various elements such as gravity, weather, water currents, inexperience of young people, indiscipline, the unexpected, equipment failure, lack of effective safety controls, lack of training and experience of leaders, interference by other parties.

#### 3.4 Responsibilities

The head of the establishment, EVC, governing body/management committee, party leader and LA have responsibilities and a legal duty to ensure that off-site activities are conducted so that participants and staff do not experience unacceptable levels of risk to health and safety. Off-site activities should comply with either the establishment's own or the LA's Health & Safety Policy Statement.

#### 3.5 The head of establishment, EVC and governors /management committee must be satisfied of the competence of staff to undertake and supervise the off-site activities.

To ensure reasonable standards of health and safety within the various activities, heads of establishment, EVC and governors/management committees must provide appropriate training where necessary, see Appendix 1. Safety, effectiveness and enjoyment are enhanced by the ability of a party leader to anticipate and avoid potential problems and accidents. The ability to anticipate will depend upon experience and effective training. Party leaders and accompanying staff should be satisfactorily competent for the nature of the visit or activity. The LA regard competence as the following;

- Staff are aware of good practice and accepted National standards
- Staff are experienced in leading/supporting educational visits
- Staff hold relevant qualifications/validation such as NGB Awards or have attended WCC Off-site Leader Training

- 3.6 Participation** Any potential participants who express a genuine fear of heights, water, etc. should not be coerced into activities, which they fear.
- 3.7 Application** These guidelines apply to LA employees, staff of aided and foundation educational establishments and/or people acting on their behalf in a paid or voluntary capacity, including the party leader. They also apply to teaching and non-teaching staff, youth workers, parents and other helpers who are proposing to organise any off-site activity.
- 3.8 Contacts** Contact the Children, Young People and Families Directorate
- |                                |   |
|--------------------------------|---|
| Outdoor and Off-Site Education | Outdoor Education Officer<br>01926 742494 |
| Health and Safety (General)    | Health and Safety Officer<br>01926 738729 |
| Physical Education and Sport   | PE Inspector<br>01926 742024              |

## 4. Risk Assessment

Before an education establishment decides to arrange an off-site activity, it is good practice to consider what educational objectives it wishes to achieve, and then, how an off-site activity might help to achieve them.

Risk assessment and risk management are legal requirements. They involve the careful examination of what could cause harm during the off-site activity and whether enough precautions have been taken or whether more should be done. The aim is to make sure no one gets hurt or becomes ill. The control measures should be understood by those involved. Risk assessments should explicitly cover how special educational needs and medical needs are to be addressed. Do not deviate from the programme of off-site activity, as set out in the risk assessment and the consent form, and it should include details of contingency measures – plan B. The Health & Safety Executive has produced a Leaflet “5 steps to risk assessment” as a simple guide (<http://www.hse.gov.uk/pubns/indg163.pdf>). It recommends that you record and review risk assessments.

Consider risk assessment for off-site activities at three levels:

- a) generic activity risk assessments, which are likely to apply to the activity wherever and whenever it takes place;
- b) visit/site specific risk assessments which will differ from place to place and group to group; and
- c) ongoing risk assessments that take account of, for example, illness of staff or young people, changes of weather, availability of preferred activity.

The following points are a summary.

- What are the hazards?
- Who might be affected by them?
- What safety/control measures need to be in place to reduce risks to an acceptable level?
- Can the group leader put safety measures in place?
- What steps will be taken in an emergency?

Staff should be competent and trained in risk assessment. Contact the Health and Safety Officer for details of LA training.

### 4.1 Technical Advisers

Technical advisers have a high level of competence in a particular activity. They will be able to make judgments about the technical and supervisory competence of others within their area of expertise in relation to a particular pupil group.

Contact the following Directorate staff for technical guidance and advice:

Outdoor Education Officer  
PE Inspector – General Inspector – Physical Education  
Health & Safety Officer

## 4.2 Categorisation of Activities

The LA has identified 3 categories of educational visits which have differing levels of potential risk:-

### Category A

Category A activities present comparatively low risks. They should be supervised by an adult who has been assessed as competent by the LA or EVC, as appropriate, to lead this category of off-site activity. There is no need for National Governing Body (NGB) or other accreditation, but the activities should be conducted following the LA's or education establishment's standard visits procedures. Examples might include:

- walking in parks or on non-remote country paths;
- field studies in environments presenting no technical hazards;
- shopping trips;
- museum visits;
- theatre visits; and
- study centres.
- Sports fixtures

### Category B

Category B are higher-risk or higher profile activities. Safe supervision requires that the leader should, as a minimum, have undergone an additional familiarisation process or induction specific to the activity and/or the location. He or she will be approved as appropriately competent by the LA, or by the EVC following LA guidance.

An NGB award such as the Basic Expedition Leadership (BEL) Award or the Activity Leadership NVQ may be relevant as a measure of competence for teachers leading certain activities in category B. Examples of activities might include:

- walking in non-remote open country;
- camping;
- cycling on roads or non-remote off-road terrain;
- low level initiative challenges;
- residential visits.

The LA, where appropriate, will authorise EVC's to validate colleagues for leadership of category B activities. The EVC and LA Outdoor Education Officer will agree which of these higher risk off-site activities should be approved by the EVC, and which by the LA.

Note: Several of the school-visit incidents in recent years have happened on visits that might be deemed category B or even category A.

**Category C**

This is the most demanding and highest risk category. It includes all those off-site activities that, if not establishment-led, would be in scope of the Adventure Activities Licensing Regulations 1996. It also includes off-site activities that fall outside the scope of licensing, or are less commonly pursued by young people, such as motor sports, whose safe supervision requires that the leader should normally complete some prior test of his or her specific competence. Such testing might include a recognised course of training, the recorded accumulation of relevant experience, or an assessment of competence by an appropriate body.

Category C may also include activities not currently licensable such as:

- high ropes courses;
- sub-aqua activities;
- canoeing in placid waters;
- residential adventure activities
- overseas visits and exchanges and expeditions
- large city locations

In these cases a leader should demonstrate competence by possessing the relevant NGB Award or an in-house assessment conducted or approved by the LA.

### 4.3 Additional Considerations

In assessing the appropriate category for an off-site activity, the EVC and Outdoor Education Officer should take account of the environment in which the activity will take place. An activity might be rated in a higher category if it takes place:

- in or near water;
- walking in remote country;
- in winter conditions;
- on or near cliffs or steep terrain;
- in an area subject to extremes of weather or environmental change;
- overseas visits;
- crowded city locations.

For example, field study activities next to open water, such as pond dipping, might rate as category B. Winter camping might rate as category C, as might off-road cycling over steep terrain.

Category C includes any activity in water. See Get Safe for Summer issued by the Amateur Swimming Association July 2002. See also Sections 7 and 14 for recommended staffing/adult ratios.

**See further details of categories for activity in Section 7.**

#### **4.4 Environmental Considerations**

The countryside, rural areas and the coastline of the UK present a rich but fragile environment for visits. Large visitor numbers and frequent use of routes can all offer threats to those areas.

Visits should aim to use well-maintained, regular routes and paths to assist with the protection of the environment.

Adventure and field study providers are aware of the fragile ecosystems within which they operate. As such action is taken to minimize impact.

For further details of the Country Code and educational materials contact [www.countrysideaccess.gov.uk](http://www.countrysideaccess.gov.uk)



## 5. Equal Opportunities and Inclusion

- 5.1 Access** In accordance with County Council policy, establishments need to make every effort to ensure that off-site activities are available, accessible and inclusive to all who wish to participate, irrespective of special needs, ethnic origin, gender, religion, etc. All young people should be encouraged to participate in as wide a range of activities as possible. Consider the selection of suitable venues and activities.
- 5.2 Nationality** If the group being taken on the journey or activity includes young people whose nationality or immigration status or entitlement to a British passport is uncertain, ask the Foreign and Commonwealth Office very early on about the requirements of the Immigration rules and the right of re-entry. The British Nationality Act of 1981 may have created difficulties for the young person concerned which extend to the use of collective and visitors' passports. In individual cases of uncertainty, obtain further authoritative advice from the Joint Council for the Welfare of Immigrants (JCWI), telephone 0171-251-8706.
- 5.3 Immigration** Staff should avoid creating worries and difficulties for either young people or parents by casting doubt upon families' immigration, nationality or "settled" status. In particular, do not approach the Home Office about individuals without first seeking advice from JCWI. In some cases, party leaders may even wish to reconsider the question of making such journeys if these difficulties discriminate against young people at the education establishment.
- 5.4 Children subject to care orders and Wards of Court** If a young person is subject to a care order, foster parents will need to ensure that the Social Services Department gives its consent to any proposed trip. In the very rare cases where young people are wards of court, heads of establishments will probably need to seek permission from the court in relation to off-site activities abroad. Seek permission well in advance.
- 5.5 Differing Needs** Individuals or groups of young people may have 'differing' needs. When planning and executing an off-site visit it is important that factors such as religious, dietary, medical, physical requirements are considered

## 5.6 Special Needs

Changes to the law bring off-site activities into the scope of disability legislation. The Disability Discrimination Act (DDA), places duties on LA's and education establishments not to discriminate against disabled young people for reasons relating to their disabilities. Discrimination can take the form of 'less favourable treatment' or 'a failure to make reasonable adjustments'. Chapters 5 and 6 of the Code of Practice for Schools issued by the Disability Rights Commission, 2003, includes reference to school trips and off-site activities, and gives a number of useful case studies which will offer additional guidance on the interpretation of the terms 'less favorable' and 'reasonable adjustments'. The LA would advise establishments to plan based on the assumption that all young people will be included in offsite visits, unless a decision can clearly be justified in accordance with the guidance and advice contained within the Code of Practice for Schools document.

The key to making practical, fair and therefore lawful judgments about participation is through undertaking a risk assessment. The education establishment's EVC and the LA's Outdoor Education Officer should check that all reasonably practicable efforts have been made during the risk assessment to include disabled young people in off-site activities. This will usually involve an early discussion with the young person, parents, group leader and other supervisors, the manager of the venue to be visited, the tour operator and where appropriate the LA's Health and Safety Officer and specialist SEN support services. This will enable a collective decision to be reached to ensure the best approach and safest outcome for the young person and other participants.

The following aspects may be particularly relevant to those with Special Educational Needs.

- **Party Leader**  
Allow sufficient time at all stages for discussion and outlining procedures. Identify the respective roles of the party leader and the instructor. Inform the instructor in advance of the special needs of group members. It is most helpful if the group leader has some personal experience of the activities to be undertaken. The party leader must have knowledge of the physical, sensory, behavioural, communication and learning needs of group members and of the implications of these for the off-site activity.

- **Relationships**  
It is important that the party leader and group leaders have an established relationship with the group. Establish a procedure with the instructor for withdrawal of any participant if the occasion warrants it.
- **Medication**  
Give close attention to medical and dietary needs and ensure all responsible adults fully understand emergency medical procedures. The Warwickshire Schools' Health Directory gives further information.
- **Contacts**  
The Integrated Disability Service (Teaching & Learning), gives further guidance on the particular needs of children with physical, sensory and communication difficulties including those with significant learning difficulties. In the first instance establishments should contact the IDS (T&L) member of staff who supports the young person in school.
- **Staffing**  
Assess and adapt accordingly the staffing ratios identified in Section 7 for groups involving young people with Special Needs.

### Principles

- a) Outings and journeys offer extra opportunities to young people for gaining independence and social skills. They are therefore of particular importance to those with special needs.
- b) When planning educational trips for young people with special needs staff are often very concerned about safety issues. Realistically, it cannot be guaranteed that a young person with special needs will not have an accident, neither can this be guaranteed for any other young person. However, there are a number of precautions, which can be taken to minimise the risk of accidents.
- c) Staff are sometimes worried about being held responsible in the case of an accident. You may find it helpful to know that the legal requirement of members of staff is that they should exercise a standard of care equivalent to that of a reasonable careful parent. Neither a head of establishment nor a member of staff is automatically legally liable for any injury sustained by young people in their care. In order to maintain legal liability it is necessary to establish that there has been negligence, which has directly resulted in injury.

This applies equally to all young people including those with special needs.

- d) Depending on the nature of the young person's needs, it may be important to check that those with statements of special educational need, for example those with physical disability, are covered by the appropriate insurance.
- e) Education establishments should assess the particular needs of young people, not simply in terms of their inclusion in the trip, but also the extent to which they can be included in the activities undertaken by the others. The establishment must make it clear to parents which activities the young person will be able to join. In cases where they are not able to participate, the school must provide an adequate level of adult supervision and should enable the young person to engage in other relevant activities commensurate with their individual needs. Where possible these should be activities with some connection to the main group activity.
- f) Before agreeing to include a young person with a physical disability it must be clear that there is the full agreement of parents, education establishment, young person's GP and other relevant health professionals.
- g) It is essential that parents sign the consent form OSA2. See Section 8 and Appendix 4. There are certain groups of young people with disabilities who require additional consideration:
  - those with poor co-ordination
  - those who walk slowly, with sticks or walkers
  - those who are prone to fractures or bruising or blistering
  - those in wheelchairs
  - those with epilepsy and diabetes
  - those with significant learning and communications difficulties
  - those with difficulties perceiving danger and risk
  - those with visual or hearing loss.
- h) The Governing Body/Management Committee, having approved the trip, must be informed of any special arrangements and reasonable adjustments made to accommodate the needs of young people with disabilities.

### General Guidelines

This section provides a framework for an individual programme or action plan for a young person with a physical disability who is participating in a school day trip or residential trip. These are only guidelines. No plan, however meticulous, can guarantee that every eventuality has been covered or that the unexpected will not occur.

1. Plan early and avoid having to make snap judgments about arrangements which may later prove inappropriate to the needs of young people with disabilities.
2. Gather as much information as possible about the young person's needs. You will probably need to consult as early as possible:
  - the parents
  - any external specialists involved e.g. physiotherapist, specialist teacher from IDS.
  - Teaching assistant
  - G.P or School Medical Officer
3. Ensure that Black and Ethnic minorities' parents are made aware of the aims / reasons for the visit – in some cases this may require interpretation / translation of visit information.

### Consult the Young Person

4. Collate this information and produce a young person profile and plan of action to cover each session of the proposed visit
5. Hold a planning meeting with all staff accompanying the group.
6. Establish and discuss emergency procedures in advance and ensure that all staff are aware of the appropriate action to take if things should not go to plan.
7. Ensure that the young people are aware of and understand the reason for any special safety precautions, which may need to be made for the protection of people with physical disabilities.

## Planning

### Access and Mobility

When planning trips, think about the following:

Access to buildings and sites of interest:

- do they have access for wheelchair users?
- do they have ramps and/or lifts?
- if not, will portable ramps help?

Parking:

- how near is it to your destination?
- are there facilities for disabled parking?

Toilet Facilities:

- are there disabled toilets?
- do they have tables/mats for changing of nappies, etc.?
- are they normally locked? who has the keys?

Outdoor Visits:

- are paths tarmac, gravelled, paved?
- are there wheelchair routes?
- are there steps, kerbs, steep slopes?

## Transport

Public Transport:

- do you have to notify public transport staff?
- is help available?
- what is access like?

Hiring Coaches / Buses:

- does the coach have a side lift or tail lift?
- does it have clamps for wheelchairs?
- do some young people need special seats?
- are extra staff needed as escorts to young people with disabilities?
- are staff familiar with the Code of Practice for the Safety of Passengers in wheelchairs on buses
- are staff familiar with the Safety Guidelines for transporting children in special seats?
- are seat belts fitted where appropriate?
- if a minibus is to be used are the Minibus Guidelines complied with?

For wheelchair users, consider the following:

- check the wheelchair is in good condition
- take spare parts, a bicycle pump, a repair kit

- in the case of electric wheelchair users take a spare manual wheelchair in case of breakdown
- ensure accompanying staff know how to handle a wheelchair e.g. how to put on brakes, how to negotiate kerbs and steps
- make sure young people use their safety straps
- in cold or damp weather young people in wheelchairs may need extra clothing/blankets
- ensure staff know how to transfer a young person from a wheelchair to a seat/toilet
- take a National Key Scheme / RADAR key to allow for access to disabled toilet facilities

### Health and Safety

#### Personal Hygiene:

- ensure sufficient supply of pads, catheters, extra clothing. Ensure privacy for young people with disabilities when they attend to their personal hygiene needs

#### Lifting:

- in January 1993 the EC published new regulations about the handling of manual loads .
- it is important that staff accompanying young people with disabilities are aware of these regulations and have had some training in lifting young people with disabilities.
- on residential trips it might be necessary to take a hoist for lifting .

#### Ratio of Staff to Young People with Disabilities:

- this ratio will have to be decided in each individual case

#### The following factors will have to be taken into account:

- age of young person with disability
- severity of disability
- weight (for lifting assessment)
- care needs (mobility and personal hygiene)

#### Medication:

- it is important that exact details are obtained on the medication requirements of young people with disabilities, including strength of dosage, frequency, side effects.
- all medicines must be kept in a safe place, their administration must be logged. Ideally, the same member of staff should always give out medicines.

- all staff should be informed about young people who are on medication, particularly in the case of those with asthma or diabetes.

### Dietary Requirements:

- as with medication, exact details need to be obtained prior to educational trips and made known to all staff.
- ensure that food provided during off-site activities meets cultural and religious dietary requirements where necessary (e.g. Halal food, Kosher meat, etc.)

### Emergency Details:

- in case of an emergency the following information is needed:
- parents' telephone number
- GP's telephone number

In the case of residential trips, it may be important to register with a local doctor.

### **Access Assessment**

If planning an OSA visit which includes young people with differing needs you also may wish to use the Access Assessment Form, Appendix 7.

### **Further Information**

It is impossible to provide guidelines to cover all activities or eventualities on educational trips. It is better to think in terms of general principles.

- Get to know the needs of the young people well.
- Take advice from the staff who normally work with them and care for them.
- Plan activities well, assess any risks and take action to minimise them.

Above all, strive for a balance between safety and independence for the young person. Make sure it is enjoyable for all concerned as well as educational.



## 6. Safeguarding Children and Child Protection

There are legal obligations for employers and educational establishments engaged with the provision of educational services to children and young people. This section builds upon previous National documents and guidance and reflects current DfES regulations and proposals.

### What checks are to be made on people who will be working with children and young people?

The following checks must be carried out on all people who seek employment in schools (including overseas and agency staff). It is strongly recommended that these checks should also be carried out on all who seek positions in schools (when they are not in the schools' employ), which involve contact with children such as volunteers.

Where the check is a statutory requirement, the DfES guidance makes clear that it **must** be carried out and in other circumstances where the check is **strongly recommended** that it **should** be carried out unless there are compelling reasons not to do so.

#### Volunteers:

Headteachers or principals should consider obtaining Enhanced CRB Disclosures where volunteering is **regular** and **involves contact with children**. Headteachers and Education Visits Coordinators (EVC's) must be aware in advance of planned educational visits and should ensure that suitable staff are identified to meet LA guidance appertaining to staff/young person ratios. They must also ensure that appropriate checks are undertaken for volunteers. Occasions may arise where parents and others are required to help teachers to supervise minor local trips and visits on an infrequent basis. In coming to a decision regarding the requirement for formal checks, headteachers will want to consider:

- i. the duration, frequency and nature of contact with children; and then
- ii. what the school knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- iii. whether the volunteer is well known to others in the school community who are likely to be aware of behaviour that could give cause for concern;
- iv. whether the volunteer has other employment, or undertakes voluntary activities where referees would advise on suitability;

- v. any other relevant information about the volunteer or the work they are likely to do.

This information will allow headteachers to undertake a risk assessment, and use their professional judgement and experience in deciding whether a CRB Disclosure is necessary. Records of any risk assessment must be retained on file. Staff involved in trips and visits should be aware of the limitations placed upon both them and the group by the use of non-CRB checked adults. Under no circumstances must a volunteer who has not obtained a Disclosure, due to infrequent contact with children, be left unsupervised with children.

The following 'Case Studies' are not intended to be definitive, but illustrate how headteachers should consider risk in deciding whether a CRB Disclosure is appropriate.

**Case Study 1:** Mrs Smith offers to accompany a class on a 3 hour school trip to a Hindu temple. Several adults including a teacher and teaching assistant will be present at all times. Mrs Smith has lived in the area for several years and she, her husband and children are well known to the school: there has never been anything that suggests that Mrs Smith might present a risk to children.

**Decision:** the headteacher decides that Mrs Smith will not have unsupervised access to children and what the school knows of Mrs Smith is positive. The headteacher decides that no CRB Disclosure or List 99 check is necessary.

**Case Study 2:** Ms Callaghan has a child in reception and has offered to support on day trips and visits. She previously volunteered at her daughter's playgroup and has shown potential for taking responsibility of small groups of pupils when off-site. The teachers know Ms Callahan from parents' evenings and as a helper on the PTA cake stall once a month: there is no evidence that she is unsuitable to work with children.

**Decision:** The headteacher decides that Ms Callahan would provide valuable support for a number of trips over the year and that she could potentially be unsupervised at times, so asks her to apply for an enhanced CRB Disclosure.

**Case Study 3:** Mr Patel offers to help on a weekend geography field trip where teachers, volunteers and children stay overnight in a youth hostel. Mr Patel has helped with school trips and reads once a fortnight in class with two children in Y4 who need extra help. He has not had a criminal background check, although in the past he had a List 99 check.

**Decision:** The headteacher decides that Mr Patel could have a high level of unsupervised access to children in the course of the overnight trip and his normal duties on the trip will include 'caring for, training, supervising, or being in sole charge of children'. He is asked to apply for an enhanced CRB check.

### **Governors responsibility**

Governors have a statutory duty to ensure that both procedures and practice relating to Safeguarding Children are in place. The nominated Governor for Child Protection should liaise with the headteacher to ensure that the establishment is compliant with guidance.

For further advice and guidance please contact WES Personnel, or the Safeguarding Children Manager, Children Young People and Families Directorate.

### **Related documents:**

*Children, Young People and Families Directorate – Guidance on the Criminal Records Bureau for Schools and all other Educational Services (2005)*

*Child Protection: Safer Recruitment and Vetting in the Educational Service (draft consultation 2006)*

*Ofsted Report: "Safeguarding Children: An evaluation of procedures for checking staff appointed to schools (2005)*

*Safeguarding Children: Safer Recruitment and Selection in Educational Settings*

*Safeguarding Children in Education 0027/2004*



## 7. Planning and Authorisation Checklist

This checklist helps the head of establishment, governors/management committee, EVC and party leaders to ensure, as far as possible a safe, successful off-site activity.

### 1. Objectives

- Have the educational/personal development objectives been clearly established?
- Has due consideration been given to include all young people? (Alternative programmes should be considered where necessary)

### 2. Leader/Responsible Adults

- Has a party leader been approved by the head of establishment and EVC?
- Is he/she competent?
- Are all concerned familiar with the contents of these guidelines?
- Are all adults physically and mentally capable of undertaking the proposed the off-site activity?
- Is there requirement for an appropriately qualified First Aider in the group?
- Are staff accompanying/leading the groups appropriately qualified in accordance with these guidelines?
- Are other staff engaged to work with the group suitably qualified to the relevant National Governing Body standard? (e.g. British Canoe Union, Royal Yachting Association, etc.)
- Are staff suitably clothed and equipped?
- Have adults been CRB checked in accordance with Section 6?
- Have all adults completed and returned form OSA3 2007 (ADULTS)? See Appendix 4.

### 3. Risk Assessment

- Has full consideration been given to risk assessment?
- Have documents been completed taking into account generic models provided by the LA?
- Have staff and participants been involved in the risk assessment process where possible?

### 4. Location

- Is the chosen location appropriate to the proposed activities and the needs of the young people?
- Is accommodation appropriate to the needs of the young people?
- If using an outside provider, (e.g. activity centre, swimming pool), does it maintain similar standards to those expected by the LA?
- Are alternative arrangements available if necessary, e.g. bad weather?
- Does the accommodation meet the needs of the group in terms of age, gender, supervision etc.?

**5. Approval**

- Have the proposed plans been approved by:
  - the head of establishment?
  - governing body/management committee?
  - the LA, where required

**6. Supervision Ratios**

- Are ratios appropriate for the proposed activities, in accordance with Section 7 & 14 of these guidelines?
- Is the ratio of male/female responsible adults appropriate?

**7 Preliminary Visit**

- Has a pre-visit been completed?
- Has suitable/sufficient background information been obtained?

**8 Contact with Parents/Carers**

- Have they been sufficiently informed of the proposed visit/activity?
- Has appropriate informed consent been obtained?
- Have parent(s) been informed of any special requirements?
- Has a meeting been convened, if appropriate?
- Have they been asked for information concerning their child's particular needs in respect of diet, health or fitness problems, which may be relevant to the visit?

**9. First Aid**

- Is suitable First Aid equipment available?
- Is someone with relevant First Aid experience or training available on the off-site activity?

**10. Transport**

- Is suitable transport available and arranged?
- Have you referred to and implemented the LA Minibus Guidelines if appropriate, taking particular note of issues relating to driver fatigue, supervision etc.?
- Does the vehicle(s) to be used have seat belts and is their use enforced?
- Is the driver appropriately qualified and CRB checked, if necessary?
- Where cars belonging to staff, parents or others are used, are the vehicles roadworthy and appropriately insured? (See appendix 4)
- Has parental permission been obtained for the transportation of young people by staff, volunteers or other parents vehicles?
- Have managers and staff referred to the LA's 'Transportation of Children Safety Guidelines'?

**11. Equipment**

- Are you satisfied that the equipment to be used by the group has been checked for safety, is in good working order and meets the necessary safety standards?

**12. Insurance**

- Have appropriate insurance arrangements been made? (See Section 9)

**13. Finance**

- Have appropriate financial and VAT arrangements been made? (See Section 10).
- Are the arrangements in accordance with the education establishment's charging policy?

**14. Young People**

- Have the young people been properly prepared and briefed on safety and emergency procedures, including:
  - Rendezvous procedures
  - Emergency actions
  - Supervisory groupings
  - Are the young people sufficiently capable of undertaking the proposed activities?
  - Are the young people suitably clothed and equipped?
  - Are special or differing needs catered for appropriately to promote inclusion?

**15. Emergency Procedure**

- Is a suitable emergency procedure in place? See Section 11

**16. Documentation**

- Are the following available to take on the visit?
  - Tickets
  - Copies of these Guidelines
  - Completed copies of Form OSA2 for all participants.
  - Accident Report Forms
  - Base Contact Emergency Contact numbers
  - Insurance documents
  - Copies of risk assessments
  - Passports and visas if required
  - European Health Card if appropriate

### Recommended Adult/ Young Person Ratios for Off-Site Activities

The recommended ratios shown here are minimum appropriate levels. Higher ratios may be appropriate bearing in mind such factors as gender, age and ability of the young people, the presence of young people with special needs, the nature and length of the journey, nature of activities to be undertaken and the experience and competence of the staff involved. These can only be determined on an individual risk assessment basis. It may be that, following a Risk Assessment, control measures are put in place that move the activity from Category A risk to a Category B risk. This will not apply to the activities in Category C, which are established and non-negotiable because of the potential levels of risk involved. The genders of adults should reflect the genders in the party. Recommendations for specific activities are in Section 14.

Please note that all ratios reflect the LA's minimum staffing levels to be provided by the educational establishments. Provider staff should not be included in ratios.

### Non-Teacher Led Activity

There should always be a qualified teacher, or the headteacher in charge of or responsible for every school visit. There may be limited specific circumstances where it is acceptable for another adult, other than a teacher, to lead a group away from the education premises. In such circumstances that adult should remain subject to the direction/supervision of a teacher in accordance with arrangements made by the headteacher of that school (*for further information see Workforce Reform appendix 5*)



## Recommended Staff/Adult Ratios for Supervision

- For special /differing needs ratios should reflect the needs of the young people and the nature of activities
- It is expected that all visits should be led and supported by competent adults (please see section 3.5 for further information on competence)
- **The above illustrates the LA's minimum ratios, which should be followed. These may differ from provider/tour operator ratios. Please contact the LA if you are uncertain.**
- The gender of adults should reflect the gender make up of the party
- For self-led adventurous activity please see section 14
- Category A activities should be approved by the education establishment

<b>KEY STAGES 1 &amp; 2</b>			
<b>There should usually be a minimum of 2 competent adults accompanying all visits</b>			
School Year	Category A Comparatively Lower risk activities. See next page for examples	Category B Medium risk activities	Category C Higher risk activities
Nursery (3/4 yrs)	Minimum 1:6	Not applicable	Not applicable
Reception (4/5 yrs) Y1 (5/6 yrs) Y2 (6/7 yrs)	1:8	Day 1:6	Not applicable
Y3 (7/8 yrs) Y4 (8/9 yrs)	1:10	Day 1:8 Residential 1:8	Day: 1:6 Residential 1:6
Y5 (9/10 yrs) Y6 (10/11 yrs)	1:15	Day 1:10 Residential 1:10	Day 1:8 Residential 1:8
<b>KEY STAGES 3 &amp; 4</b>			
<b>There should usually be a minimum of 2 competent adults accompanying all visits</b>			
Y7 (11/12 yrs) Y8 (12/13 yrs) Y9 (13/14 yrs) Y10 (14/15 yrs) Y11 (15/16 yrs)	1:15	Day: 1:15 Residential. 1:15	Day: 1:12 Residential 1:12
<b>Post 16</b>			
Y12 (16/17 yrs) Y13 (17/18 yrs) and over	1:15	Day: 1:15 Residential 1:15	Day: 1:15 Residential 1:15
<b>Overseas Visits</b>			
Y 5/6 Y 7/8/9/10/11 Y 12/13			1:8 1:10 1:10

## Categories for Off-Site Activity

### CATEGORY A

- Sports Fixtures
- Theatre
- Cinema
- Bowling
- Local Village/Town
- Local Church/Shops
- Local Parkland including simple water margins activity (feeding ducks etc)
- Country Parks
- Simple environmental study (no geographical hazards)
- Visits to Industry/Commerce
- Study/Visitor Centre
- Farm Visits
- Low Level Pony Trekking
- Swimming in Indoor pools
- Sub-aqua/Snorkeling in swimming pool with approved provider
- Canoe/Kayaking in swimming pool with approved provider
- Orienteering in school grounds
- Simple low level initiative activity
- Normal country walking
- Horse riding with approved school
- Visits to another school/youth club site/local college
- Theme Parks and similar visitor attractions

### CATEGORY B

- Low level Hillwalking\*
- Cycling on minor roads\*
- Canal Tow Path walk
- Camping – lightweight involving no category C activity\*
- Orienteering in local parkland/small woodland (good geographical boundaries)\*
- Indoor/Artificial rock climbing\*
- Larger Town Visits
- Residential Visits to non adventurous or non category C providers
- Large conference venues or similar environments

### CATEGORY C

- Overseas visits
- Twinning/Exchange visits
- Residential – educational establishment organised/led adventure or field studies
- Residential – adventure or category C activities including those through use of providers
- Field Study in remote/wild/mountainous terrain
- River/Seaside studies – in or directly by water
- Cycling on main/busy roads\*
- Larger City locations
- Motor Activities
- Cave/Mine exploration\*
- Air Activity\*
- Duke of Edinburgh Award Expedition's – Training/Qualifying, B,S,G\*
- High level Hill/Mountain walking\*
- Rock climbing/Abseiling\*
- Mountain Biking\*
- Orienteering in forests/wild/mountainous terrain\*
- Skiing/Snowboarding\*
- Unconventional Activities\*
- Gorge scrambling\*
- Sea level traversing\*
- Improvised rafting\*
- Canoe/Kayaking\*
- White-water rafting\*
- Sailing/Windsurfing\*
- Sub-Aqua outdoors\*
- Open Water Swimming\*
- Remote Pony Trekking

\* For these items refer also to Section 14 for specific advice on supervising ratios, etc.

## 8. Parents and Carers

### 8.1 Information to Parents/Carers

In addition to planning meetings, educational establishments should supply a checklist of items for information to parents for off-site activities of more than one day's duration, including costs where relevant, and details of how and where parties can be contacted. Make contingency arrangements for all parents/carers to be contacted speedily in the event of an emergency or change of circumstances either on route or while the party is away. Also arrange for parents to be able to contact the group in emergency circumstances.

Give parents/carers named points of contact for the school, youth or community centre.

It is also important that, well in advance, educational establishments co-ordinate information to parents about different visits being planned during the same year.

### 8.2 Parental Consent and Medical Details

Seek the consent of parent(s)/carers to their child's participation in any off-site activity. Permission is essential for residential visits, trips abroad and visits with potentially high risk activities. For these purposes, use Form OSA2, following the instructions on the form. Typical category A visits (e.g. visiting museums, shops, parks, local environmental studies) would not normally require LA approval but should be approved by the head teacher or EVC.

It is also essential to have medical details and consent to treatment that may become necessary for activities which are residential, potentially hazardous and/or overseas. Include these on Form OSA2 following the instructions on the form. The party leader should always take the form with parties traveling overseas. Its use is also advisable in this country.

In this context the form serves three main purposes.

- It provides essential emergency data.
- It often prompts parents to reveal important information they might not otherwise have mentioned. As the happiness of the whole group can be affected by one person's unexpected sickness, it is only fair that staff should be forewarned of any possible problems.

- It is possible that in an emergency a foreign surgeon would refuse to operate on a young person until he/she was assured that the party leader had the parents' authorisation to agree to such treatment. The back of the form gives this assurance in five languages. It also identifies any young person whose parents are unwilling to authorise medical treatment, in which case staff will wish to consider carefully, the extra responsibility involved in taking such a young person abroad.

If a parent seeks to place limitations on his/her consent, it will be at the discretion of the head of establishment in consultation with the governing body/management committee and Area Schools and Community/Youth and Community Officer whether the young person is included in the journey/activity. Parental consent is required for all young persons under 18 years of age. If parental consent is refused, the young person should not be permitted to participate.

## 9. Insurance

### Legal Liability

The potential for liability at law is based upon the breach of a duty owed to the claimant and the establishment of fault on the part of the defendant.

There is no automatic right for compensation for accidental injuries sustained by employees, or third parties, at educational establishment premises or whilst engaged in authorized activities off-site. A successful claim for compensation against the local authority (LA) must show that, on the balance of probabilities, the LA or its employees have been negligent.

### Employers' Liability Insurance

Warwickshire County Council maintains employers' liability insurance, which provides cover where the county council is held legally liable for personal injury to any employee during the course of his or her employment. There is an extensive definition of employee in the policy wording and it includes voluntary workers and work experience. In respect of voluntary aided and foundation schools this cover extends to include the responsibilities of governing bodies.

The insurance cover extends to include the organisation of, and participation in, authorized off-site educational activity.

Any accident must be reported in accordance with the county council's accident and incident reporting procedures (see section 11).

### Public Liability Insurance

Warwickshire County Council maintains public liability insurance, which provides cover where the county council is held to be legally liable for third party injury or damage to third party property.

The Indemnity is extended to provide legal liability protection for all employees of the county council whilst they are engaged in the normal business activities of the council. This means that the named insured in the policy wording i.e. Warwickshire County Council is further defined as also meaning, 'any director, governor, member, employee, or volunteer worker of the insured in respect of liability for which the insured would have been entitled to indemnification under the insurance if the claim had been made against the insured'. The cover extends to cover volunteers assisting in such business activity, whilst working under the control of employees of the council. Thus employees and volunteers of the county council are insured for legal liability arising out of the organisation and running of off-site trips in support education activity.

The indemnity does not extend to cover the personal legal liability of young people who are technically third parties to the council. However, in circumstances where young people are responsible for injury or damage it is highly likely that a claim will be made against the county council for failing to properly supervise the young persons' activity.

## Personal Accident Insurance

Unlike legal liability insurance personal accident cover does not rely upon the establishment of fault to trigger liability for payment in relation to bodily injury.

Warwickshire County Council does not provide general (all duty) personal accident insurance cover for employees engaged on the business of the local authority or for young people.

However, cover is provided for all employees for injuries resulting from an assault in the course of their official duties. (Please note that 'assault' is defined as a violent or criminal assault and doesn't include injuries sustained in general horseplay). Beyond this where teaching staff (including teaching assistants) are engaged in off-site activities outside their normal job specification, but reasonably complementary thereto, then wider personal accident cover is in force.

Additionally, wider limited cover is provided for volunteers and helpers assisting the authority in relation to authorised off-site activities.

Please be aware there is no automatic cover giving young persons personal accident benefits. Parents and pupils are therefore reliant on establishing some fault on the part of a school/establishment in order to obtain financial compensation for any injury. We are keen to encourage education establishments to arrange school journey/travel insurance as personal accident cover for pupils would be included as part of the package provided. This cover can easily be arranged through the WCC Insurance Team or other specialist Insurance providers as required.

## Property

Warwickshire County Council does not insure employees' personal property (including vehicles) for loss or damage either at the place of work or during activities undertaken outside the educational establishment.

Similarly, there is generally no cover for the personal property of young people whilst within educational premises or whilst young people are away from the educational premises in the course of an off-site activity. Again this cover would form part of a school journey or travel insurance package.

In circumstances in which property is lost or damaged as a result of the negligence of the council there may be grounds for a claim under the public liability insurance cover.

### School Journey / Travel Insurance

Liability insurance in the terms set out above will operate for any trip undertaken off-site. However, in addition to the insurance cover provided centrally, schools may wish to consider arranging specific cover for the more complex off-site trips undertaken such trips might include travel overseas, residential trips within the UK or specific one off journeys where there are special considerations.

Cover available, usually as part of a package, would include cover against cancellation, medical and associated expenses, personal accident, personal effects and money, personal legal liability of the traveling members of the group. Cover may be obtained on either an annual or per trip basis. Where annual cover is purchased please be sure to obtain confirmation from the insurer in writing that all activities to be undertaken (particularly more challenging activities) are covered.

**Please note that it is absolutely essential where travel abroad is contemplated that cover be obtained to provide for medical expenses and repatriation.**

Further information on contacts for personal accident insurance for young people and travel insurance is available from the Insurance Team

### Motor Insurance

Employees or volunteers driving school minibuses with passengers must pass the county's minibus test (see WCC Minibus guidance).

Any employee of Warwickshire County Council who may offer, or be called upon, to use his or her vehicle in connection with the council's business must have appropriate cover in place for business use. Whilst the council is insured against this risk as a contingency this cover would only amount to the minimum third party liability insurance required under the Road Traffic Act and would not, for example, provide cover for damage to the employee's own vehicle.



### Risk Management

Warwickshire County Council's insurances are subject to significant levels of excess, what are met from an internally maintained fund. Any claim below the level of the excess is a direct cost to the county council. It is therefore imperative that the risks associated with any particular activity are recorded and all that is reasonable practicable done to reduce the risk to a minimum.

### Claims Notification

Any incident that may give rise to a claim against an educational establishment or the local authority should be notified immediately to the Insurance Team based in the Performance and Development Directorate, PO Box 9, Shire Hall, Warwick, CV34 4RR.

**NB – No admission of liability should be made to any potential claimant.**

### Further information

Further information and assistance is available from the Insurance Team on 01926 412337 or 01926 418160.

## 10. Financial Arrangements and VAT

### Read Carefully:

- The Performance and Development Directorate's Internal Audit Division (01926 412679) have produced a document about Unofficial Funds Procedures in Schools. Any person responsible for handling money associated with off-site activities should be trained and familiar with the general principles outlined in the document;
- Appendix 2 of this document which deals with VAT;

In addition to the advice from the sources above, note the following.

- a. If educational establishments intend to reclaim VAT on payments relating to off-site activities, notify Children's Services Finance in advance so that they arrange for the VAT inclusive amount to be paid through the County Council's accounts.
- b. Before entering into any financial commitment, prepare an estimate of income and expenditure. Where a preliminary visit is considered necessary, include any costs incurred in the total cost of the off-site activity.
- c. Where appropriate, include a contingency sum for unforeseen expenditure.
- d. Notify participants of the estimated cost of the visit.
- e. Ensure that the financial responsibility of outside bodies providing travel facilities are clearly defined especially in the case of visits abroad. For example, the price quoted may not include items such as group passports, entry fees or meals on route.
- f. Review financial arrangements in good time before the visit takes place.
- g. Make arrangements to collect income and account for expenditure and keep financial records of each off-site activity.
- h. Give guidance about the maximum amount of pocket money to be taken by children.
- i. Heads of educational establishments may wish to make materials, equipment etc.
- j. Prepare a detailed financial summary at the end of each trip.
- k. Distribute any significant surplus arising from the visit equitably between the paying participants.
- l. Fund each trip separately, and make the accounts available to all staff involved.

Heads of educational establishments should ensure that all arrangements conform to the guidance on fees approved by the governing body or management committee.

## Charging for Educational Visits

- 10.1 Introduction** The objectives of the charging provision in the Education Act 1996 include - establishing that activities offered wholly or mainly during normal teaching time should be available to all people regardless of their parents ability or willingness to help with the costs.
- 10.2** In schools other than independent schools the education provided wholly or mainly during school hours is free. This means that head teacher/governing bodies may not impose a charge on parents for any visit that occurs during school hours. They may, however, ask for a voluntary contribution.
- 10.3** Parents should be made aware that the contribution is not compulsory, and the children of parents who do not contribute will not be discriminated against. It is permissible to ask parents to contribute more than the minimum amount in order to subsidise those students whose parents have not contributed. In the last resort, the visit may have to be cancelled if there are not enough voluntary contributions and the shortfall cannot be made up.
- 10.4** The head teacher may charge parents for board and lodging on residential visits as well as the full costs when a visit is deemed to be 'extra-curricular'.
- 10.4.1** Activities that are extra curricular;  
Falls wholly or mainly outside hours (a 50% rule applies, school sessions compared to half days on visits);  
Does not directly form part of the curriculum provision  
Are not part of a syllabus towards a prescribed public examination; and  
Are not statutory requirements relating to religious education  
So, for example a skiing trip during the school holidays or a visit to an evening theatre production
- 10.5** The head teacher should obtain the parents' agreement to meet the costs of an optional extra visit before the visit is planned in detail. Charging parents for an optional extra visit should not include an element of subsidy in respect of other students whose families do not meet the full charge.

On residential visits which are not optional extras, or which take place during school hours, some parents may have board and lodging costs remitted. These are parents in receipt of Income Support, Income-Based Jobseekers' Allowance, Family Credit or Disability Working Allowance, a guaranteed Element of Pension.

## 10.6

- If a trip is wholly or mainly in school hours (including travel time) it cannot be charged for, nor for the cost of travel (voluntary contributions only).
- If a trip is wholly outside of school hours, i.e. holiday times, it may be charged for as it is an extra curriculum activity unless it is an essential part of the National Curriculum, or is part of the syllabus for a public examination or it is a statutory requirement for religious education.
- Charges may be made for the board and lodging aspect of any trip (except for pupils who can claim remission) irrespective of whether it is in or out of school hours.
- If a day trip is partly in and partly out of school hours then it can only be charged for if 50% or more time is spent on the activity outside of school hours.
- For residential trips the standard 50% rule is impracticable as the school hours will always be less than 50% of any 24 hour period.
- In these cases the test is based on the number of "half days" taken by the activity (including travel) compared to the number of school "sessions" that the pupil would have attended had the activity not taken place.
- A school day is 2 "sessions" (regardless of start & finish times). Where half or more of a school "session" is spent on a trip/activity then it is classed as the whole of the school "session".
- A "half-day" on a trip/activity is a 12-hour period ending at noon or midnight.
- If 6 hours or more, of the "half-day" are spent on the trip/activity then it is classed as the whole of the "half-day".
- If the number of school "sessions" missed by the pupils is less than 50% of the number of "half-days" on the trip/activity the trip is deemed to be outside of school hours, so it can be charged for.

- Remissions apply for pupils whose parents claim certain benefits. These are to cover for board and lodging costs only.

## 11. Emergency Procedure

Staff in charge of young people during a visit have a duty of care to make sure that the young people are safe and healthy. They also have a common law duty to act as a reasonable prudent parent would. Staff should not hesitate to act in an emergency and to take life-saving action in an extreme situation.

### 11.1 General

The LA emergency procedures are an essential part of planning a visit and the head teacher, EVC, party Leader and governing body/management committee should know them. The likelihood of an emergency will be reduced if education establishments follow the procedures in 2.1 – 2.4.

### 11.2 Preparation

- arrange for the recording of accidents and the reporting of death or disabling injuries as required by the W.C.C. accident/incident reporting procedure. Review accident and incident records regularly and use this information to inform future visits;
- help to ensure that serious incidents, accidents and near-accidents are investigated
- ensure staff are made aware of and understand LA guidance on emergency planning and procedures. Training and briefing sessions must be provided for staff;
- ensure that the education establishment has emergency procedures in place in case of a major incident on an off-site activity (See Section 3). Staff should discuss and review these and ensure that young people, parents, group supervisors and others are given written details of these procedures;
- ensure that the education establishment contact has the authority to make significant decisions. He or she should be able to respond immediately at the base to the demands of an emergency and should have a back-up person or number;
- ensure that the EVC briefs the leader and supervisors about the emergency procedures as part of the risk assessment briefing and that the leader and supervisors have ready access to them during the visit;
- ensure that the EVC impresses upon parents the importance of providing their own contact numbers, more than one, which will enable the parents to be contacted in case of emergency;
- establish a procedure to ensure that parents are informed quickly about incident details through the base contact, rather than through the media or young people;
- be aware that advice and support is available through the LA when dealing with media enquiries: and
- check that providers have adequate emergency support procedures, and that these will link to establishment and LA emergency procedures.

**11.3 Who takes charge in an emergency?**

The group Leader would usually take charge in an emergency and would:

- ensure that emergency procedures are in place and that back-up cover is arranged;
- liaise with the representative of the tour operator if one is being used; and
- ensure that all group members know what action to take if there is a problem.

**11.4 Pre-arranged establishment-home contact.**

The main responsibility of the educational establishment's contact is to link the group with the establishment, the parents and the LA (where appropriate), and to provide assistance as necessary. Ensure the named person has all the necessary information about the visit.

**11.5 Emergency Briefing**

Inform all those involved in the trip, including supervisors, youth workers, young people and their parents, who will take charge in an emergency, the named back up cover and what they are expected to do in an emergency.

**11.6 Emergency procedures checklist during the visit**

**Immediate Response**

- establish the nature and extent of the emergency as quickly as possible;
- contact the relevant emergency services
- ensure that all the group are safe and supervised
- get immediate medical attention and seek to establish the names of the casualties
- have an official mobile phone available during the visit, but be aware of limited performance in remote areas
- ensure that a member of staff accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together;
- ensure that emergency procedures are not breached by individual young people or adults accompanying the party by making independent calls on personal mobile or other telephones;
- notify the police if necessary;
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;

**Secondary Response**

- Inform your establishment emergency (base) contact – ref OSA1 point 8. The emergency contact number should be available at all times throughout the visits;
- ascertain telephone numbers for future calls;

- ❑ details of the incident to pass to the emergency contact should include; nature of incident, casualty details-names, injuries and others involved to allow parents to be reassured, action taken so far and action to be taken (by whom);
- ❑ ensure that the LA Emergency contact is notified as soon as possible for serious incidents, using the supplied telephone number (this should be undertaken by establishment emergency contact);
- ❑ ensure that all group members who need to know are aware of the incident and that group members are following the emergency procedures;
- ❑ keep a written account of all events, times and contacts after the incident;
- ❑ refer media enquiries to your establishment base contact and/or the LA Officer.
- ❑ No-one in the group should discuss legal liability with other parties;
- ❑ notify the provider/tour operator (if one is being used);
- ❑ notify the British Embassy / consulate if an emergency occurs overseas;
- ❑ notify the insurers, especially if medical assistance or emergency repatriation is required whilst abroad (this may be undertaken by the emergency contact);

#### Follow-up Response

- ❑ Complete accident report form as soon as possible and return it to the LA Health and Safety Officer
- ❑ Review the emergency procedures adopted

### 11.7 Emergency procedures for education establishments

Before the visit, identify the name of the person, establishment, mobile and home telephone numbers of the contact (base contact). It is advisable to arrange a second contact as reserve. These persons should be available at all times whilst groups are away.

The Head Of Service (Resources) is responsible for emergency procedures for the Children, Young People and Families Directorate. The LA will supply emergency contact details once the Outdoor Education Officer has been notified and approved the visit. It is important that the party leader carries Emergency Action Form OSA5 at all times when away from the establishment. In addition the appropriate 'base' contact person should keep Emergency Action Form OSA4 throughout the visit.



If an emergency should occur;

1. The group leader must always contact the emergency base contact, head teacher, senior manager or chair of governors in the first instance. They will take the decision to contact the LA if the situation requires it.
2. The LA issued emergency contacts telephone number is available to support a serious or critical incident.

The establishment contact (base contact) should consider these main factors:

- ensuring that the group leader is in control of the emergency and establishing what if any assistance is required from the education establishment base;
- contacting parents. Details of parents' contact numbers need to be available at all times while the group is on the visit. The establishment contact should act as a link between the group and parents. Parents should be kept as well informed as possible at all stages of the emergency;
- liaison with the governing body/management committee and/or LA. The establishment contact should act as a link between the group and head, chair of governors/management committee or LA and arrange for the group to receive assistance, if necessary;
- If a serious incident occurs, the education establishment should consider contacting the LA emergency telephone number as soon as possible. The LA Officers will contact the press office for media support if required.
- the reporting of the incident using the County Council Accident/Incident Report Form.
- to help in the planning process, use the Emergency Action Forms OSA 4 & 5, for the establishment and the party leader in Appendix 5.

The LA issues regular advice to schools. Please see the 'Advice to Schools Emergency Action Guidelines'

## 11.8 Media contact

The school or relevant LA Officer should deal with any media enquires depending upon the nature of the incident and other relevant circumstances. Advice may be sought from the LA Press Office. See section 12.

**11.9 After a serious incident**

It is not always possible to assess whether group members not injured or directly involved in the incident have been traumatised or whether other young people or staff in the school have been affected. Establishments in this situation sometimes find it helpful to contact local counselling support services and to seek professional advice on how to help individuals and others cope with the effects of a tragedy.

## 12. Dealing with the Media

From time to time your activities will reach the public spotlight. This might be in a positive or negative context. If you are running an event or a trip you will inevitably have a great deal on your mind apart from the press but the public judge the whole event through the media's presentation of it. It is, therefore, important that you take time to consider the media.

There are three main areas to consider: good news, bad news, and emergencies.

### Good news

It is easy to become too wary of the media, and too protective of those in your charge. However, the vast majority of the activities that young people carry out with us are positive and should be celebrated. Not all occasions are appropriate for inviting the media – if, for example, the young people are particularly vulnerable or cannot be identified, but it reflects well on them, you and your team, and the LA to gain positive publicity.

If there is an opportunity to invite the media to cover an event, it is best to discuss it with the LA press office. Depending on the event, it could be appropriate to take some pictures of the activity and submit them, or it could be simpler to invite the media along at a pre-arranged time to take their own photos.

Either way, it is essential to plan this in advance and to make sure that you have the necessary consent forms for taking images of the young people in your activity. Consider that the media like new and fresh information – plan your publicity in advance rather than afterwards, and aim to get something out as soon as possible – do not wait until you have written your evaluation several weeks later!

### Bad news

The media will follow up stories that they collect from the emergency services and that their readers tell them, and sometimes these can have negative connotations for your establishment. Examples could be a trip to an outdoor centre ending early because of poor behaviour, or incidents of vandalism at or around your establishment.

If the media contact you direct about this, you should not reply immediately. If necessary, buy time by saying that you are in a meeting but you will return their call within the hour. Consult your manager to decide who is the most appropriate spokesperson and contact the press office on 01926 418606 for advice. It is important to find out the name and number of the reporter and their organisation, their deadline and what they want to know. Quite often a written statement can be prepared and this will answer their needs.

**It is suggested that establishment staff and governors /management committees should, wherever possible, avoid giving direct comments to the press in these circumstances. However in some circumstances contact with the press will be unavoidable and so you should:**

- prepare a simple statement in conjunction with colleagues
- present the statement as calmly and objectively as possible
- wherever possible, refer the press to the Warwickshire County Council Press Office.

The following are general suggestions to consider when dealing with the media:-

**Consider:**

- Who are you speaking to?
- What information do they want?
- Why do they want it?

**In that time:**

- jot down answers
- check your facts
- contact the press office (01926) 418606 for advice
- prepare a positive, honest and consistent statement.

Never say 'No comment'. It can be seen as an admission of guilt and gives the journalist a free hand with information that may be incorrect.

There can be a place for "off the record" conversations. It can be helpful to you and the journalist if he or she will accept an off the record briefing as well as a public statement. You must make it clear when the off the record statement begins and ends.

## Emergencies

**Please refer back to Section 11.**

If there is an emergency you should use check list provided in Section 11.6

If the emergency services are involved, they too will have press support in place and it is normally appropriate to let them lead on handling any queries about the incident. There might still be cause for the media to ask you for information or comment, in addition to any statement agreed above.

If the press are at the establishment gate:

- always be polite and hospitable. Invite them in to speak with you - otherwise they may be forced to get the story from others who know less about it. If you are unsure about this then ring the Press Office for advice
- still take time to think of your statement or the key points you want to make.

### **During an interview:**

- avoid jokey, off-the-cuff remarks. They can have a devastating effect;
- if the interviewer starts, "Would you say that ...." listen carefully but do not say yes or no. Say that you would prefer to explain the situation in your own words
- try to give some short pithy quotations
- keep a note of what has been said.

### **If the interview is being recorded for radio:**

- take your time;
- keep your remarks brief and factual; and
- if you make a mistake, pause and go back to the start of your sentence.

### **If the interview is being recorded by television.**

- think of it as a one-to-one talk with the interviewer;
- clarity and brevity are especially important, as is the pithy comment;
- try to keep your body and hands as still as possible; and
- try to smile where appropriate, but in any case, try not to look tense or furtive.

## 13. Leadership and Supervision

For further details on the roles and responsibilities of the Headteacher/Manager/EVC please see section 2.3-2.4

### 13.1 Pre Visit

Any member of staff who is to lead a visit including taking a group overseas or on a residential visit or who is to instruct or lead a group in an outdoor activity such as trekking in a location that is not familiar to him/her should make an exploratory visit. It is good practice for the member of staff leading the group to visit the site beforehand to gain first-hand knowledge of the area. This knowledge should then be used for the risk assessment and pre-planning.

An exploratory visit will:

- a. give the group leader greater confidence in his or her ability to supervise the young people
- b. help the group leader to concentrate on the needs of the group rather than the unexpected demands of the environment.

Overseas trekking expeditions cover a much wider range of terrain and circumstances than is found in the UK. The same good practice should be followed when a contractor is leading the group.

If it is not possible to visit the site beforehand, the group Leader/EVC will have to satisfy the LA's Outdoor Education Officer that alternative arrangements are sufficient for an assessment to be made. Alternatives to a site visit might include:

- a) obtaining advice from those with experience gained from previous visits;
- b) studying reports of previous visits;
- c) using experienced and reliable local guides where appropriate;
- d) a reconnaissance visit by the group leader on arrival at the venue whilst the group remain in the hotel or hostel on residential visits (very often the group will need to rest up anyway).

Any one or two of these, or other measures, might not be enough for an adequate risk assessment, which should be carried out in full.

For further support in planning activities please refer to :

- ◆ WCC's Residential Organisers Resource Pack 2005
- ◆ WCC's Young People's Exchange Visits 2005
- ◆ WCC's Overseas Expeditions 2005

See [www.warwickshire.gov.uk/offsiteactivities](http://www.warwickshire.gov.uk/offsiteactivities) for further details

## 13.2 Leadership

The group leader is responsible overall for the group at all times. When supervising or delegating supervisory roles to other adults in the group, it is good practice for the group leader to:

- a) Allocate supervisory responsibility to each adult for named young people;
- b) ensure that all adults understand that they are responsible to the group leader for the supervision of the young people assigned to them;
- c) ensure that all adults and young people are aware of the expected standards of behaviour;
- d) have prior knowledge of the venue – the group leader should normally have made an exploratory visit (see above);
- e) make the essential on-the-spot reconnaissance, immediately upon arrival;
- f) have details of supervision that reflect the venue, the type of activity undertaken, the nature of the group, the age of the young people and the needs of individuals. See table of ratios in Section 14. At many venues and in many activities, close supervision is essential, especially with children of primary school age;
- g) to have supervision of young people that reflects consideration for members of the public and for other educational groups;
- h) ensure access to appropriate first aid;
- i) identify meeting points and the times of gathering at them;
- j) ensure staff know where all young people are and be in a position to respond quickly to any unforeseen event;
- k) have always at least one identifiable member of staff on duty/available for contact;
- l) organise for occasions when not all young people can be directly supervised. Party leaders should create groups of at least 3 young people so that, should one be involved in an accident or incident, there are at least 2 others available to help and summon assistance;
- m) be particularly vigilant when supervising in a residential base if it is shared with other educational establishments or with members of the public;
- n) give particular attention to supervising parties sharing transport with other educational establishments or members of the public e.g. on cross-channel ferries. The behaviour of the party can enhance or detract from the establishment's or the group's reputation and the overall enjoyment of the visit/activities.

### 13.3 Staff Competence

- The LA regards competence for visit leaders as the following:
- Staff hold relevant experience in leading educational visits
- Staff are aware of good practice and accepted National Standards
- Staff hold relevant qualifications such as National Governing Body Awards
- Staff have completed the LA's Off-site Leader Training Day

### 13.4 Planning for Safety

By their nature, emergencies are usually unexpected. Careful emergency planning can mitigate the trauma of being caught up in an emergency. It is good practice for the group Leader to:

- a) hold evening briefings with staff to discuss issues for the next day;
- b) spend time early the next morning explaining arrangements to the young people;
- c) ensure First Aid provision and access to a properly stocked First Aid kit;
- d) ensure that all young people's and adults' medical needs (e.g. asthma, diabetes, anaphylaxis) are known and that staff are competent to handle them (see Warwickshire Schools' Health Directory);
- e) recognise that many of the health problems of young people on longer visits are caused by lack of food, liquid or sleep;
- f) ensure that drivers take adequate rest breaks on long journeys;
- g) ensure that all young people understand and follow the code of conduct;
- h) practice emergency drills e.g. evacuation of mini-bus, hotel fire drill;
- i) if abroad, know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the age of the young people, it may be appropriate to ensure that they have this information to hand.

### 13.5 Supervision

Supervision can be close or remote but is always 24 hour. Whatever the length and nature of the visit, regular head counting of young people should take place, particularly before leaving any venue. It is good practice for all supervisors to:

- a) carry a list/register of all young people and adults involved in the visit at all times;



- b) ensure that young people are readily identifiable, especially if the visit is to a densely populated area. Brightly coloured caps, T-shirts or a school uniform can help to identify group members more easily;
- c) avoid identification that could put young people at risk e.g. name badges (though some schools find it useful to provide young people with badges displaying the name of the school or hotel and an emergency contact number, or for visits abroad a note in the language of the country being visited);
- d) ensure that all young people are aware of meeting points; and
- e) ensure that all young people know what to do if they become separated from the group.
- f) have a reasonable prior knowledge of the young people including any special educational needs, medical needs or disabilities;
- g) have a clear plan of the activity to be undertaken and its educational objectives;
- h) have the means to contact the group leader/other staff if needing help;
- i) anticipate a potential risk by recognizing a hazard, by arriving, where necessary, at the point of hazard before the young people do, and acting promptly where necessary;
- j) continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions;
- k) be competent to exercise appropriate control of the group, and to ensure that young people abide by the agreed standards of behaviour;
- l) clearly understand the emergency procedures and be able to carry them out.

### 13.6 Young People

Each young person should:

- a) know who their supervisor is at any given time and how to contact him or her;
- b) have been given clear, understandable and appropriate instructions;
- c) rarely if ever be on their own;
- d) alert the supervisor if someone is missing or in difficulties;
- e) have a meeting place to return to, or an instruction to remain where they are, if separated; and
- f) understand, accept and deliver the expected standards of behaviour.

### 13.7 Buddy System

There are a variety of buddy systems, which could be used. Here is a typical example suitable for younger children:

Each child is paired with a buddy. Each regularly checks that the other is present and OK. A variant of this is the 'circle buddy' system – the young people form a circle at the start of the visit so that each pupil has a left side buddy and a right side buddy. He or she will check on these when asked. Thus two young people cannot vanish together and not be missed (as might happen with paired buddies).

### 13.8 Rearranging Groups

Potential danger points can occur when rearranging groups. In particular:

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

It is therefore important to remember that the members of staff:

- e) clearly take responsibility for the group when their part of the programme begins, particularly making certain that all group members are aware of the changeover; and
- f) clearly pass on responsibility for the group when their part of the programme is concluded, together with any relevant information ensuring that the group members know who their next group Leader is.

### 13.9 Down Time

Group leaders should ensure that young people continue to be properly supervised during downtime before, between and after activities, including the evenings on residential visits. A group occupied in study or activity is far safer than a group left to its own devices in an unfamiliar environment. Too much unstructured 'free time' in a residential programme can allow time for mischief, bullying, homesickness and wandering off from the body of the group.

It is good practice to:

- a) ensure that all staff and young people understand the standards of behaviour that apply at all times, not just during activities;
- b) ensure that handover between activities is properly supervised, with a named supervisor responsible for the group if there is down time between activities;

- c) ensure that all supervisors understand that their supervisory role continues in the evening - however hard a day it has been, it is not a time to relax in the bar or in front of the TV;
- d) use down time in the evening or at the beginning of the day to brief the group on the planned activities for the day to come, e.g. the planned learning outcomes, specific health and safety issues, meal and break times etc.;
- e) use down time after activities for individual reflection on personal learning outcomes, and group discussion about the highs and lows of the day; and
- f) occupy the group with mildly active, non-academic activities in the evening, e.g. craft activities, environmental activities, quizzes, team challenges, led-walks.

### 13.10 Night Time

Group leaders should ensure that:

- a) the group's immediate accommodation is exclusively for the group's use;
- b) staff (of both genders where appropriate) have sleeping accommodation on the same floor immediately adjacent to the young people's accommodation.
- c) there is a member of staff present on that floor whenever the young people are there;
- d) child protection arrangements are in place to protect both young people and staff;
- e) where hotel/hostel reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visits;
- f) in the absence of 24 hour staffing of reception, external doors should be made secure against intrusion and windows closed as necessary to prevent intrusion;
- g) where possible, internal doors should be lockable but staff should have reasonable access to the young person's accommodation at all times;
- h) where young people's doors are locked, staff must have immediate access, as necessary, to a master key;
- i) all staff and young people know the emergency procedures/escape routes in the event of a fire. Where windows and doors are locked against intrusion at night, ensure that alternative escape routes are known and that all fire doors function properly.

Don't be lulled into a false sense of security by local assurances, such as "no need to lock doors in this part of the country". The presence of the group may attract unwelcome attention that is unusual in the locality.

**13.11 Travel**

A driver cannot safely drive and supervise young people at the same time. Group leaders should ensure that:

- a) transport by road involves seat belts and that the young people wear them;
- b) there is adequate supervision at all times when traveling;
- c) supervisors are reserved seats that enable them to supervise properly;
- d) young people are supervised when boarding and leaving;
- e) extra care is taken when leaving a vehicle in a country that drives on the right as some doors may open onto the road side;
- f) standards of behaviour are met, and in particular that drivers are not distracted;
- g) smoking/alcohol etc. bans are observed;
- h) young people are occupied on long journeys – this will help the journey pass quickly;
- i) evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear;
- j) there are adequate rest stops for drivers;
- k) head counts are carried out when the group is getting off or onto transport.

See WCC 'Minibus Guidelines', 'Using your minibus in Europe supplement' and 'Transporting Children Safely – Staff Guidelines' – see [www.warwickshire.gov.uk/offsiteactivities](http://www.warwickshire.gov.uk/offsiteactivities) for further details.

**13.12 After the visit**

- a) keep records of individual visits including reports of accidents and near misses;
- b) review the systems and monitor practice; and
- c) report to the Governing Body/Management Committee on the effectiveness of the visit and the performance of the provider.

## 14. Outdoor and Adventurous Activities

This section contains information on the following Outdoor and Adventurous Activities.

### Land Based Activities

Airborne Activity	61
Archery	62
Camping	62
Caving and Mine Exploration	63
Cycling	64
Farm Visits	64-66
Field Studies	66
Hillwalking, Mountaineering and Rock Climbing	67-69
Horse Riding/Pony Trekking	69
Motor Activity	70
Mountain Biking	70
Orienteering	71
Skiing/Snowboarding	72-73
Skiing on Artificial Slopes	74
Unconventional Activity	74

### Water Based Activities

Gorge Scrambling	75
Improvised Rafting	76
Paddlesports	77
Sailing and Windsurfing	78-79
Sea Level Traversing	80
Sub-Aqua/Snorkeling	81
Swimming and Paddling	81
Swimming in Open Water	81-82
Water Margins	82-84
White Water Rafting	84

### The Duke of Edinburgh's Award **85**

### Qualifications, Group Sizes, Instructional Ratios

It is difficult to successfully prescribe conditions and arrangements, to ensure totally safe procedures for all outdoor/adventurous activities. Changes in the seasons, in prevailing weather conditions and the physical maturity of the group will influence the planning so the activity is safe. The ability to plan for safety depends on good training, experience and consequently the competence and good judgement of the person in control.

National Governing Body (N.G.B.) qualifications in instructing/Leading particular activities benchmark personal competence in the technical skills required to lead the activity.

However many N.G.B. awards do not assess the individual in soft skills – style of Leadership and the ability to connect with young people. Heads of establishments considering the ability of others to

instruct or led outdoor adventurous activities safely should require them to possess current relevant qualifications.

This section is based on general recommendations made by National Governing Bodies and/or DFES for each of the activities.

They seek to achieve effective instruction for safe and enjoyable participation by young people.

*Note: National Governing Bodies are generally constituted to administer and further a sport. Their training/qualification are intended to promote good practice in the development of the sport. Some schemes are not necessarily designed as a measure of professional competence and may be of minimal technical competence. However, for lack of other indicators, the schemes are being used for that purpose. It should be recognised that in some cases, the schemes may not be entirely appropriate. National Governing Bodies have not primarily been in the business of providing qualifications for education or the adventure activity holiday industry. However, more recently, the demands created by the requirements of the Adventure Activity Licensing Authority have brought about some change in this aspect.*

### **Adventure Activity Licensing Authority (AALA)**

This organisation supports safe practice within Outdoor/Adventurous Activity and was set up in response to The Activity Centres (Young Persons' Safety) Act 1995 and The Adventure Activities Licensing Regulations.

Any organisation, which provides service or facilities for many adventure activities to young people under the age of 18 years, may be required by law, to hold a license.

Education establishments should be aware of this for three reasons:

1. If contemplating taking young people to an adventure centre or outdoor education centre (residential or non-residential), staff should check that the provider has a current license, valid and applicable to the activities intended.

2. Generally, an education establishment providing adventure activities for its own young people, instructed by its own staff, does not require a license. It would though be required to work according to Health and Safety at Work legislation and have regard to its LA guidelines and directives. An education establishment providing services or facilities to young people other than its own, for prescribed activities may be acting outside the law, if it does not have a license.
3. Instructors employed on a regular basis, and on the pay roll, to provide adventurous activities, would be considered part of the education establishment. Instructors engaged on an irregular basis would be considered as providing a service and would themselves require a license for any of the prescribed activities.

The prescribed activities are:

1. Underground exploration. This does not include show caves or mines, generally open to the public.
2. Climbing. - Up, down, sideways, scrambling and abseiling. This does not include purpose built climbing walls or towers.
3. Trekking on moorland or high ground (over 600 metres), which is remote (more than 30 minutes or 2.5 km from road or refuge). "Trekking" includes walking, running, biking, skiing and by pony.
4. Watersports of kayaking, canoeing, rafting, sailing - on the sea, tidal waters, larger areas of inland water or non-placid inland waters.

Course directors, who supervise staff, should generally have higher qualifications and greater experience.

The LA has 'Technical Experts' who are available to provide advice and guidance on the planning and implementation of the off-site activity, you will need to contact the Outdoor Education Officer for further information.

## **Land-based Activities Airborne Activity**

In general terms the LA would not approve staff to take responsibility for the Instruction or direct Leadership of airborne activity. Where commercial or other operators are offering programmes, leaders must ensure that the organisation is a bona fide operator and is subject to license conditions of relevant National Governing Bodies or Government Department. Seek further guidance from the LA.

## Archery

Many commercial adventure providers offer the activity as part of a multi-activity programme. The Grand National Archery Society (GNAS) operate a National Award Scheme. The minimum qualification of competence to lead such activity should be that of Instructor or Trainee Coach.

## Camping

There are no nationally recognised Governing Bodies, which deal specifically with camping. Both the Mountain Leadership Scheme and the Basic Expedition Leadership (BEL Award) cover aspects of camping as part of their training and assessment.

Camping can be divided into 2 aspects:

1. Standing Camp (static)  
This is where small or large tents remain at a site for the duration of the camp/programme.
2. Lightweight Camping  
This includes backpacking/expedition work, where small tents are transported to a series of sites usually carried on the person or via cycle or canoe/kayak. This type of activity usually takes place in wild country, high level or remote areas.

Camping should not be seen as an easy option when taking groups of young people away. Staff should be familiar with the location and ensure that safety procedures are in place and adhered to. Bad weather procedures need to be thought through and in place. The ratio of staff and the gender balance between male/female will depend upon the nature of the camp. Please remember that nominated staff need to be available to the young people throughout the 24-hour periods that you are away.

Campsites and facilities available vary. Give due thought to the location, water quality, sanitation and the security of the young people on 'wild' or basic sites. On commercial/busy sites give due regard to young people wandering off-site, contact with other campers and temptations of accessing illegal substances e.g. alcohol/cigarettes.

Be careful to ensure that food preparation and washing up does not lead to food poisoning/stomach upsets.

The incorrect use of stoves (especially the Trangia) has led to a frequent injuries occurring with young people. The mis-use of stoves and the likelihood of fires increase when groups have not been adequately trained. Carrying stoves and handling fuel, including refuelling, must be practised under guidance. Monitor groups operating stoves at all times. It is recommended that you use fuel bottles with 'flash-back' prevention caps.



**Cave and Mine Exploration**

The National Caving Association generally administers caving and mine exploration qualifications.

Exploration of disused mines is subject to a combination of laws which generally makes it illegal for a teacher/youth leader to lead parties into such places. (The same laws have similar consequences for rock-climbing in quarries, though is generally disregarded for long extinct workings).

For some regions (e.g. Derbyshire and North Wales), it is possible to obtain training and qualification, which is recognised by the Health and Safety Executive, for leading parties into disused mines. A mine also has to be assessed by a registered Mines Inspector, as to its safety or otherwise for such use. A written report of the inspection should be obtained and the recommendations therein followed. The mine would require re-inspection and certification according to the recommendations of the report.

Activity	Maximum Group Size	Minimum Ratios	Minimum Qualifications
Areas with public access	No specific requirements		
Mine/Cave exploration - Simple, no ascending/descending (under 18m).	12 (young people and adults).	At least 1 qualified adult for every 10 young people.	Local Cave/Mine Leader - Level 1. (N.B. "Cave/Mine Leaders" are certified for specified cave/mines only).
Mines/Caves involving simple ascending/descending.	10 (young people and adults).	At least 1 qualified adult for every 8 young people.	Local Cave/Mine Leader - Level 2.
Show Caves/Mines Journeys beyond public, marked/lit areas	As above	As above	As above
Mining/Caving, involving sustained climbing (more than 18m)	Maximum group size - 6 (young people and adults).	At least 1 qualified adult with one experienced adult for every 4 young people.	Cave Instructor Certificate.

## Cycling

Cycling is a relatively simple activity to organise due to the availability of cycles for most young people. Many of the group will have previous experience and whilst ability will vary there is a tendency for briefings to be ignored. The utmost control and Leadership needs to be exercised.

- Awareness and avoidance of traffic hazards should be a major concern.
- Uncontrolled descents and blind corners present particular hazards.
- Cycling helmets and reflective clothing are accepted cycling safety aids and they must be used.
- Encourage correct behaviour and leaders should alert groups to potential hazards.
- It is important that cycles are checked for roadworthiness, incorporating brakes, tyres, lights, etc.
- Cyclists should be proficient in their knowledge of the Highway Code, and should be assessed accordingly, before traveling on the road.

Activity	Maximum Group Size	Minimum Ratios	Minimum Qualifications
Cycling	(12 Young People)	1:10 If some group members are inexperienced in riding within groups, an assistant Leader should also be appointed	None is required though Leaders may consider gaining British Cycling Federation Awards. It should however be noted that this award is aimed at producing effective coaching of personal skills, not necessarily Leadership for groups of young people.

## Farm Visits and Associated Infection Risks

Staff should be aware of the possibility of transmission of infection to children either by direct or indirect contact with infected animals. Potential hazards include animal foodstuffs, raw milk, animal faeces, untreated water and putting fingers in animals mouths. Infection is mainly acquired by eating contaminated materials or sucking fingers that have become contaminated.

### **Preparation for the visit**

1. Check that the farm is well managed, that the grounds and public areas are as clean as possible and that suitable First Aid arrangements are made. Animals should be prohibited from any outdoor picnic areas.
2. Check that the farm has suitable washing facilities, appropriately signposted, with running water, soap and disposable towels or hot air hand dryer(s).
3. Ensure there are adequate numbers of adults to supervise the children, taking into account the age and stage of development of the pupils.
4. Explain to pupils that they cannot be allowed to eat or drink anything while touring the farm, because of the risk of infection.

### **During the visit**

1. Ensure that children and helpers wear appropriate clothing and footwear, including sturdy shoes or wellington boots.
2. If children are in contact with, or feeding, farm animals, warn them not to place their faces against animals or put their hands in their own mouths afterwards. Discourage children from kissing animals.
3. After contact with animals and particularly before eating and drinking, ensure all pupils wash their hands thoroughly. If young children are in the group, hand washing will need to be supervised.
4. Meal-breaks or snacks should be taken well away from areas where animals are kept, and pupils warned not to eat anything, which may have fallen on the ground. Any crops produced on the farm should be thoroughly washed in potable water before consumption.
5. Ensure pupils do not consume unpasteurised produce, for example milk or cheese, or taste animal feedstuffs, such as silage and concentrates. It may be appropriate to take packed lunches if visits are intended to span a mealtime.

6. Manure or slurry presents a particular risk to infection, and pupils should be warned against touching it. If they do, ensure that they thoroughly wash and dry their hands immediately.
7. Children should not be allowed in the lower walkway of herringbone parlours when milking is in progress.
8. Sick or distressed animals must not be approached under any circumstances. Discourage children from climbing on pens, walls etc.
9. Listen carefully to and follow instructions given by the farm staff. Do not chase, frighten or torment the animals.
10. Supervise the children carefully during the visit. They are your responsibility.

### **After the visit**

1. Ensure that all children wash their hands thoroughly before departure.
2. Ensure that footwear is as free as possible from faecal matter.

## **Field Studies**

Fieldwork and environmental studies take place in a wide range of environments from simple countryside and country parks within the County to rivers and mountains within wild country areas and the seashore. When planning the activity pay particular consideration to the environment, season and weather conditions. Do a risk assessment to highlight any potential hazards.

In certain geographical areas take care over access issues. There is the potential for disrupting farming/forestry/quarrying operations and general country life. Please remember the impact that large numbers of young people all moving and studying together may have on the environment. For further information on access rights visit [www.countrysideaccess.gov.uk](http://www.countrysideaccess.gov.uk)

## Hillwalking, Mountaineering and Rock Climbing

These activities tend to cover a wide range of geographical areas some being more remote and potentially hazardous than others. Changes in the seasons and the prevailing weather conditions will affect the planning and the successful safe conclusion of the activity.

### Simple Normal Country Walking (category A)

Many valuable educational visits for fieldwork, environmental education, D of E, etc take place in normal countryside. 'Normal Countryside' would usually be cultivated land, at an altitude of less than 600m, be close to vehicular access – less than 30 minutes walking time on any part of the route and have no specific hazards eg. unprotected mine shafts, crags, outcrops, gullies, rivers

### Low Level Hillwalking (category B)

It can be difficult to draw distinctions between hills and mountains and the varied terrain and challenges that both can present. Suitable locations could be such as The Long Mynd, Malvern Hills or Glastonbury Tor. The land will be less than 600m in altitude, be close to vehicular access – less than 30 minutes walking time on any part of the route from vehicular access and have few specific hazards. Activity may take place in 'wild country' areas

### High Level Hillwalking (category C)

Activity takes place in areas deemed 'wild country' often above 600m in altitude. The terrain should avoid crags, outcrops and ridges. There should be no need for the group to use scrambling or climbing techniques. Areas may be remote from help or vehicular access, where the group is dependent upon its own resources.

### Mountain Walking (category C)

Activity takes place in 'wild country' involving routes above 600m. The terrain may involve steep climbs, walking amongst crags or up steep ridges. Areas are remote from help or vehicular access. An injury, illness or navigation difficulty could have serious consequences. Weather conditions will change quickly, wind and rain be frequent and the visibility often poor.

### UK Wild Country Areas

Dartmoor	Exmoor
Bodmin Moor	Brecon Beacons
Black Mountains	Mid/North Wales
Peak District	Isle of Man
North Yorkshire Pennines	North York Moors
Cheviot Hills	Lake District
Yorkshire Dales	Mourne Mountains
Sperrin Mountains/North Antrim Hills	Galloway Hills
Isles of Skye/Arran/Harris/Lewis	
Central, Western & Northern Highlands of Scotland	

Activity	Maximum Group Size	Minimum Ratios	Minimum Qualifications <sup>1</sup>
Simple Normal Country Walking (category A in summer conditions)	15	At least 1 competent/qualified/accr edited adult for every 15 young people. For Duke of Edinburgh groups see separate section.	
Low Level Hillwalking (category B in summer conditions)	15	At Least 1 accredited/qualified adult and 1 competent adult for every 15 young people.	County accreditation/Basic Expedition Leader Award (BEL Award)
High Level Hillwalking (category C in summer conditions)	12 (young people and adults)	At least 1 accredited/qualified adult and 1 competent adult for every 10 young people.	County accreditation/Walking Group Leader Award
Mountain Walking (category C in summer conditions)	12 (young people and adults).	At least 1 qualified adult for every 6 young people	Mountain Instructor Award Association of British Mountain Guides - Mountain Guide
Winter Mountain Walking (probability of encountering snow/ice but no steep ground involved)	12 (young people and adults)	At least 1 qualified and one experienced adult for every 10 young people.	Winter Mountain Leader Award
Winter Mountain Walking involving steeper slopes	10 (young people and adults)	At least 1 qualified and one experienced adult for every 8 young people.	Winter Mountain Leader Award
European / Alpine Hillwalking (i.e. no rock climbing involved).	8 (young people and adults).	At least 1 qualified adult for every 6 young people	European Mountain Leader Award

## Rock Climbing

<sup>1</sup> Please note: MLTB training courses for the Walking Group Leader/Mountain Leader Award are not sufficient as statements of competence for Leadership/Instruction. Leaders must be assessed.

- Winter conditions apply when part of the intended route is covered in snow/ice and/or when winter climatic conditions apply.

- Please refer below to the Duke of Edinburgh's Award. Due to the progressive nature of this award, ratios may differ from those above.

- For other activities such as winter mountaineering/climbing advice should be sought from the LA.

Activity	Maximum Group Size	Minimum Ratios	Minimum Qualifications <sup>1</sup>
Rock climbing - Simple one pitch/top or bottom roping.	12 (young people and adults).	At least 1 competent/qualified/accr edited adult for every 10 young people.	Single Pitch Award.
Easy-to-difficult multi-pitch climbs.	4 (young people and adults).	At least 1 qualified adult for every 3 young people.	Mountain Instructors Award.
Difficult-to-severe multi-pitch climbs.	Maximum group size - 3 (young people and adults).	At least 1 qualified adult for every 2 young people.	Mountain Instructors Award.
Climbing Walls/Artificial Towers	For low (less than 6m high) indoor walls there is no requirement to hold a formal qualification, however it is good practice. Many commercial operators require visiting staff to produce a SPA qualification along with current first aid and evidence of Insurance cover. Some commercial operators run their own accreditation schemes, which are specific to the venue/site. Artificial Towers require no specific qualification however it is good practice to hold the SPA award or have undertaken site-specific approved accreditation. Those leading bouldering activity should conform to SPA requirements.		

## Horse Riding and Pony Trekking

Only undertake this activity through centres, riding schools or riding clubs approved by the British Horse Society (BHS) or through members of the Association of British Riding Schools. Use instructors such as those approved through the BHS. For Pony Trekking activity in wild country areas or during the winter season Leaders should hold the BHS Ride Leader or ABRS Trek Leader Certificate. Pony trekking is subject to the Adventure Activities Licensing Regulations when journeying in remote or high country.

### Motor Activity

Motor activity programmes are wide and varied, however the main areas of activity are:

- Race Driving Schools
- Karting
- Quad bikes
- Off-Road Driving.

Most groups will experience motor activity through a commercial provider as part of a progressive programme or as part of a multi-activity programme. The British Activity Holiday Association (BAHA) oversee residential and outdoor provision which provide motor activity, usually quad biking or karting at adventure centres. BAHA has a code of practice for member organisations.

The Motor Activity Training Council (MATC) oversee standards including – identification of gaps in the training/regulation of motor activity and the implementation of guidelines for motorsport.

Seek further advice from the LA.

### Mountain Biking (off road)

In law, cycles are vehicles. They are therefore obliged to stay on public highways. This generally includes bridle-ways, unless prohibited by local by-laws. Bikes should not be ridden on footpaths. They should not be ridden on any open land without express permission by the landowner.

There are no National Occupational Standards for activity Leadership at present. The following are a sample of ‘Instructional’ programmes, which are recognised by AALA – British Schools Cycling Association’s Off Road Leaders Award, Association of British Cycle Coaches Mountain Bike Leaders Award and the Scottish Cycle Union Mountain Bike Award.

Activity	Maximum Group Size	Minimum Ratios	Minimum Qualifications <sup>1</sup>
Roads, tracks, well defined bike riding routes, without steep slopes.	12 (young people and adults).	At least one qualified adult for every 10 young people.	SLevel 1 Leader or similar competence
Tracks, fairly well defined routes, some moderate slopes requiring skilled techniques.	10 (young people and adults).	One qualified adult and one other adult.	Level 2 Leader or similar competence (BELA/WGL/ML with experience)
Wild country, steep slopes requiring high level of experience and skill.	8 (young people and adults)	At least 2 qualified adults.	Level 3 Leader or similar competence (BELA/WGL/ML with experience)



**Orienteering**

This activity is very popular with schools and youth organisations. It has strong cross-curricular links and requires little specialist equipment. Permanent orienteering or wayfaring courses are available at a selection of country parks and other parkland areas. Some schools have their grounds ‘mapped’ to allow easy access for students.

Local accreditation is available through the TOPS Outdoor programme. The British Orienteering Federation (BOF) administers the sports coaching scheme and competition events.

Activity	Maximum Group Size	Minimum Ratios	Minimum Qualifications
Orienteering - in school grounds/private areas/centre grounds	category A activity 35 or class size	At least 1 competent adult for school site. At least 1 competent adult for every 15 young people away from establishment.	local accreditation
Orienteering in local parkland/small woods	category A/B activity 35 or class size	At least 1 qualified or competent adult for every 15 young people	BOF Level 1 Coach or local accreditation
Orienteering in sites with clear boundaries including Forests	category B/C – 12	At least 1 qualified adult and 1 competent adult for every 10 young people	LBOF Level 2 Coach or BELA/WGL

**Skiing/Snowboarding**

Party leaders should be aware of the educational opportunities presented by a ski course in this country or overseas. The residential element of a ski course creates significant additional responsibilities which require preparation, planning and adequate supervision.

Party leaders and support staff have full responsibility for the group at all times including escorting to and from ski activity, meal/break times and during non-ski activity including evenings.

Activity	Maximum Group Size	Minimum Ratios	Minimum Qualifications
Skiing	12	one responsible adult or instructor to ten party members	<ul style="list-style-type: none"> <li>● Party Leaders should hold the Ski Course Organiser (SCO) Award organised by the English Ski Council/Snowsport England or equivalent. It is also desirable that other staff in the party should attend the course.</li> <li>● The Alpine Ski Courses Leader (previous SCO 2 Course) is more detailed and resort based. Party Leaders are encouraged to attend this course.</li> <li>● The above courses cover all aspects of the organisation of ski courses but are not teaching qualifications, for which a (BASl) qualification of the British Association of Ski Instructors or similar competence is required</li> </ul>

**Safety Factors:**

Accidents will be reduced if the skiers code is understood and observed by all party members:

- At no time should accompanying staff instruct or lead groups in ski related activity without the appropriate qualifications.
- No young people are allowed to ski alone or outside marked skiing areas and trails
- Supervised skiing practice and other snow activities are carefully monitored.
- Clear instructions are given to party members about the runs, tows and chairlifts to be used and their use, about check-in and return times and about rendezvous points. Reference should be made to local general safety precautions and accident procedures. A piste map for party members must be made available.
- The use of helmets is becoming more commonplace and depending upon the young persons age and the country to be visited they may be a mandatory requirement. Consideration should be given to the use of helmets by staff and young people regardless of the local requirements.

Artificial ski slope practice is invaluable as a part of the preparation and planned visits by the group are recommended, under the direction of a qualified instructor.

Hold a parents' evening at some stage in the planning period. Particularly important are:

- Clothing
- Agreed standards of behaviour and policies regarding smoking, alcohol, punctuality, care of rooms, responsibility to others in the resort, the hotel and on the slopes for example.

A brochure produced by the party leader for a specific course helps to prepare students and inform parents.

The party leader should be confident of the instruction given to individuals under tuition. Discussion with the travel company rep. or their equivalent may overcome unexpected difficulties.

Group members must be taught by qualified ski instructors, who are accredited as competent by a local ski school / ski provider or who hold a BASI qualification – Ski Instructor (SI), Ski Teacher (ST) or Snowsport Scotland Alpine/Nordic or Snowboard Leaders Awards.

Four hours per day tuition is often provided at schools, but if only two hours is taken, skiing at other times must be supervised by competent group leaders with adequate experience and knowledge of the skiing area in use (ASCL or BASI qualified).

Party leaders should have access to a copy of the SCO Handbook from the English Ski Council or the "Ski Party Organisers' Handbook" from the British Ski Federation of Great Britain.

Consider the appropriate safety needs of non-skiing activities in the event of no snow or for recreational activities.

Remember that many incidents involving young people occur during travel, down time or at handover between ski school and accompanying staff. You should build these activities into any planning and risk assessment.

### Skiing: Artificial Slopes

The use of artificial slopes for training for ski courses is encouraged. A maximum staff-young person ratio of 1:15 is recommended (reduced for inclusion of young people with special needs). Local guidelines and regulations for the use of the slope should be observed.

Where 'in-house' ski instructors are not used the minimum requirements for teaching are English Ski Council Artificial Slope Ski Instructor Qualifications.

- a. from beginner to linked snow ploughs - ESC Club Instructor Qualification.
- b. from linked snow ploughs progressing to parallel skiing - ESC ASSI Qualification

### Unconventional Activities

A number of activities exist which are used by staff/activity providers for educational purposes. The following could be classed as unconventional –

- Problem Solving
- Initiative exercises
- Rope Courses (high and low)
- Paint Ball
- War Games
- Bungee Jumping
- Ariel Runways (zip lines/death slides etc)
- Weasling (crawling through/over boulders)

The above activities do not fit readily into traditional categories or within scope of AALA. Nevertheless these activities do carry a significant risk. The rapid and varied development of such activities makes it difficult to provide comprehensive guidance. Seek further advice from the LA.

### Water-Based Activities

It is essential when taking group's boating/canoeing on tidal waters to consider the prevailing conditions. Obtain an up-to-date weather and sea-state forecast and assess the state of the tide. If in doubt of forecast conditions or local environmental variances seek advice from the Coastguard on intended ventures. It is good practice to inform the Coastguard of any proposed trips in advance, including your time of departure and return, destination, party size etc. If the weather or sea state is considered to be marginal or dangerous, the trip must not take place. The organisation should have a clearly defined named contact with the Coastguard. If a trip is abandoned, that person should inform the Coastguard as soon as all the party is all safely ashore. All craft should have a contact name and address along with phone number.

## Gorge Scrambling

There are no National Governing Bodies awards specific to this activity. This is a very popular activity delivered through Outdoor/Adventure Centres where a journey up or down a gorge can be presented both as a personal challenge and a potent team-building exercise. Usually participants stay within the channel of the stream following a challenging route set by the leader. This will depend on the venue and may include wading, swimming, rock climbing vertically and horizontally. There may also be opportunities for abseiling and tyrolean traverses.

Staff involved in this activity must have skills and experience to suit the venue and activity. They may have knowledge and skills from other activity awards, such as SPA, ML MIA/C and canoe/kayaking coaching awards. Otherwise venue specific, in-house training by a suitably qualified and experienced staff member may be required. A risk assessment of each venue is essential. Significant issues to address would include:

- First hand knowledge of how the gorge responds to different weather conditions particularly rain and floods.
- How committing the gorge is.
- Location of “escape routes”.
- Equipment to combat immersion hypothermia.
- Knowledge of deep-water rescues.
- Staff / student ratios.
- Knowledge of moving water hazards.
- Knowledge of when to abandon the activity.
- Discipline and control of groups within a noisy and potentially dangerous environment.

Activity	Maximum Group Size	Minimum Ratios	Minimum Qualifications
Gorge scrambling	12 (young persons and adults).	At least 1 qualified leader for every 10 young people.	Mountain Leader Award (Summer). Qualifications will depend upon the venue and challenges and will come from a detailed risk assessment of each venue. Each venue or even each route at the same venue may need different skills, qualifications and knowledge. The LA has Technical Advisers who can provide in-house training

## Improvised Rafting

Involves the construction of a raft for one or more persons, from various materials/items, generally, planks, spars, barrels, etc. Due to the nature of construction this form of raft can be highly unstable, difficult to propel and often prone to disintegration.

There is no recognised qualification or code of practice. The activity is usually used as part of a personal or social development course. The leader of the activity should possess competence in the activity. To assist with verifying competence the leader should possess 1st Aid and Lifesaving qualification. A RYA/BCU qualification would be useful.

Waters chosen for this activity should normally be in confined areas not subject to strong currents or wind and should be free from specific hazards such as overhanging trees and underwater obstructions. Participants must wear buoyancy aids and suitable helmets. A suitable rescue craft should be accessible.

Seek further guidance from the LA.

**Paddlesport**

The British Canoe Union or regional associations – Canoe Association of Northern Ireland, Scottish Canoe Association, Welsh Canoe Association or England Coaching administer paddlesport or canoeing qualifications.

Paddlesport/canoeing encompasses the following activities – inland/sea/placid water kayaking, open canoeing, sea kayaking and surf kayaking/ski.

Activity	Maximum Group Size	Minimum Ratios	Minimum Qualifications <sup>1</sup>
Inland canoeing - Placid water e.g. small lakes, canals, slow moving rivers.	Maximum group size - 12 (young people and adults).	At least 1 qualified adult for every 10 young people.	(i) Inland Kayak (Closed cockpit) - Level 1 Kayak Coach (ii) Placid Water (Open cockpit) – level 1 Placid water coach Placid Water (Open cockpit) - Level 1 Placid water coach (iii) Canoe - Level 1 Canoe Coach
Larger open areas of water and easy moving rivers (Grade I).	12 (young people and adults).	At least 1 qualified adult for every 10 young people	(i) Inland Kayak (Closed cockpit) - Level 2 Kayak Coach (ii) Placid Water (Open cockpit) - Level 2 Placid Water Coach (iii) Canoe - Level 2 Canoe Coach
Inland - Moving water (Grade II).	8 (young people and adults).	At least 1 qualified adult for every 6 young people.	(i) Inland Kayak (Closed cockpit) - Level 3 Kayak Coach (ii) Canoe - Level 3 Canoe Coach
Sea, close to shore, sheltered coves/bays.	10 (young people and adults).	At least 1 qualified adult for every 10 young people.	Level 3 Sea Coach
Sea, non sheltered waters, off-shore expeditions.	8 (young people and adults).	At least 1 qualified adult for every 6 young people	Level 4 Sea Coach
Surf, up to 1m	12 (young people and adults)	At least 1 qualified adult and 1 competent adult for every 10 young people	Level 3 Surf Coach
Surf, above 1m	8 (young people and adults)	At least 1 qualified adult for every 6 young people	Level 4 Surf Coach

## Sailing

Sailing opportunities are usually accessed through:

- a. A recognised Royal Yachting Association (RYA) teaching establishment
- b. A recognised provider under the Adventure Licensing Authority (AALA)
- c. Self-instruction provided through a competent adult

A recognised RYA establishment will have as a minimum a Senior Instructor overseeing operations and safety. This person will determine the requirements of the staff's competence leading and delivering the activity at specific locations

Staff delivering self-instruction to groups must adhere to the guidance of the RYA and hold appropriate levels of competence and/or qualifications. Suitable locations should be identified and approved. A safety boat must be available at all times under the control of a competent adult familiar with rescue techniques. The RYA offers a level 4 Safety/Rescue boat course which is an appropriate qualification for this type of role.

Ratios for the activity are dependent upon the type of craft, weather conditions, venue and competence/number of staff and size of group.

\*Staff working on the sea should hold a tidal endorsement.



## Windsurfing

Activity	Maximum Group Size	Minimum Ratios	Minimum Qualifications
Inland Windsurfing	12 (young people)	At least 1 qualified person for every 6 boards being sailed	As for sailing the activity will normally be experienced through a recognised RYA establishment or AALA licensed provider A windsurfing session should have an RYA Windsurfing Instructor -, in attendance at all times. RYA - Windsurfing Instructor intermediate
Sea Windsurfing	8 young people.		A windsurfing session should be supervised by a RYA Windsurfing Instructor, in attendance at all times. At least 1 qualified person for every 4 boards being sailed. Minimum qualification - RYA - Windsurfing Instructor intermediate, with tidal endorsement. A safety/rescue boat should be available at all times as for sailing

\* For staff planning to organise ventures with providers using larger craft such as Tall ships, RYA qualifications may not be appropriate. Seek evidence as to staff competence/qualifications, risk assessments and the organisation's operating license – AALA, DTI etc

### Sea Level Traversing

There are no National Governing Body awards specific to this activity. Traversing along the base of a sea cliff can present both individual challenges and be a potent team-building exercise. Usually participants stay at the base of the cliff following a challenging route set by the leader. This will depend on the venue and may include wading, swimming, rock climbing vertically and horizontally. There may also be opportunities for abseiling and tyrolean traverses.

Staff involved in this activity must have skills and experience to suit the venue and activity. They may have knowledge and skills from other activity awards, such as SPA, ML MIA/C and canoe/kayaking coaching awards. Otherwise venue specific, in-house training by a suitably qualified and experienced staff member may be required. A risk assessment of each venue is essential. Significant issues to address would include

- First hand knowledge of how the sea responds to wind, weather conditions and tides and how appropriate specific venues are with regard to these factors.
- Dangers of off shore winds.
- How committing a particular venue is.
- Location of “escape routes”.
- Equipment to combat immersion hypothermia.
- Staff / student ratios.
- Knowledge of moving water hazards.
- Knowledge of when to abandon the activity.
- Discipline and control of groups.

Activity	Maximum Group Size	Minimum Ratios	Minimum Qualifications
Sea level traversing	12 (young persons and adults).	At least 1 qualified leader for every 10 young people.	Minimum Qualifications: Where rope work is involved - Mountaineering Instructors Award (MIA) + recognised lifesaving award. Where no vertical rope work is involved/pitches under 3m – Mountain Leader + recognised lifesaving award Qualifications will depend upon the venue and challenges therein and will come from a detailed risk assessment of each venue. Each venue or even each route at the same venue, may need different skills, qualifications and knowledge.

For both gorge scrambling and sea level traversing seek advice from the LA.

### Sub-Aqua including Snorkeling

This activity normally takes place in swimming pools, pond/lakes or in the open water of the sea. The British Sub-Aqua Club (BSAC) and the Professional Association of Diving Instructors (PADI) oversee qualifications for the sport and have approved teaching centres. Those centres will advise on correct ratios.

### Swimming and Paddling

Refer to the Health & Safety guidance for swimming in Swimming Pools contained in a separate W.C.C. document.

Paddling is considered to be immersion up to the knees, and no deeper. If immersion is anticipated to be greater than the above criteria, then swimming should apply.

For paddling the supervisory ratio of 1:6 should apply, but adults should not enter the water, and no lifeguards qualifications are required. Concentration and careful supervision should be maintained throughout the paddling activity. Young people should not paddle alone or unsupervised.

Group leaders should assess the beach and its suitability beforehand. If they consider that conditions are not safe, then they should not permit paddling.

### Swimming in Open Water

Swimming in the sea, lake or river is a particularly appealing activity during visits. However it is potentially hazardous and requires careful assessment and supervision. The following should be considered before swimming commences:

- Undertaken whenever possible on designated safe beaches, which are supervised by Lifeguards.
- Party leader should be satisfied that the beach is safe to use
- (assessment of the beach could include cleanliness of the water and beach, and the shelving of the beach-particularly within the water, off-shore winds, dumping waves and tidal variations). Local knowledge and the information provided on markers and signs should always be observed and respected.
- A member of staff must have a Royal Life Saving Swimming Bronze Medallion, or higher qualification.
- Staffing ratio of adults to young people must be at least 1:6. Parental approval for swimming should be obtained.
- Adults should be spread between acting as spotters on the beach, or being in the water with the group. They should endeavour to maintain concentration and not be otherwise distracted from supervision.

- Young people must never swim alone or unsupervised.
- Weather, currents, tides and sea state (size of waves etc.) should be suitable in the judgment of the party leader. It should be noted that strong and dangerous undertows are often present in attractive shore locations. If conditions are not considered to be safe, then swimming must not be allowed to occur.
- Many beaches use a flag code to indicate safe bathing / no bathing. The party leader should ensure that all concerned understand the code, and abide by it.
- Swimming areas should be clearly defined and participants briefed and reminded of these limits.
- Swimming time should be limited in cold water.
- Weak swimmers must always be kept to areas where they can stand if they need to.
- Do not permit diving or jumping from any height.

## Water Margins

There are many reasons for leading a visit near water. These visits can bring the curriculum to life, develop teamwork and improve self-esteem. Before going to the venue you need to decide –

- Is it appropriate for the group to enter the water at any point during the day?
- If you are working near water, how likely is it that someone will fall or be pushed in?
- If the group are to enter the water can they get in and out easily from the bank?
- In emergency can staff reach immersed young people quickly – reaching/wading/swimming?
- What hazards exist on the bank, on the water and underwater?
- Has a risk assessment been completed?

### The weather

Conditions change from hour to hour, rivers rise and fall, tidal conditions at the seaside vary.

### Inland

Get a weather forecast prior to departure and understand how it might affect your intended location and planned activity. Heavy or persistent rainfall can alter river situations vastly, even when falling elsewhere. Riverbanks can become slippery, and streams and rivers can rise quickly and flow faster. Have an alternative plan (B). The alternative plan (B) may still allow modified activity to take place at the original venue or for activity to take place at another pre-determined site.

You should check what lies downstream, or around the corner from your work area – is there a fallen tree, a fence, a weir, or waterfall. Are there any other hazards? Remember that fast moving water above knee height may knock people off their feet with the potential to wash them into fallen trees/other entrapments. Is this likely to happen at your venue?

### **By the sea**

If you are working near the sea or an estuary, check tidal conditions with locals/coastguard, so you know when high tide is, how high it will reach, and whether there are any strong local currents or variations. Could your work area be cut off or submerged by a sudden wave or quick rise in the tide level?

Remember that on steeply shelving shingle beach a member of your group could quickly end up out of depth. Dumping waves can easily overpower a young person and with an offshore wind anyone in the water would quickly be taken away from the shore. 'Wild' days at the shore will distract young people during briefings and compromise communication and control on the foreshore.

Steep rocky shorelines and steep river/canal banks may not allow young people to be recovered easily from a simple fall into the water

Rivers, lakes and sea temperatures are colder than you think. Cold-water immersion will affect performance, not only swimming but also listening to instructions.

### **Considerations for a safe and enjoyable activity**

- Agree the safety rules – briefing to young people and staff
- Check that everyone is aware of them
- Stick to them!
- Have confidence in your decisions and don't be pressured into changing them.
- If the group is not to enter the water keep them on task. Incidents are more likely to occur during unstructured activity
- The group need to be aware that pushing, dragging or ducking others in or around the water is unsafe and unacceptable
- Set physical boundaries
- Encourage good personal hygiene, particularly hand washing

- On 'wild' days or at venues with high background noise it is good practice to have one member of staff who can stand back and oversee all concerned
- Large groups must be broken down into smaller supervised groups
- Some venues may have limited visibility due to undergrowth etc. Supervision ratios should reflect this
- No impromptu/unplanned swimming

“Just because you did it last year does not mean that you have to do it this year!

Just because it was safe last year does not mean that it is safe this year”!

## White Water Rafting

Involves the use of large inflatable rubber boats to descend sections of fast flowing rivers. The raft will take a group numbering between four and twelve persons.

The activity is normally undertaken at specific locations (i) Teeside Whitewater site (ii) Holme Pierrepont, Nottingham (iii) Nene Whitewater site, Northampton (iv) River Tryweryn, Bala. The activity is growing in popularity and is also accessible on various Scottish and Alpine rivers.

In the UK the National Raft Guide Award Scheme is administered by the British Canoe Union.

- Level 1 – Trainee guide, able to assist and guide under direct supervision
  - Level 2 – Raft Guide, the holder is qualified to guide a raft as part of a flotilla
  - Level 3 – Trip leader, qualified to guide the lead raft and take overall responsibility for the trip
  - Levels 4-5 – Trainer, delivers training/assessment
- Suitable ratios for the activity depend on the size/type of craft being used and the location of activity. Providers should be licensed through the Adventure Activities Licensing Scheme.

**The Duke of Edinburgh's Award**

For further details regarding the award and its requirements please refer to the Duke of Edinburgh's Award Handbook and Expedition guide. Additional information appertaining to the operation within the LA is available through the publication ' Safety and Risk Management in the Outdoors – Outdoor and Adventurous Activity guidance'.

Warwickshire County Council through the Youth & Community Service holds a licence to act as Operating Authority for the Award. A separate licence exists with AALA to operate the award in wild country and above 600m. The County may issue approval to groups and organisations who wish to operate the award.

These groups and organisations may be schools both LA and Independent, youth clubs, voluntary agencies and companies. The agreement between the LA and those groups means that all organisations are required to adhere to the LA's policies and guidance for the delivery of the award.

Due to the nature of the award young people are expected to progress in terms of skills, physical ability and team work. Due to the progression of these skills ratios and staff competences may differ from the Hillwalking section previous.

Activity	Maximum Group Size	Minimum Ratios	Minimum Qualifications
Non-Wild Country	14 young people Max. 2 groups	At least 1 accredited/qualified adult and 1 competent adult	County Accreditation/BEL
Wild Country 600m-	14 young people Max. 2 groups	At least 1 accredited/qualified adult and 1 competent adult	County Accreditation/BEL
Wild Country 600m+ (training)	10 young people Max. 2 groups	At least 1 accredited/qualified adult and 1 competent adult	County Accreditation/Walking Group Leader/Mountain Leader
Wild Country 600m+ (practice/qualifying)	12 young people	At least 1 accredited/qualified adult and 1 competent adult	As above
Assess-ment / Qualifying venture	Assess-ment / Qualifying venture 12 young people Max. 2 groups	At least 1 accredited/qualified adult and 1 competent adult	As above

## 15. Exchange/ Twinning Visits – including Home Stay

This type of visit, which usually involves young people staying with host families out of the direct supervision of staff and often abroad, poses particular issues and potential risks. Parents need to be aware of the arrangements and level of supervision applying.

As always in the case of residential trips, planning and preparatory work are key. The group leader should already have good links with and knowledge of the "exchange establishment". In the case of trips overseas, host families will not be subject to English law, but nevertheless appropriate checks (including criminal checks) should be carried out as far as possible. The exchange establishment should be able to assist in this process, and if an agency is being used to arrange the trip, then the agency should have taken, or be taking, appropriate steps to seek reassurance on this point. If organisers are not satisfied with the information they receive, consider cancelling the trip.

Staff, young people and host families all need to be clear in advance of the arrangements for collecting and transporting the young people and of any other "rules" which may be needed. The host family should be aware of any specific dietary or medical needs of their guest and of the age and gender of the young person before he/she arrives. Clearly it is important that the young person's matches are appropriate.

Though young people in the care of their host families will not be under the direct supervision of staff, they should be given advice on how to contact the staff/group leader if they need to do so quickly. Provide a telephone contact point. Staff should maintain regular contact with the young people involved.

In addition to having information about the host establishment available, the Head of the Establishment should retain a list of all the young people on the exchange and the names/addresses of their host families.

An alternative arrangement should be in place in case the relationship between the host family and the young person breaks down during the exchange. Problems may arise that could not have been anticipated.



Notify the LA of any programmes overseas (category c activity). Any potential adventure/hazardous activities (category b or c) should be highlighted and receive separate approval at the planning stage using the procedures within these guidelines.

For additional guidance please see the following documents:

Young People's Exchange visits 2005

Residential Organisers Resource Pack 2005

See [www.warwickshire.gov.uk/offsiteactivities](http://www.warwickshire.gov.uk/offsiteactivities) for further information

## 16. Bibliography

The LA used these documents during the preparation of these Guidelines: -

- Safe Practice in Physical Education Association for Physical Education (afPE) New Edition due 2008
- Standards for LA's in Overseeing Educational Visits, DfES
- Health & Safety of Pupils on Educational Visits (DfES) HASPEV 1998
- Health & Safety: Responsibilities and Powers, DfES
- Safe Keeping: A Good Practice Guide For Health & Safety In Study Support, DfES
- Off-Site Activities Guidance (2003)
- Get Safe for Summer, Amateur Swimming Association Issued 2002.

Refer also to the DfES web-site: [www.dfes.gov.uk](http://www.dfes.gov.uk)  
[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

## Appendix 1

### Organisations Offering Advice, Publications and Training

Organisation	Address	Contact Details
<b>Adventure Activities Licensing Authority</b>	44 Lambourne Crescent Cardiff Business Park Llanishen Cardiff CF14 5GG	029 2075 5715 www.aala.org.uk
<b>Amateur Swimming ASA Association</b>	Harold Fern House Derby Square Loughborough LE11 5AL	01509 618 700 Fax: 01509 618 701 www.britishswimming.org
<b>British Activity Holiday Association</b>	22 Green Lane Hersham Walton on Thames Surrey KT12 5HD	01932 252994 www.baha.org.uk Email: info@baha.org.uk
<b>Association for Physical Education</b>	afPE Room SC 26 University of Worcester Henwick Grove Worcester WR2 6AJ	01905 855584 Fax: 01905 855594 www.afpe.org.uk
<b>British Canoe Union</b>	John Dudderidge House Adbolton Lane West Bridgford Nottinghamshire NG2 5AS	0115 9821100 www.bcu.org.uk
<b>British Cycling Federation</b>	National Cycling Centre Stuart Street Manchester M11 4DQ	0870 871 2000 Fax: 0870 871 2001 www.britishcycling.org.uk Email: info@britishcycling.org.uk

<b>Organisation</b>	<b>Address</b>	<b>Contact Details</b>
<b>British Orienteering Federation</b>	8a Stancliffe House Whitworth Road Darley Dale Matlock Derbyshire, DE4 2HJ	01629 734042 Fax: 01629 733769 www.britishorienteering.org.uk Email: bof@britishorienteering.org.uk.
<b>British Red Cross</b>	UK Office 44 Moorfields London EC2Y 9AL	0870 170 7000 Fax: 0207 562 2000 www.redcross.org.uk
<b>British Safety Council</b>	National Safety Centre 70 Chancellors Road Hammersmith London W6 9RS	0208 741 1231 Fax: 0208 741 4555 www.britsafe.org Email: mail@britsafe.org
<b>British School Exploration Society (BSES)</b>	Royal Geographical Society 1 Kensington Gore SW7 2AR	0207 591 3141 Fax: 0207 591 3140 www.bses.org.uk
<b>British Schools Cycling Association</b>	21 Bedhampton Road Northend Portsmouth P12 7JX	02392 642226 Fax: 02392 660187 www.bsca.org.uk Email: sue.knight@bsca.org.uk
<b>British Sports Trust</b>	Clyde House 10 Milburn Avenue Oldbrook Milton Keynes MK6 2WA	01908 689180 Fax: 01908 393744 www.bst.org.uk
<b>British Sub-Aqua Club</b>	Telford's Quay South Pier Road Ellesmere Port South Wirral Cheshire CH65 4FL	0151 3506200 Fax: 0151 350 6215  www.bsac.com Email: postmaster@bsac.com
<b>Central Bureau for Educational Visits and Exchanges</b>	10 Spring Gardens London SW1A 2BN	Enquiries: 0171 389 4004 Education: 0171 389 4383 Y.Exchange: 0207 389 4738 www.britishcouncil.org

<b>Organisation</b>	<b>Address</b>	<b>Contact Details</b>
<b>Central Council of Physical Recreation</b>	Francis House Francis Street Fax: 0207 854 8501 London SW1P 1DE	0207 854 8500 www.ccpr.org.uk Email: info@ccpr.org.uk
<b>Child Accident Prevention Trust</b>	Floor 4 Cloister Court 22-26 Farringdon Lane London EC1R 3AJ	0207 608 3828 Fax: 0207 608 3674 www.capt.org.uk Email: safe@capt.org.uk
<b>Children's Legal Centre</b>	University of Essex Wivenhoe Park Colchester Essex CO4 3SQ	01206 872466 Fax: 01206 874026 www.childrenslegalcentre.com Email: clc@essex.ac.uk
<b>Countryside Agency</b>	Head Office John Dower House Crescent Place Cheltenham GL50 3RA	0870 120 1273 2024 76 853058 www.countrysideaccess.gov.uk
<b>Department of Trade and Industry</b>	Response Centre 1 Victoria Street London SW1H 0ET	0207 215 5000 www.dti.gov.uk
<b>Disability Sport England</b>	Solecast House 13-27 Brunswick Place London N1 6DX	0207 490 4919 Fax: 0207 490 4914 www.disabilitysport.org.uk
<b>Field Studies Council</b>	Montford Bridge Preston Montford Shrewsbury Shropshire SY4 1HW	0845 345 4071(LR) Fax: 0174 385 2101 0174 385 2100(NR) www.field-studies-council.org
<b>Grand National Archery Society</b>	Lilleshall National Sports Society Nr Newport Shropshire TF10 9AT	01952 677888 Fax: 01952 606019 www.gnas.org

<b>Organisation</b>	<b>Address</b>	<b>Contact Details</b>
<b>Health and Safety Executive</b>	Rose Court 2 Southwark Bridge London SE1 9HS	Order a Publication - 01787 881165 Hotline - 0845 345 0055 <a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
<b>British Horse Society</b>	Stoneleigh Deer Park Kenilworth Warwickshire CV8 2XZ	0870 120 2244 Fax: 01926 707800 <a href="http://www.bhs.org.uk">www.bhs.org.uk</a> Email: <a href="mailto:enquiry@bhs.org.uk">enquiry@bhs.org.uk</a>
<b>Institute for Outdoor Learning</b>	The Barn Plumpton Old Hall Plumpton Penrith Cumbria CA11 9NP	01768 885800 Fax: 01768 885801 <a href="http://www.outdoor-learning.org">www.outdoor-learning.org</a>
<b>Maritime and Coastguard Agency</b>	Tutt Head Mumbles Swansea West Glamorgan SA3 4HW	0870 600 6505 <a href="http://www.mcga.gov.uk">www.mcga.gov.uk</a>
<b>Mountain Leader Training UK</b>	Siabod Cottage Capel Curig Conwy LL24 0ES	01690 720272 01690 720272 Fax: 01690 720248 <a href="http://www.mltuk.org">www.mltuk.org</a> Email: <a href="mailto:info@mltuk.org">info@mltuk.org</a>
<b>National Association of Field Study Officers</b>	Stibbington Centre Church Lane Stibbington Peterborough PE8 6LP	01780 782386 Fax: 01780 783835 <a href="http://www.nafso.org.uk">www.nafso.org.uk</a>
<b>British Caving Association</b>		<a href="http://www.british-caving.org.uk">www.british-caving.org.uk</a>
<b>National School Sailing Association</b>	NSSA 21 Willow Way Darras Hall Ponteland Newcastle-Upon-Tyne NE20 9RF	<a href="http://www.nssa.org.uk">www.nssa.org.uk</a>

<b>Organisation</b>	<b>Address</b>	<b>Contact Details</b>
<b>National School Sailing Association</b>	NSSA 21 Willow Way Darras Hall Ponteland Newcastle-Upon-Tyne NE20 9RF	www.nssa.org.uk
<b>Professional Association Of Dive Instructors</b>	Unit 7 St Phillips Central St. Phillips Bristol BS2 0PD	0117 300 7234 Fax: 0117 971 0400 www.padi.com Email: general@padi.com
<b>Royal Association for Disability and Rehabilitation (RADAR)</b>	12 City 250 City Road London EC1V 8AF	020 7250 3222 Fax: 020 7250 0212 Email: radar@radar.org.uk
<b>Royal Life Saving Society (RLSS)</b>	River House High Street Broom Warwickshire B50 4HN	01789 773 994 Fax: 01789 773 995 www.rlss.org.uk Email: lifesavers@rlss.org.uk
<b>Royal Society for The Prevention of Accidents (ROSPA)</b>	ROSPA House Edgbaston Park 353 Bristol Road Birmingham B5 7ST	0121 2482000 Fax: 0121 2482001 www.rospa.com Email: help@rospa.com
<b>Royal Yacht Association</b>	RYA House Ensign Way Hamble Southampton SO31 4YA	0845 345 0400 (local rate) 0238 060 4100 (national rate) Fax: 0238 060 4299 www.rya.org.uk
<b>Sport England</b>	3rd Floor Victoria House Bloomsbury Square London WC1B 4SE	0207 273 1500 Fax: 0207 383 5740 www.sportengland.org Email: info@sportengland.org
<b>St John's Ambulance</b>	27 St. John's Lane London EC1M 4BU	0870 010 4950 Fax: 0870 010 4065 www.sja.org.uk
<b>St Andrew's Ambulance Association</b>	St. Andrew's House 48 Milton Street Glasgow G4 0HR	0141 332 4031 Fax: 0141 332 6582 www.standrewsambulance.org.uk Email: firstaid@staaa.org.uk

Organisation	Address	Contact Details
<b>The British Association Of Snow Sport Instructors</b>	Glenmore Aviemore Inverness-shire PH22 1QU	01479 861717 Fax: 01479 861718 www.basi.org.uk Email: basi@basi.org.uk
<b>The Duke of Edinburgh's Award</b>	Gulliver House Madeira Walk Windsor Berkshire SL4 1EU	01753 727400 www.theaward.org Email: info@theaward.org
<b>The English Ski Council (Snowsport England)</b>	Area Library Building Queensway Mall The Cornbow Halesowen West Midlands B63 4AJ	0121 501 2314 www.englishski.org.uk
<b>The Independent School's Adventure Activities Association</b>		www.isaaa.org.uk Email: malcol.org/isaaa
<b>The Royal Geographical Society</b>	4 Kensington Gore Society London SW7 2AR	0207 591 3001 www.rgs.org/eac
<b>Travel Advice Unit</b>	Consular Department Foreign and Commonwealth Office Old Admiralty Building London SW1A 2PA	0845 850 2829 Fax: 0207 0080155  www.fco.gov.uk Email: consular.fco@gtnet.gov.uk
<b>National Association of Farms for Schools</b>	Head Office P.O Box 27 Hebden Bridge West Yorkshire HX7 5YZ  Farms for Schools P.O Box 8 Hebden Bridge West Yorkshire HX7 5YJ	01422 882708 www.farmsforschools.org.uk  Email: gary- richardson@farmsforschools.org.uk



## Appendix 2

### **Purchases from School/PTA/Community Funds & VAT (see also Section 10)**

Certain items should not go through the school fund. The reason for this is that these items have to be sold to the school's own pupils in order to qualify as VAT free - Therefore they CANNOT be processed via the school fund. These are:

Sales of goods "in class" – i.e. sales of stationary, calculators .

Sales of musical instruments.

Income re school trips.

Lettings (if the premises belong to the County Council).

School meal income (as the school fund is deemed to be separate to the school, any supply by caterers of school meals, to the school fund, would have to have VAT added).

There is no problem with money being paid into the school fund, to be banked there until all the income is in, or the bill is due to be paid. However all the income & expenditure related to the above items must be processed via the delegated budget.

Below are details of the scheme for purchases from School/PTA/Community Funds (popularly known as the "VAT" Scheme).

#### **1. Purchases and Transactions**

- 1.1 Purchase of equipment including computer & sports equipment, for use at school.
- 1.2 Purchase of items of furniture/furnishings for use within the establishment
- 1.3 Educational visits
- 1.4 Minibus fuel
- 1.5 Minibus repairs
- 1.6 Performance in education establishments by travelling theatre companies for young people.
- 1.7 Use of swimming pool facilities
- 1.8 Credits to education establishment budget

**2. The following general observations apply to all transactions dealt with under the scheme:**

- 2.1 All monies submitted are deemed to be a gift to the Warwickshire County Council and the items purchased therefore become the property of the County Council.
- 2.2 Items purchased for an individual, for resale or for purposes, which the Local Authority would not normally finance, are excluded from the scheme. Examples of this are purchase of items to be given away to young people or to be resold to them, e.g. badges, sporting trophies and medals. Purchase of sports clothing to be resold to young people is also excluded; however, the purchase of a team strip, i.e. a set of clothing retained in the education establishment and issued to team members for matches, is acceptable. Musical instruments for use by individual young people purchased by the parent(s) of a child or young person is permitted under the scheme, provided that the instruments are portable, i.e. they are capable of being used on establishment premises.
- 2.3 Since any items purchased under the scheme become the property of the Authority those items are automatically insured to the same extent as any items financed directly by the Authority.
- 2.4 All cheques submitted must be made payable to the Warwickshire County Council and be for the VAT exclusive amount.
- 2.5 All cheques must be sent to the Children, Young People and Families Directorate and not direct to the Director of Resources. Any enquiries relating to the scheme should be directed to the establishment's LMS Finance Support Officer.
- 2.6 All invoices submitted should have a yellow coding/certification slip attached to them and carry the signature of an authorised member of staff, normally the head of establishments. It will be found to be far more convenient to use the confirmatory order procedure, if possible.
- 2.7 All transactions are charged to the establishment budget; the payment in the usual way and the cheque as a credit, i.e. Account Code 5315B should be used for the credit.

2.8 A covering note should be submitted with all transactions; please do not write details of cheques submitted on order forms.

**3. Some of the transactions mentioned on the first page of this appendix require more detailed explanation as follows:**

3.1 Educational Visits

Educational visits can be dealt with under the scheme provided the following guidelines are satisfied:

(a) Visits charged at less than cost

Any visit arranged for young people can be regarded as a “non-business” activity, i.e. VAT is not applicable when it is provided free of charge or where the charge to the child or young person is specifically subsidised by the local authority. When an organised visit involves an outside source, e.g. a field study centre, youth hostel or holiday camp, the local authority is regarded as providing a specific subsidy if it recovers from young people or their parents an amount less than the tax exclusive costs charged to it. Where the cost to the young people or parents is reduced only by a contribution from other sources (e.g. the school’s voluntary fund or funds provided by the parent/teacher association), the supply by the local authority cannot be regarded as specifically subsidised. For the purpose of the VAT relief, visits are not regarded as specifically subsidised by the provision of some financial help for individual children or young people on welfare grounds.

(b) Visits charged at Cost

The conditions which must be satisfied if an organised visit provided at cost is to be treated as exempt from VAT, are as follows:-

- (i) The visit must serve a clear educational purpose related to a general education curriculum;  
and
- (ii) The visit must not be primarily of a recreational or sporting nature except when these activities are provided as part of general educational curriculum;  
and
- (iii) It is prepared and followed up in the education establishment;  
and
- (iv) there must be arrangements for the supervision of young people by suitably qualified persons.  
and
- (v) the visit has been agreed by the Headteacher of the School

An example of a visit which may be relieved from VAT would be the provision of a geography field visit made to fulfil a curricular need. On the other hand, stays at commercial holiday camps, even if they are called “educational weeks” or similar, are liable to tax at the standard rate where such weeks include a preponderance of activities of a recreational or sporting nature (e.g. sightseeing, excursions to places of general interest and a variety of sports) which do not relate to a general educational curriculum. A visit based at a commercial holiday camp will qualify for VAT relief only if more than one-half of the sessions organised for children or young people are demonstrably spent on activities which fully meet the conditions set out above.

- (c) Visits that are liable to VAT  
Where neither of the sub-paragraphs above are satisfied tax is chargeable, but only on the actual consideration required of the child or young person.
- (d) Heads of establishments must notify the Children, Young People and Families Directorate, LMS Payments Section, in advance if they wish to institute the arrangements of sub- paras. 3 (a) and (b). They will be required to certify specifically that the proposed visit meets the requirements set out above in order that the request can be considered. The arrangements made must include provision for the account(s) for the visit to be paid by the County Council through the Resources Directorate.

### 3.2 Minibus Fuel

The following conditions for reimbursement of VAT for this purpose must be satisfied:-

- (a) Only fuel purchased for vehicles registered as owned by the Authority can be dealt with.
- (b) All fuel must be used only for official journeys and a brief certificate must be submitted with each invoice confirming that all the fuel purchased on the invoice(s) submitted was used for official journeys.
- (c) The relevant VAT receipt for the purchase of the fuel must be attached to the claim.
- (d) Requests for payment must be made on a monthly account basis.
- (e) All invoices submitted must state the name of the establishment vehicle registration number(s), and be made out to Warwickshire County Council and should be submitted with confirmatory direct orders and cheques made payable to Warwickshire County Council for the VAT exclusive amount.

3.3 Minibus Repairs

Invoice for repairs to or servicing of minibuses may be dealt with for vehicles registered as owned by the Authority. This includes repairs and servicing carried out by the County Fleet Maintenance - where a County Council invoice is to be dealt with in this connection no confirmatory direct (D) order is required to be submitted, only the cheque, made payable to the County Council, the invoice and a covering note.

3.4 Theatrical Performances

The scheme may cover visits by theatre companies to education establishments to give educational performances to young people. Any charge to them must be limited to equal contributions totalling not more than the total cost (excluding VAT) and the performances must form an integral part of the curriculum with adequate preparation and follow-up.

Heads of establishments must notify the Children, Young People and Families Directorate Accounts Section, in advance so that arrangements can be approved prior to the submission of the invoice, etc, for payment through the Resources Directorate.

3.5 Use of Swimming Pool facilities

Where an education establishment hires the use of swimming pool facilities from a district council for the purpose of instruction of children or young people because it has neither a swimming pool of its own nor the use of a neighbouring establishment's pool, the invoice(s) from the district council is submitted to the establishment. It then raises a confirmatory direct order and submits this to the Accounts Section, together with the invoice, which should be certified and coded to the establishment's budget and a cheque for the V.A.T. exclusive amount. Again, any charge to young people must be limited to equal contributions totaling not more than the total cost (excluding VAT).

3.6 Credits to the Education Establishment Budget

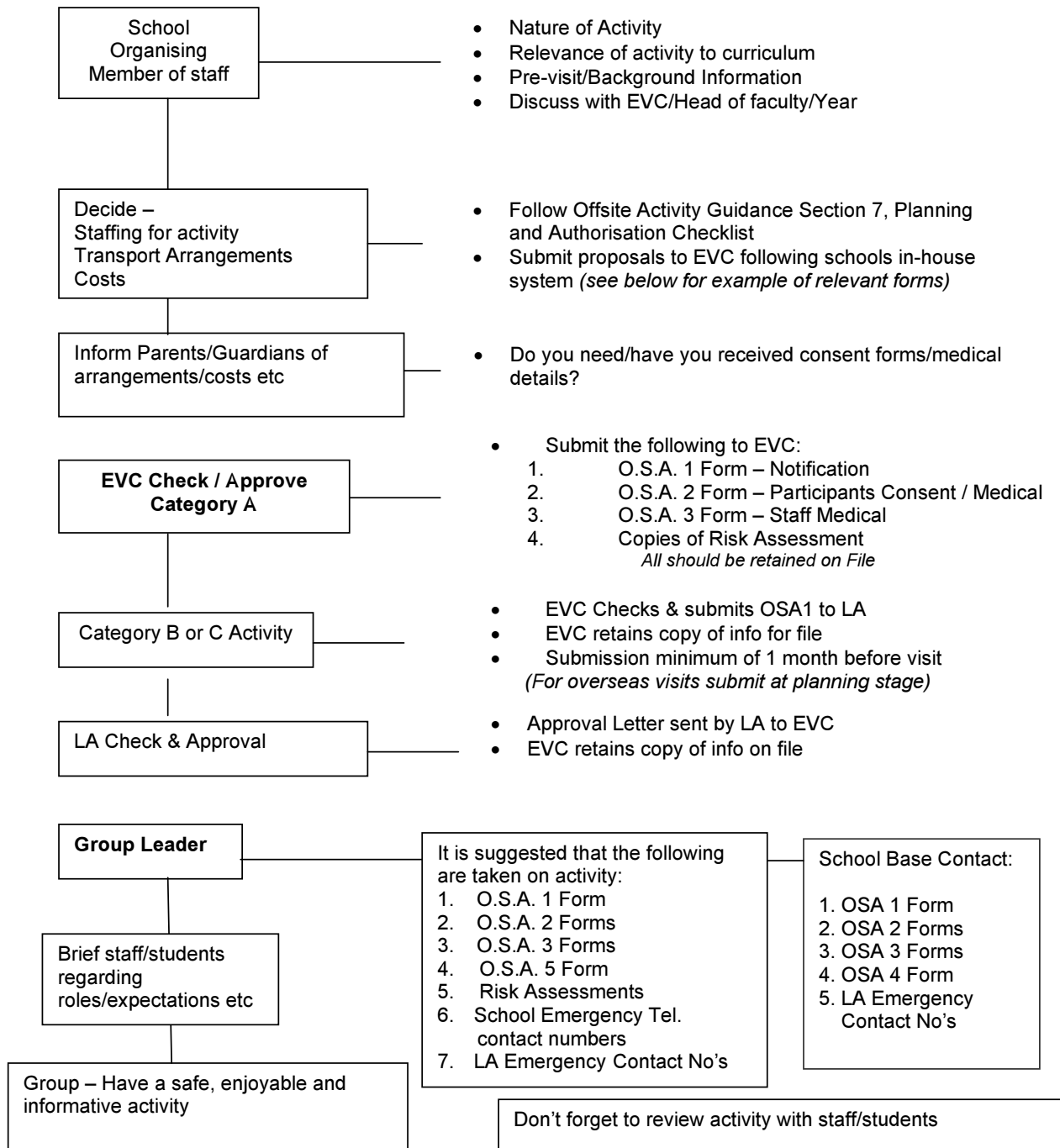
You may at any time request that an amount, or a cheque submitted, be credited to your budget to cover future/past expenditure.

- 4. It is not possible to act retrospectively when dealing with the payment of an invoice under the VAT scheme, i.e. if a transaction, theoretically to be dealt with under the scheme, is paid for direct by you including VAT prior to submission to this office, it will not be possible for you to be reimbursed with the amount of VAT.**
- 5. Establishments operating the SIMS LRM4 Finance system should follow the system guidance notes.**
- 6. For further guidance on VAT, please contact Jo Osborne (WCC Vat Officer) on 01926 412763.**

## Appendix 3

### Off-Site Activities Process Flow Diagram

#### Example



## Appendix 4

### Forms

Risk Assessment

Form OSA1 (2007) Off-Site Activity Notification

Form OSA2 (2007) (Young Person) Medical Details and Consent Form

Form OSA3 (2007) (Adults) Medical Details



Form OSA4 (2007) Emergency Action Form – Base Contact

Form OSA5 (2007) Emergency Action Form – Party Leader

Form OSA6 (2007) Volunteer Driver's Form



**WARWICKSHIRE COUNTY COUNCIL**  
**RISK ASSESSMENT For:**  
**Date of Assessment: .....** **Date of Review: .....**

Activity/ Process/ Operation	What are the Hazards to Health and Safety	What Risks do they pose and to whom?	Risk Level H/M/L	What existing control measures are in place to reduce the risk?	Risk Level Achieved H/M/L	What further action / control measures are still required to reduce the risk	Date to complete further action:
<b><u>Names of Persons involved in the Activity/Process/Operation</u></b>				<b><u>Signature</u></b>			
.....				.....			
.....				.....			
.....				.....			
.....				.....			
<b><u>Name of Assessor</u></b>				<b><u>Signature</u></b>			
.....				.....			

NOTES: This model assessment should be used as the basis for your own site specific risk assessment – please cut and paste any appropriate parts of this assessment onto a blank form and add any additional items that are specific to your site.

## GUIDELINES FOR COMPLETING AN ASSESSMENT

The Aim of a Risk Assessment is to identify hazards and risks and implement suitable control measures to reduce potential harm in the workplace

**DEFINITIONS:**            **HAZARD** -        **Something with the potential to cause harm.**  
                                   **RISK**         -        **The likelihood of harm being realised and its severity.**

1. Identify an activity, process or operation where there is potential for injury or damage. Consider whether it is essential for the activity to continue, i.e., without the hazard there is no risk.
2. Identify the hazards within the activity, ie, using machinery, confined spaces, working at height, electricity, manual handling, lone working etc.
3. Determine the risks involved and what type of incident is anticipated, e.g., contact with moving/sharp equipment, asphyxiation, falls, electrocution, back injury, violence/abuse. Consider who and how many people will be affected, e.g., employees, visitors, customers, contractors.
4. Estimate the risk level without the benefit of any control measures.  
 HIGH - certain or near certain that harm will result in serious injury/damage.  
 MEDIUM- harm will probably occur frequently with minor injury/damage.  
 LOW - it is unlikely that harm will be caused and the outcome would result in very minor injury/damage.
5. High and medium risk levels will require control measures to reduce the risk level to as low as is reasonably practicable. This could be achieved by for example, Guarding, Safety Procedures/ Working Practices, Training, Mechanical Assistance, Contracting Out etc. Personal Protective Equipment should only be considered, as the last resort, if alternative control measures cannot achieve a lower risk level.
6. Re- assess the risk level with existing control measures in place.
7. Some additional control measures may be required to reduce the risk level further.
8. Assessments should be shared and discussed with all persons involved in the activity/process/ operation and where possible, signed to confirm their understanding and involvement.
9. The completed assessments should also be signed and dated by the assessor.
10. All assessments should be reviewed, as and when there is any significant change or annually whichever is sooner.
11. Generic risk assessments are acceptable where activities/processes/operations are consistent across the workplace. However, these must be adapted, as appropriate, to consider individuals and local environment.
12. There may be other risk assessments that need to be undertaken separately, for example Manual Handling, COSHH, New & Expectant mothers, Young Persons, Work Experience, Noise, Vibration and Display Screen Equipment. This list is non-exhaustive, and these may need other specific assessment forms to be completed.

*If you require further assistance or advice with the development of a risk assessment, please contact WES Safety & Premises Health and Safety Team.*

## OSA1 2007 – Off-site Activity Notification & Approval

Use this form for all off-site activities.

The EVC will authorise and approve all Category A (low risk activities) internally.

### Submission timescales for Category B & C Off-Site Activities:

**Category C – Overseas visits** including sport, ski activity, expeditions, adventure activity and cultural visits. The LA should be notified as early as possible at the planning stage by initial use of this form.

**FINAL SUBMISSION OF THE COMPLETE OSA1 FORM SHOULD BE A MINIMUM OF 8 WEEKS IN ADVANCE OF THE VISIT TAKING PLACE.**

### Category B/C – UK based visits

**MINIMUM SUBMISSION IS 4 WEEKS IN ADVANCE OF THE VISIT TAKING PLACE.**

**Failure to adhere to these timescales for submission and/or any visit which deviates from the OSA guidance for the planned visit could lead to LA approval and support being withdrawn. Such situations could leave the establishment at risk and potentially uninsured.**

1. Name of School/Youth & Community Unit:

.....

2. Nature of Visit & Purpose:

.....

3. Proposed Inclusive Dates of Visit:

.....

4. Total Numbers of Young People:

Male:  Female:

Ages / Year Group .....

5. Category of Visit:

(please refer to Section 7 for guidance)

Category A   
Internal Only

Category B

Category C

6. Name of Provider (agency) & contact details through which arrangements are being made (if appropriate)

Name: .....

Contact Address: .....

.....

7. Address and Telephone number of venue being used, for use in emergencies

.....

8. School /Youth & Community unit emergency contact (Person/s available out of hours)

Name: .....

Tel no. - During School Hours (Daytime): .....

Tel no. - After School, evening, weekends etc: .....

9. Name of Party Leader : .....

Status 

QT	TA	VOL	Youth Worker
----	----	-----	--------------

 Please highlight

10. Names and Status of other COMPETENT adults accompanying the party		
Name	Status	Gender
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
8.		
9.		

11. If using an external provider, tour operator, activity centre, ski resort etc.

Do you have copies of external provider risk management summaries/risk assessments?

YES  NO

12. Have you completed all relevant Risk Assessments for which you are responsible including journeys, supervision etc. YES  NO
13. Has appropriate insurance cover been arranged for all party members? YES  NO
14. Will full parental permission be obtained? YES  NO

15. **Further Details of Proposed Visit (please provide the information in the following format).**

Date	Time	Place of Activity	Brief Description of Activity	Staff Responsible	Supervision Ratio
Day 1	Am Pm Eve				
Day 2	Am Pm Eve				
Day 3	Am Pm Eve				
Day 4	Am Pm Eve				
Day 5	Am Pm Eve				
Day 6	Am Pm Eve				

Continue if necessary on an attached sheet.

Additional explanatory information including Risk Assessments should be submitted, where appropriate. The LA will then respond in writing, commenting on the proposed arrangements and will provide emergency contact details.

Please notify the LA of any significant subsequent changes to the above, before to the visit. If due to local circumstances any changes to the authorised programme become necessary, then any activities undertaken should comply with the guidelines.

I confirm that the EVC and I have checked the information contained in this form and that it is in accordance with the LA Guidelines. I also confirm that the EVC and the Governing Body/Management Committee have given their approval.

Name of Head of Establishment: ..... Agreed by Head

Name of EVC: ..... Agreed by EVC

<b>Signature:</b>	<b>Name:</b>	<b>Job title:</b>	<b>Date:</b>
_____	_____	_____	_____
_____	_____	_____	_____

16. Other Details relevant to visit:

**ONLY SUBMIT FORM OSA1 TO THE LA FOR CATEGORY B/C VISITS**

# FORM OSA2 (2007) (Young Person)

## Warwickshire County Council - Consent to Activity, Medical Details and Treatment Form

Name of Young Person: .....

Date of Birth..... Male..... Female.....

Home address: ..... Tel.No: .....

Name of Education Establishment: .....

Visit to: .....

From: ..... (date) To: ..... (date)

Emergency contact telephone numbers (home/mob/work)

1).....

2).....

3).....

Name, address and tel. no. of own doctor .....

.....

Does he/she suffer from: asthma, chest complaints, hay fever, migraine, fits or faints, bad period pains, travel sickness, diabetes, attention deficiency, hyper activity or any other condition, illness or disability? If so, please give details:

.....

.....

Is he/she allergic to anything? (e.g. aspirin, antibiotics, any particular food or drug? If so, give details)

.....

Is he/she having any medical treatment at present? If so, please give written details of treatment and medicines, etc. (These MUST be handed to the Party Leader)

.....

Are there any reasons that you know of that stops he/she from participating fully in the planned activities?

.....

Are there any activities in which he/she should not participate? .....

.....

Date of anti-tetanus injection (if known) .....

Is there any other relevant information which the party Leader should be aware of? .....

.....

.....

Please indicate any special food dietary/requirements where applicable:.....

.....

I wish my child to take part in the journey/activities and having read the information provided, agree to his/her taking part in any or all of the activities described.

.....

**I understand that, while the staff in charge of the party will take all reasonable care of the Young People, they cannot necessarily be held responsible for any loss, damage or injury suffered by my son/daughter arising through the visit.**

Name (Please print).....Signature.....Date.....

*\* All journeys and activities carry some amount of risk.*



## CONSENT TO MEDICAL TREATMENT

I, .....(YOUR NAME IN BLOCK CAPITALS PLEASE) agree to my son/daughter receiving any emergency or other medical treatment as deemed urgent, necessary and/or in the best interest of my son/daughter by the medical authorities present. This includes dental, medical or surgical treatment, the use of anaesthetic's or blood transfusion.

I also agree to the release of relevant and necessary medical information to educational establishment staff by the GP if circumstances are deemed necessary and appropriate.

### **FOR OVERSEAS VISITS**

#### **Spanish / Español**

Convengo mi hijo/hija que reciben la cualquier emergencia o el otro tratamiento médico como juzgado urgente, necesario y/o en el mejor interés de mi hijo/hija por las autoridades médicas presentes. Esto incluye el tratamiento dental, médico o quirúrgico, el uso del anestésico o la transfusión de sangre.

También convengo el lanzamiento de la información médica relevante y necesaria el personal del establecimiento educativo del GP si las circunstancias se juzgan necesarias y apropiadas.

#### **French / Français**

Je suis d'accord sur mon fils/fille recevant n'importe quelle urgence ou tout autre traitement médical en tant que considéré pressant, nécessaire et/ou dans le meilleur intérêt de mon fils/fille par les autorités médicales. Ceci inclut le traitement dentaire, médical ou chirurgical, l'utilisation de l'anesthésique ou la transfusion sanguine.

Je suis également d'accord sur la publication l'information médicale appropriée et nécessaire le personnel d'établissement d'enseignement par le généraliste si des circonstances sont considérées nécessaires et appropriées.

#### **German / Deutsch**

Ich stimme meinen Sohn/Tochter zu, die jede mögliche Dringlichkeit oder andere ärztliche Behandlung als gemeint dringend empfängt, notwendig und/oder im besten Interesse meines Sohns/Tochter durch die medizinischen vorhandenen Behörden. Dieses schließt zahnmedizinische, medizinische oder chirurgische Behandlung, den Gebrauch des Betäubungsmittels oder Bluttransfusion ein.

Ich stimme auch der Freigabe der relevanten und notwendigen medizinischen Informationen Bildungsinstitutstab durch den GP zu, wenn Umstände notwendig und passend gemeint werden.

#### **Italian / Italiano**

Accosento al miei figlio/figlia che riceve tutta l'emergenza o l'altro trattamento medico come ritenuto urgente, necessario e/o nell'interesse del miei figlio/figlia dalle autorità mediche presenti. Ciò include il trattamento dentale, medico o chirurgico, l'uso di anestetico o la trasfusione di sangue.

Inoltre accosento al rilascio delle informazioni mediche relative e necessarie al personale dell'istituzione educativa dal GP se le circostanze sono ritenute necessarie ed adatte.

Signature: .....

Date: .....



# FORM OSA3 (2007) (ADULTS)

## Warwickshire County Council - Medical Details

Name of Adult: .....

Date of Birth..... Male ..... Female .....

Home address: .....

..... Tel.No: .....

Visit to: .....

From: ..... (date) To: .....(date)

Name of Education Establishment: .....

Names and telephone numbers of emergency contacts

.....

.....

Name, address and tel. no. of own doctor

.....

.....

Are you allergic to anything? (e.g. aspirin, antibiotics, any particular food or drug? If so, give details)

.....

Do you suffer from: asthma, chest complaints, hay fever, migraine, fits or faints, bad period pains, travel sickness, diabetes, coeliac disease or any other illness or disability? If so, please give details:

.....

.....

Are you having any medical treatment at present? If so, please give written details of treatment and medicines, etc.

.....

.....

Date of anti-tetanus injection (if known) .....

Do you have any physical disability? Please give details of any special attention required:  
.....  
.....

Please indicate any special food dietary/requirements where applicable:  
.....  
.....

Are there any activities in which you should not participate? .....

Is there any other information about which the party Leader should be aware?  
.....

Name/Please Print.....

Signature: ..... Date: .....

## FORM OSA4 (2007)

### Base Contact Form

For the head of an establishment or nominated person to use if an emergency occurs.

Ensure that copies of this form are available at all times for the named establishment contact.

#### Immediate Response – make a note of:

- Who is making the call: .....
- Where can she/he be contacted – telephone number and address:  
.....
- What happened
  - Where.....  
.....
  - To whom .....  
.....
  - When.....  
.....
- Who else has been contacted .....
- What has happened since the incident .....

#### Secondary Response

- Inform the head of establishment and chair of governors/management committee
- Inform the LA contact (these details should be completed in advance of the activity).  
*(Note: Only for serious incidents)*

**LA contact Details** .....  
.....

The LA contact will provide support to the educational establishment.

- Discuss with LA contact procedures for informing parents
- Discuss with LA contact who will handle any media enquires
- Discuss with the LA contact any repatriation issues

**Please see overleaf for check list.**

### Immediate Response

- establish the nature and extent of the emergency as quickly as possible;
- contact the relevant emergency services
- ensure that all the group are safe and supervised
- get immediate medical attention and seek to establish the names of the casualties
- have an official mobile phone available during the visit, but be aware of limited performance in remote areas
- ensure that a member of staff accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together;
- ensure that emergency procedures are not breached by individual young people or adults accompanying the party by making independent calls on personal mobile or other telephones;
- notify the police if necessary;
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;

### Secondary Response

- Inform your establishment emergency contact – ref OSA1 point 8. The emergency contact number should be available at all times throughout the visits;
- ascertain telephone numbers for future calls;
- details of the incident to pass to the emergency contact should include; nature of incident, casualty details-names, injuries and others involved to allow parents to be reassured, action taken so far and action to be taken (by whom);
- ensure that the LA Emergency contact is notified as soon as possible for serious incident, using the supplied telephone number (this should be undertaken by establishment emergency contact);
- ensure that all group members who need to know are aware of the incident and that group members are following the emergency procedures;
- keep a written account of all events, times and contacts after the incident;
- refer media enquiries to your establishment base contact and/or the LA officer.
- No-one in the group should discuss legal liability with other parties;
- notify the provider/tour operator (if one is being used);
- notify the British Embassy / consulate if an emergency occurs overseas;
- notify the insurers, especially if medical assistance or emergency repatriation is required whilst abroad (this may be undertaken by the emergency contact);

## FORM OSA5 (2007)

### Emergency Action Form – Party Leader

To be completed by the Party Leader (and/or staff at site) if an emergency should occur. This form should be carried at all times when away from the establishment premises.

#### Immediate Response

- Ensure safety from any further danger
- Arrange search, rescue, medical care or hospitalisation as necessary
- Ensure welfare of all concerned
- In the case of serious incident notify the local Police

#### Secondary Response

Inform your Establishment Emergency Contact (Base Contact) as soon as possible:  
Telephone number of Establishment Emergency Contact  
(enter name and telephone number below)

**Name:**

**Telephone Number:**

**Please see over page for checklist of secondary responses you will need to discuss with your establishment base contact.**

**Keep a written record of all relevant facts and preserve any paperwork etc. that may be needed to build up a picture at a later date.**

## Secondary Response

- Inform your establishment emergency contact – ref OSA1 point 8. The emergency contact number should be available at all times throughout the visits;
- ascertain telephone numbers for future calls;
- details of the incident to pass to the emergency contact should include; nature of incident, casualty details-names, injuries and others involved to allow parents to be reassured, action taken so far and action to be taken (by whom);
- ensure that the LA Emergency contact is notified as soon as possible for serious incident, using the supplied telephone number (this should be undertaken by establishment emergency contact);
- ensure that all group members who need to know are aware of the incident and that group members are following the emergency procedures;
- keep a written account of all events, times and contacts after the incident;
- refer media enquiries to your establishment base contact and/or the LA officer.
- No-one in the group should discuss legal liability with other parties;
- notify the provider/tour operator (if one is being used);
- notify the British Embassy / consulate if an emergency occurs overseas;
- notify the insurers, especially if medical assistance or emergency repatriation is required whilst abroad (this may be undertaken by the emergency contact);



## FORM OSA6 (2007)

### Volunteer Driver's Form

To Headteacher/Manager of ..... School/Educational establishment

I hereby confirm that I am willing to use my own vehicle for transporting young people on educational visits.

I accept responsibility for ensuring that the vehicle is in a safe, roadworthy condition and has appropriate insurance cover.

I also confirm that I have a valid driving licence.

Signed ..... Name in print ..... Date.....

Address .....

.....

Postcode .....

Vehicle Make ..... Model .....

I accept that, on request, I will supply to the school or LA copies of any relevant documentation (e.g. registration document, MOT, driving licence or insurance certificate).

**Please be aware of the requirements associated with child seat restraints.**



## Appendix 5

### Workforce Reform

#### The use of Support Staff and Adults from Schools on Educational Visits

##### Introduction

Support staff can play a very positive role in enhancing and broadening the learning experiences for children and young people. This guidance is to support schools in their consideration of the use of support staff and other adults in leading, managing or supervising events and activities involving pupils off the school premises. It is offered to schools to help make the best use of support staff whilst maintaining and improving the learning experiences for children and young people. Central to this is the duty of care, which schools owe to their pupils. This guidance is to support schools in fulfilling that duty and should be read in conjunction with the documents referred to in Section 10.

The responsibility for decisions regarding educational visits organised by schools rests with the Governing Body. In practice, this is delegated to the headteacher, who will have due regard to school, LA and national policies and guidance. In many cases there is an educational visits coordinator, EVC, who also takes some of this responsibility. The LA as the employer delegates responsibility for health and safety to the Governing Body and thence to the head. In the case of Voluntary Aided or Foundation Schools, the Governing Body as the employer may delegate this responsibility to the head.

Section 4 Para. 62 of the School Teachers' Pay and Conditions Document 2004, (STPCD 2004) specifically refers to the facility for schools to use appropriate support staff, as follows: "The extended roles for support staff, which are an integral part of the remodelling agenda, provide the opportunity for schools to consider the use of appropriate adults, other than teachers, to undertake educational visits."

In making a decision as to who will lead, manage and support the particular activity, the factors outlined below should be considered. A key question is:

- Does this activity or role demand the knowledge, skills and judgement of a qualified teacher (QT), as opposed to a member of the support staff or other appropriate adult?

Part of this judgement will include considering who would be the appropriate personnel to provide a quality experience for the pupils and whether this would involve Specified Work (see footnote).

#### 1. Nature of Activity

- Is this activity part of the national curriculum?
- If so, does it need the input of a QT within its duration?

There is a need to bear in mind the issues relating to specified work, assigned teacher and direct teacher supervision of such work. If its provision is for enrichment or to support particular work a QT may not be necessary. If pupils are to receive input from specialist staff at a particular venue, then competent adults could carry out the supervision of pupils to and from the venue, provided that the issues covered by the paragraphs below have been taken into account.

In particular, a risk assessment must be carried out.

Pupils may be carrying out self-directed work, performing set tasks, or carrying out project, topic or assignments, following the teaching received on the school premises. In addition, there may be follow up activities planned within school, subsequent to the visit.

If sporting or outdoor and adventurous activities are planned (OAA), which include coaching, instruction, supervision or where particular skills are being taught, then the availability of appropriate adult expertise or qualifications will need to be provided for. In the case of sustained curriculum provision off site, such as swimming, suitable provision for planning, the school should establish monitoring and assessment. There are more stringent guidelines, which must be followed in terms of adult involvement for OAA activities. See Section 14.

## 2. Duration of Visit

- Is the educational visit residential?

If so, the demands made upon the party leader and the other adults will need to be considered. The length of the activity may require the presence of a QT in terms of stimulation and challenge, retention of the pupils' interest or, if the timings are variable, additional activities or tasks might need to be organised. The total length of time, including travel to and from the venue, should be included in the planning.

## 3. Venue of the Visit and Distance to be travelled.

Appropriate facilities and the availability of appropriate people must be planned for in the event of a breakdown, accident or injury, either during the journey or during the activity. The distance and duration of the visit must also be taken into account.

It is expected that, where a practical, a preparation visit will have been made to assess the suitability, access and range of facilities available for the school group. At the very least, the party leader will need to have comprehensive information about the provider, venue and activities to ensure planning and the carrying out a risk assessment. See Section 7, Planning and Authorisation.

## 4. Number, age and type of pupils.

Adult/Pupil for visits are set out in Section 7 of this guidance. However, particular regard needs to be given to the number and levels of need of pupils with special educational needs including those with behavioural difficulties who may require higher levels of adult support or intervention. The risk assessment process will take into account these factors.

## 5. Extent to which the visit takes place outside the school day

Arrangements need to be made to ensure the safety of pupils following their return from the visit. For pupils remaining on the school site, supervision will be required prior to their collection by parents or other adults. This applies whether this is after the school day, at a weekend or in a holiday period.

**6. Role, expectations, skills, knowledge and experience of the Party Leader in relation to the activity.**

If it is decided that QT status is not essential to lead the visit, it will be necessary for the headteacher to ensure:

- That the party leader has the appropriate behaviour management skills, experience and competence.
- That the party leader has the organisational and leadership qualities required to manage the visits
- That at their leadership role in respect of other adults helping or taking part in the visit and staff of the venue to be visited is clear
- That the party leader's skills and expertise are equal to the educational demands of the visit.
- That the demands placed upon and level of responsibility carried by the party leader are recognised and rewarded appropriately.

**7. Role, expectations, skills, knowledge and experience requirements of other staff or adults supporting the Party Leader**

Whilst meeting the LA recommended adult to pupil ratios, the choice of adults involved in the visit should be considered. A balance of knowledge, skills and experience of volunteer parents or others alongside teaching and non-teaching professionals should be sought, so as to reach the best match of adults with the requirements of the visit. All adults acting as a member of staff should be competent to carry out that role.

**8. Risk assessment**

A risk assessment for the specific visit must be carried out on the standard LA risk assessment form, which is retained in school. However, for visits that are a regular part of school life or are planned on an annual or termly basis, risk assessments should be placed in the full school's standing risk assessment, which is retained in school and copies of which may be requested by the LA. This should be updated regularly as the need arises. Generic model risk assessments are available from the LA to assist in this process.

**9. Liability Insurance and Indemnity**

All schools subscribing receive automatic third party liability insurance for all employees and volunteers who are designated as responsible for pupils, for the purpose of the educational visit. This does not include personal accident insurance or the loss or theft of personal property and schools should clarify for themselves the extent of the cover they have and take out additional travel cover as necessary.

## 10. Relevant Documents

There are a number of documents related to this as follows:

BAALPE Safe Practice in Physical Education and School Sport 2004

DfES Health and Safety of Pupils on Educational Visits (HASPEV) 1998, which has five supplements:

Offsite Visits – Health and Safety Responsibilities and Powers 2001

DfES Standards for Overseeing Educational Visits Part 1 2002

DfES Standards for Adventure Part 2 2002

DfES A Handbook for group Leaders Part 3 2002

DfES Group Safety at Water Margins 2003

### Notes:

An amendment to Warwickshire's 'Swimming Guidelines' has been produced as follows. Page 3 para 1.1a reads, 'From leaving the classroom until returning the duty of care in swimming lessons remains with the designated member of the school staff'.

Specified work is defined as:

- Planning and preparing lessons and courses for pupils
- Delivering lessons to pupils. Includes delivery via distance learning or computer aided techniques
- Assessing and recording the development, progress and attainment of pupils
- Reporting on the development, progress and attainment of pupils

("pupils" includes work with individual pupils as well as groups and whole classes).







# Appendix 7

## Access Assessment for Educational Visits

Pupil name: .....	Identifying the pupil's needs	Action required	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6
Educational visit: .....								
Date of visit: .....								
<b>TRANSPORT</b>								
Do you need specialist transport?								
Does the journey need rest breaks?								
Is specialist seating required for the journey?								
Do you need additional staffing?								
What is the <b>additional</b> cost of specialist transport?								
Have staff arranged insurance if transporting pupils?								
Is a Blue Badge required?								
Are staff familiar with guidelines in "Off-Site Activities" guide – Sections 4 & 5								

ACTIVITIES	Need	Action required	1	2	3	4	5	6
Is the venue accessible? (e.g. steps, door widths, pathways)								
Are there any fixtures which will inhibit access? (e.g. gateways, platforms, stiles)								
Are the toilets accessible? (Refer to toilet access checklist)								
Is a Radar key required?								
Is specialist clothing required? (e.g. wetsuit, life jacket – check buoyancy aids*)								
Does the venue have restrictions on the number of wheelchairs admitted?								
Have you informed the venue of access requirements?								
Is there somewhere sheltered to go if too cold or wet?								
If the activity is inappropriate/inaccessible has a reasonable alternative been planned/considered?								
Have the pupil and parents been consulted on this?								
Are additional adults required?								
Will there be <b>additional</b> costs?								
Has a full risk assessment been carried out for each activity?								

ACTIVITIES (continued)	Need	Action required	1	2	3	4	5	6
Can the pupil access activities independently or are additions to the handling plan required?								
Does the pupil's health care plan cover the requirements of the trip?								
Does the pupil need alternative evacuation procedures?								
Does additional time need to be allowed for pupil transition between activities?								

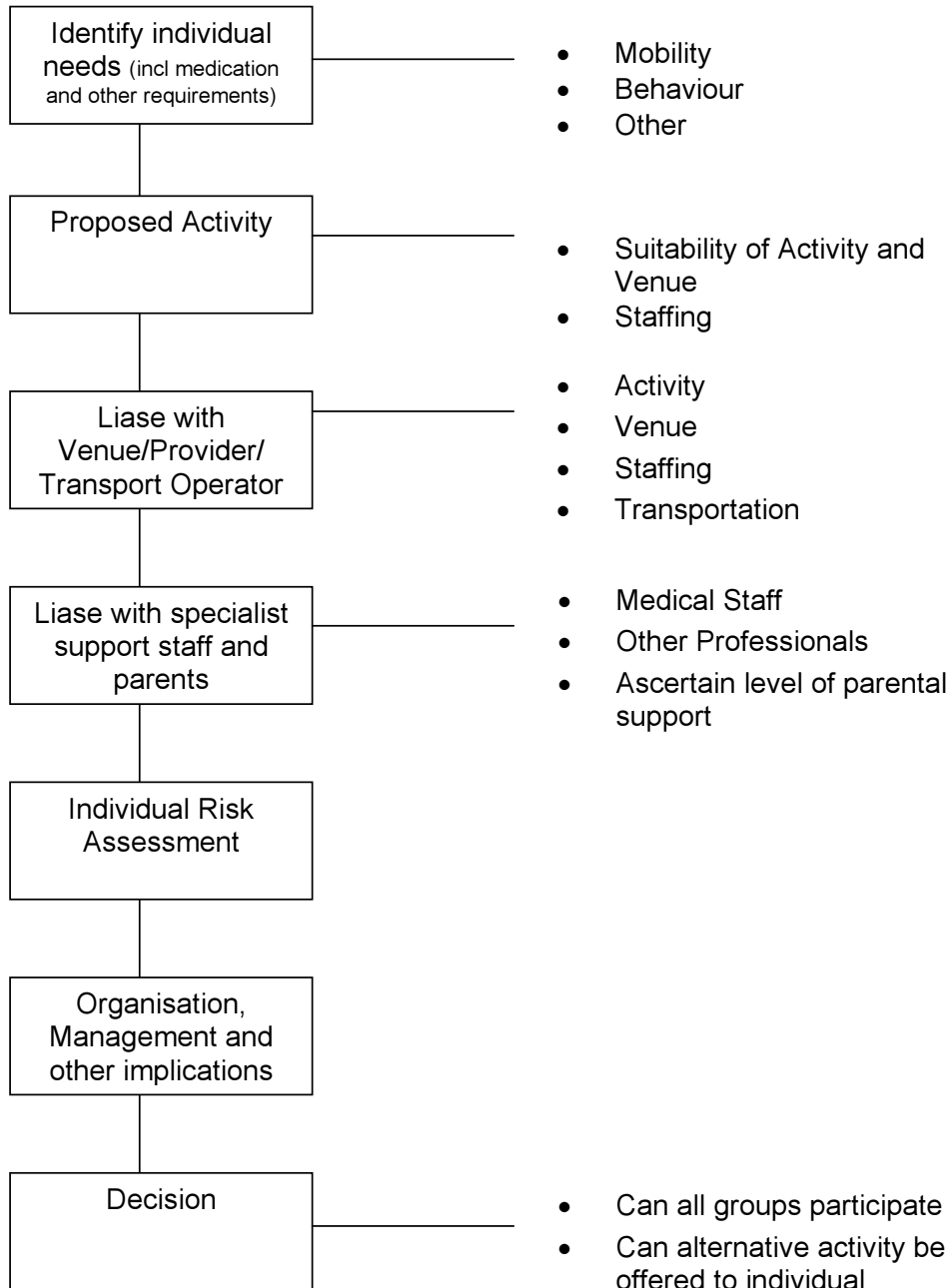
\* Children with physical disabilities may require alternative buoyancy aids due to differential weight distribution. Check with instructors at activity venue as part of risk assessment process.

Residential Accommodation	Identifying the pupil's needs	Action Required
Are ramps required for access?		
Are the door widths appropriate?		
Are there lifts if required? Are they of appropriate size?		
Does the pupil need specialist sleeping arrangements or equipment?		
Do they need adult support through/during the night?		
Do they need a communication device to contact an adult?		
Is the bed appropriate height for handling?		
Can additional equipment required be transported to the venue?		
Can the eating area be accessed?		
If required, is there somewhere private to eat?		
Are the communal areas accessible?		
Is there a secure facility for charging/storing electric wheel chairs (if required)		
Does the pupil need alternative evacuation procedures?		
Has a risk assessment been carried out for the venue?		
Does the handling plan remain appropriate?		

TOILETS/SHOWER FACILITIES	Need	Action required
Is the toilet appropriate for the needs of the pupil?		
Is there a hoist (if required)? Is a portable hoist required?		
Does the handling plan remain appropriate?		
Is a changing bed required?		
Is there somewhere secure to store personal care items?		
Is there a biohazard bin (if required)?		
Is there an appropriate hand basin?		
Is the shower accessible?		
Is seating required in the shower?		
Are additional adults required?		
Time considerations of showering/toileting		
Is it appropriate to shower/ are there suitable facilities for alternative washing methods?		
Are additional clothes required (or clothes washing facilities)?		

## Appendix 8

### Inclusion Process Offsite Activities



Considerations – H/S and welfare of individual of staff

- of other young people
- of other users/community
- of suitability/training of staff to administer medication and handling