

GLADE School

Educational Visits Policy

Document Ref:	Version No:	Summary of Changes:	Author:	Release Date:	Approved By:
SC28	1	New Policy	Gareth Webb	January 2017	QSGC
SC28	2	Review 2017 / 2018	Gareth Webb	November 2017	QSGC
SC28	3	Review 2018/2019	Laura Willis	October 2018	QSGC
SC28	4	Review 2019 / 2020	Laura Willis	October 2019	QSGC
SC28	5	Review 2020 / 2021	Laura Rowe	October 2020	QSGC
SC28	6	Review 2021 / 2022	Laura Rowe	October 2021	QSGC
SC28	7	Changed review date to every 2 years 2021 / 2023	Laura Rowe	October 2022	PSC
GSC28	8	GLADE Review 2021/2024	Victoria Adams	October 2023	PSC
GSC28	9	Full amendment to include Evolve processes	Laura Rowe	March 2025	PSC

Review Date: March 2027 (Two yearly)

Contributors: Jim Lee

Contents

1	Introduction and Context	4
2	Rationale	4
3	Definition	4
4	Categories of Educational visits	5
5	Legal Context.....	6
6	Roles and Responsibilities	7
7	Code of Conduct	13
8	Procedures	14
9	Briefing of Leaders, students and parents.....	17
10	Risk Assessment	19
11	Assumptions.....	20
12	Emergency / Contingency Arrangements.....	20
13	Supervision and Staff Ratios	20
14	Vetting.....	22
15	Transport.....	23
16	Insurance Cover	23
18	Associated Documentation & Legislation.....	24
	Appendix A	25
	Appendix B	28



Fair Ways Vision, Mission and Values (2024)

Our vision

To build a community that changes lives, makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission

To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

Our values

Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within Fair Ways to *play their part*:

P ROFESSIONAL	A CCEPTING	R EFLECTIVE	T RANSPARENT
<ul style="list-style-type: none"> We do what we say we will. We approach challenges with optimism and enthusiasm. We don't judge, we notice. We put the needs of the service before our own personal gains. 	<ul style="list-style-type: none"> We don't give up on people. We value all individuals and are willing to challenge them. We embrace each other's differences as much as our similarities. We accept responsibility for our actions. 	<ul style="list-style-type: none"> We give feedback, we invite feedback, we listen to feedback. We look inward before we look outward. We learn as much from our mistakes as from our successes. We listen to each other, learn from each other and grow together. 	<ul style="list-style-type: none"> We are always willing to explain why. We have the courage to be open and honest. We earn trust through our transparency. We live by our values even when no-one is watching.

1 Introduction and Context

- 1.1 Students derive considerable benefit from taking part in educational visits. In particular they have opportunities to participate in activities and gain from experiences not available in the normal classroom or support setting. Such educational visits help students to develop a wide range of valuable personal and social skills.
- 1.2 The majority of educational visits take place without incident and it is clear that those involved in planning and managing such visits are already demonstrating a high level of care, competence and safety awareness.
- 1.3 Potential hazards should not discourage teaching staff and support workers from undertaking educational visits. However, good planning and attention to safety will reduce the number of accidents and lessen the seriousness of any that may occur.
- 1.4 Adherence to this policy should reassure teaching staff and support workers that they have followed existing good practice.

2 Rationale

- 2.1 This policy has been developed in order to underpin the planning and implementation processes required for the successful and safe completion of educational visits, as defined in this document.
- 2.2 Fair Ways, and those to whom the responsibility is delegated, shall ensure that all educational visits undertaken by their staff conform to this policy.
- 2.3 The aim of this document is to assist those involved in the planning and management of educational visits, through the identification of roles and responsibilities, the clarification of procedures and the exemplification of good practice.

3 Definition

- 3.1 Within this document the term 'educational visits' refers to:

'all academic, sporting, cultural, creative and personal development activities, which take place away from the student's school or support setting and make a significant contribution to learning and development of those participating.'

4 Categories of Educational visits

- **Category 1- Local Area Visits**
Visits which take place on a regular basis (non-hazardous) and occur largely within establishment hours e.g. sporting fixtures, and swimming pool visits.
- **Category 2- Day Visits**
One-off day /evening excursions (non-hazardous) e.g. field study trips, theatre visits, business / education visits, and regional sporting fixtures.
- **Category 3- Residential (UK)**
Residential visits of one or more nights within the UK or Ireland (non-hazardous) e.g. visits to residential centres, field centres, support and school exchanges and award bearing schemes (Duke of Edinburgh.)
- **Category 4- Residential (Overseas)**
Residential visits outside the UK or Ireland (non-hazardous) e.g. international exchange visits, sporting events, cultural activities and international community work.
- **Category 5- Adventurous Activities (led by GLADE staff or External Providers)**
Adventurous and Hazardous Activities – residential and non-residential led by GLADE staff or External Providers as exemplified below:
 - fieldwork
 - hill walking
 - cycling / mountain biking / orienteering
 - rock climbing / abseiling
 - caving and potholing
 - kayaking
 - open canoeing
 - windsurfing
 - dingy sailing
 - sub-aqua
 - skiing / snowboarding
 - horse riding
 - angling
 - water-skiing
 - rafting
 - rowing

5 Legal Context

5.1 Under the Common Law Duty of Care (civil duty), children, as with certain other groups of citizens, are legally entitled to receive special care and attention, in terms of their welfare and safety, by those in whose charge they are placed.

5.2 The safety and welfare of children while in the charge of others is specifically addressed through a number of statutes, the basic requirements of which are set out below.

5.3 Common Law Duty of Care (civil duty)

5.3.1 Within the context of this document, the common law 'duty of care' (a duty which is discharged daily by teaching staff and others who have a supervisory role with students) relates to those activities which take place outside the school setting.

5.3.2 The consequences of not adequately discharging common law 'duty of care' can be insured against under employee liability and public liability insurance provisions. It is nonetheless incumbent upon staff who are supervising students to act reasonably in all circumstances, so that the personal safety and well-being of those in their care are not jeopardised during the visit.

5.4 Health and Safety at Work (criminal duty)

5.4.1 GLADE is legally obliged, to ensure that the health and safety of its employees and students in their care is safeguarded while in any way affected by such employer's undertakings. This duty is imposed through occupational health and safety statute, specifically under The Health and Safety at Work (N.I.) Order 1978, and places responsibility upon employing authorities to ensure that their management arrangements in general, (but also those arrangements which encompass specific activities such as educational visits) are adequate to protect the health and safety of all those in any way affected by such employer's undertakings.

5.4.2 The manner in which such arrangements are developed is through the process of a risk assessment, the outcome of which acts as the basis for the school to establish that which needs to be put in place to allow the activity to proceed in a way which sufficiently manages the risks to which participants may be exposed.

5.4.3 The basic principles of **Child Protection** must always be borne in mind when undertaking an educational visit particularly where it includes a residential element.

- 5.4.4 The student's welfare must always be paramount and this overrides all other considerations.
- 5.4.5 All students have the fundamental right to be protected from harm.
- 5.4.6 Students have a right to be heard, to be listened to and to be taken seriously. Careful consideration must be given to students who have special educational needs, as such children may be especially vulnerable.

6 Roles and Responsibilities

- 6.1 Acting on behalf of GLADE, it will normally be the Headteacher or Head of School, in conjunction with the visit leader, from whom permission must be obtained before a visit takes place. Depending on the Category of the visit, the Local Authority (Hampshire Outdoors) must also approve a visit before it can take place (more details of this procedure can be found in Section 8- Procedures)
- 6.2 The successful planning and implementation of an educational visit requires a contribution from a number of key personnel. Careful co-ordination and clarity of roles are vitally important.
- 6.3 It is the responsibility of the Visit Leader (GLADE school staff) to ensure they have read and understood or written a risk assessment which covers every aspect and the duration of the activity/visit.

The responsibility for any educational visit rests with GLADE. Almost without exception, this responsibility will be delegated to the Operational Director within Fair Ways.

- 6.4 GLADE will, generally retain a number of responsibilities, GLADE should provide:
 - authorisation for visits within categories 3-5
 - advice and support for governors, principals, support leaders, teachers, support workers and other appropriate staff
 - a written policy and the procedures which must be adhered to
 - training, as appropriate
 - emergency telephone contact for the duration of the visit as necessary
 - insurance cover, as appropriate

6.5 Educational Visits Co-ordinator

6.5.1 It is recommended that an individual member of staff is designated as the Educational Visits Co-ordinator. For GLADE School, this responsibility falls to the Deputy Heads.

6.5.2 It is recommended that the responsibility for ensuring that the criteria outlined below are addressed, rests with the person designated as Educational Visits Co-ordinator.

6.5.4 Ultimately, it is the Headteacher or Head of School or leader-in-charge, whose permission must be obtained before a visit takes place, as it is they who act on behalf of GLADE, except in the case of visits within categories 3-5.

6.5.5 Where GLADE authorisation must also be secured, the Senior Leadership Team should be satisfied that:

- There is an acceptable code of conduct for leaders and participants.
- The visit complies with the requirements of the Educational Visits, Policy Practice and Procedures document.
- A competent Visit Leader is selected.
- Child protection procedures are adhered to in the planning process, including the vetting of volunteer supervisors.
- All necessary arrangements and preparations have been completed including risk assessment before the visit begins.
- All relevant checks have been undertaken if an external provider is to be used.
- The Visit Leader has experience in supervising students of similar age and ability to those participating and will organise and manage the group effectively.
- Where relevant, the Visit Leader or one of the leaders is suitably qualified and competent to supervise and/or instruct the students during activities.
- The Visit Leader has taken reasonable steps to familiarise him / herself with the location / centre where the activity will take place.
- Voluntary supervisors on the visit are appropriate people to supervise children.
- The ratio of leaders to students is appropriate.
- GLADE has approved the visit, as appropriate
- Proper procedures have been followed in planning the visit.
- There is adequate and relevant insurance cover.
- The Visit Leader has the address and phone number of the venue to be visited and has a contact name.
- At least one school or GLADE contact has been nominated and the Visit Leader has details.

- The Visit Leader, accompanying staff, volunteer supervisors and nominated school contact are aware of the agreed emergency contingency arrangements.
- The Visit Leader, leaders and nominated contacts have all relevant details of the group members.
- Establish any arrangements which may be required for the early return of individual participants.

6.5.6 The Headteacher or Head of School in charge should be clear concerning his / her role if taking part in the visit as an accompanying staff member. The Visit Leader should remain in overall charge of the visit.

6.6 Visit Leader

6.6.1 A member of staff should be designated by the Headteacher or Head of School as Visit Leader. In the case of a school, this should be a permanent member of staff.

6.6.2 The Visit Leader will have overall operational responsibility for supervision, management and conduct of the participants for the duration of the visit. They should be experienced in organising such visits, the supervision of students, and all relevant health and safety matters.

6.6.3 They should be able to direct and lead students and be suitably qualified / competent to instruct them in activities, as necessary.

6.6.4 The Visit Leader has a crucial role to play in the successful and safe completion of an educational visit. The Visit Leader should, in conjunction with the Senior Leadership Team:

- Obtain the Headteacher or Head of School's prior agreement before any off-site visit takes place.
- Appoint a deputy, if appropriate, with the consent of the Headteacher or Head of School.
- Adhere to policy and procedures.
- Undertake and complete the planning and preparation for the visit including the briefing of leaders, group members and parents.
- Ensure that all relevant checks have been undertaken if an external provider is to be used.
- Take steps to familiarise themselves with the location / establishment where the activity will take place.
- Inform parents as to the terms and conditions of insurance cover, as appropriate.

- Undertake and complete an appropriate risk assessment.
- Gather enough information on the students proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed.
- Ensure the ratio of leaders to students is appropriate for the needs of the group and the nature of the activity to be undertaken.
- Clearly define the role of each member of accompanying staff and volunteer supervisors and ensure that all tasks have been clearly assigned.
- Have proper regard to the health and safety of the students and ensure that adequate supervision is provided at all times.
- Ensure that the established code of conduct for both staff and students is adhered to.
- Ensure child protection procedures are followed.
- Ensure that adequate First-Aid provision will be available.
- Ensure that, during the visit, leaders have up-to-date emergency contact details of:
 - central contact
 - parent(s)/ guardians
- Ensure that accompanying staff and volunteer supervisors and the central contact are aware of the emergency procedures.
- Ensure the details of group members' special educational or medical needs are known by accompanying staff or external providers, which will be necessary for them to carry out their tasks effectively.
- Consider stopping the visit if the risk to the health or safety of the students is unacceptable and have in place procedures for such an eventuality.
- Regularly review visits / activities.

6.7 Accompanying Staff

6.7.1 Accompanying staff on educational visits are responsible to GLADE whether the visit takes place within normal hours or outside those hours.

6.7.2 Accompanying staff must do their best to ensure the health and safety of everyone on the visit and act as any reasonable parent would do in the same circumstances.

6.7.3 Accompanying staff should:

- Accept the authority and follow the instructions of the Visit Leader.
- Under direction of the Visit Leader assist with the organisation of activities and management of the students.
- Ensure that the established code of conduct, for leaders and participants is adhered to.
- Consider stopping the activity and notify the Visit Leader, if they think the risk to the health or safety of the group members in their charge is unacceptable.

6.8 Volunteer Supervisors

6.8.1 To satisfy staffing ratios, it may be necessary to involve persons other than staff members as volunteer supervisors, for example, parents.

6.8.2 These adults can play a very valuable part in ensuring the safety of group participants while on a visit. However, prior to any visit they should be clear about their role and responsibilities during the visit.

6.8.3 Volunteer supervisors should:

- Do their best to ensure the health and safety of everyone in the group.
- Not be left in sole charge of group members except where it has been previously agreed as part of the risk assessment.
- Follow the instructions of the Visit Leader and other accompanying staff and help with control and discipline.
- Have Enhanced DBS Clearance.
- Speak to the Visit Leader or accompanying staff if concerned about the health or safety of the students at any time during the visit.
- Endeavour to ensure that the established code of conduct, is adhered to.

6.9 Central Contact Back at Base

6.9.1 Dealing with unexpected situations can be aided by a central figure, who will act as the contact person for both the group and the participants' families. This should be a responsible adult directly linked to the school who is fully briefed on the details of the visit.

6.9.2 Central Contact should:

- Retain details of the visit address, contact personnel and telephone number, and mobile number if appropriate.
- Retain a copy of the contact details of all the participants' parents / guardians / next of kin.
- Retain a copy of the contact details of the Headteacher or Head of School, if not the Deputy Head.
- Be fully briefed and aware of his / her responsibilities including the action to take in the event of a serious incident.

6.10 Parents (or those with parental responsibility)

6.10.1 Parents or those with parental responsibility, should be able to make an informed decision as to whether the student should go on the visit.

6.10.2 However, in the interests of the overall safety and success of the visit, the ultimate decision as to who participates rests with those involved in organising the visit.

6.10.3 The Visit Leader should ensure that parents are given sufficient information in writing and are invited to a briefing session, where appropriate.

6.10.4 Parents should:

- Sign the consent form.
- Provide the Visit Leader with an emergency contact number(s).
- Provide the Visit Leader with relevant medical / dietary details.
- Include any medication currently being taken, in writing (by means of the consent form) and any other relevant information (about their child's emotional, psychological and physical health) which may affect their participation in the visit.
- Help prepare their child for the visit, for example, by reinforcing the visit's code of conduct.
- Agree to the arrangements established for sending a student home early and to meet the costs, where applicable.

6.10.5 Special arrangements may be necessary for parents who have particular or special needs, for example, those who are hearing impaired or whose first language is not English. Reference should be made to relevant ELB guidance materials.

6.11 Responsibilities of Students

6.11.1 The Visit Leader should, when briefing the students, make it clear that they too have important responsibilities.

6.11.2 Students should:

- Act in accordance with the established code of conduct at all times.
- Avoid taking unnecessary risks.
- Follow the instructions of the Visit Leader, and leaders including those at the venue of the visit.
- Dress and behave sensibly and responsibly.
- Respect the property of others.

- Be sensitive to local codes, customs, and the environment.
- Look out for anything that might hurt or threaten themselves or anyone in the group and tell a leader of their concern.

6.11.3 Where appropriate, students should be fully involved in the planning process.

6.11.4 School guidance for students in relation to their safety should be followed and further consideration may need to be given to this matter when dealing with students with special needs.

7 Code of Conduct

7.1 The establishment of a 'Code of Conduct' for all those participating in educational visits is an effective basis upon which to ensure the achievement of safe and successful outcomes.

7.2 The code, which would apply equally to all participants, should be drawn up by the school's management, in consultation with staff and students, if appropriate, and be agreed by the management committee.

7.3 In advance of an educational visit, accompanying staff, volunteer supervisors, students and parents should all be made fully aware of the code, including possible sanctions. All students participating in an educational visit must agree to abide by the code of conduct at all times during the visit.

7.4 The code should aim to ensure that respect for the individual is maintained at all times and that neither peers nor others expose the students to risk of physical, sexual or emotional abuse or harassment.

7.5 It is the responsibility of the leaders to maintain standards of behaviour and discipline while on educational visits. Leaders cannot avoid setting an example to group members in everything they do or say. Therefore, as far as possible, the leaders and students should be subject to the same code of conduct.

7.6 While on a residential, leaders remain responsible for the conduct and safety of students 24 hours a day. This should be taken into consideration when deciding on appropriate behaviour, practice and supervisory arrangements.

7.7 It may be necessary to devise a duty rota in order that staff can have a break away from supervisory duty, while ensuring that an appropriate level of supervision is maintained at all times.

7.8 In developing and agreeing a code of conduct, consideration must be given to both the ethos of the school and place(s) to be visited.

7.9 The code of conduct should be clear about the following:

- smoking
- drinking alcohol
- use of illegal drugs or mind altering substances
- appropriate relationships amongst participants
- appropriate relationships with others they may come in contact with
- security of personal belongings
- respect for individuals' privacy
- equality of opportunity
- expectations in relation to the completion of essential tasks
- acceptable manners and general behaviour thereby promoting enjoyment by all
- Absconding

7.10 Under no circumstances should persons other than official group members join the party.

8 Procedures

8.1 Great importance should be placed on the careful planning and preparation for all educational visits to ensure both educational benefit and safety. GLADE school uses EVOLVE, the Hampshire Outdoors (LA) online system for the planning, approval and management of educational visits.

8.2 Outlined below is each stage of the process with the appropriate forms to use and appendices to consult.

8.3 Procedures for Categories of Visits

8.3.1 There are 5 categories of Educational Visits

- Category 1- Local Area Visits
- Category 2- Day Visits
- Category 3- Residential (UK)
- Category 4- Residential (Overseas)
- Category 5-Adventurous Activities (led by GLADE staff or External Providers)

8.3.2 Procedure for Category 1- Local Area Visits

Local Area Visits cover the day-to-day, low risk visits students at GLADE school can participate in as part of their timetable during school hours. These are not recorded on EVOLVE. There are 7 Local Area Visit risk assessments for:

- Parks and Playgrounds
- Shops and Shopping Centres
- Libraries, Museums and Churches
- Bowling, Cinema, Music Studio and Laser Tag
- Café, Restaurant, Drive-Thru
- Low Risk Sports
- Seafront and Promenade Walks

As these visits form part of student timetables the procedure for staff is to:

- Ensure they have read and signed the Local Area Visit risk assessments.
- Ensure they are familiar with the venue, contact at the venue, emergency procedures and emergency contact at base (school).

8.3.3 Procedure for Category 2- Day Visits

Day Visits are specific visits outside of a student's regular timetable or experiences, such as theatre trips, Goodwood Festival of Speed and Southampton Boat Show, or visits that have specific risks and control measures, such as swimming. For Category 2 visits, a specific risk assessment should be written.

Procedure for Category 2 visits:

1) Identification of educational objective:

The school or staff identifies an area or areas of the curriculum for which an educational visit or visits may be an essential or relevant component. This could be taking a group of students to the local swimming pool on a regular basis or a one-off visit to a theatre.

2) Submitting an EVOLVE Day Visits form:

Once the educational objective(s) have been established, staff should submit an EVOLVE Visit Form to plan all aspects of the visit, including writing an itinerary and specific risk assessment for the visit. An EVOLVE form for Day Visits should be submitted 2 weeks prior to the visits taking place.

3) Approval

When the EVOLVE Visit Form has been submitted;

- the EVC checks the form is suitable for the need of the visit and meets the requirements for the visits and either submits to the Headteacher or Head of School for approval or returns the form to the Visit Leader for amendment;
- If submitted to the Headteacher or Head of School, the Head reviews the form and either approves the visit to go ahead or returns the form to the Visit Leader for amendment.

Procedure for Category 3, 4 & 5- Residentials and Adventurous Activities

1) Identification of educational objective:

The school or staff identifies an area or areas of the curriculum for which an educational visit or visits may be an essential or relevant component. This could be taking a group of students for a kayaking session or an overnight residential for the Duke of Edinburgh award.

2) Submitting an EVOLVE Day Visits form:

Once the educational objective(s) have been established, staff should submit an EVOLVE Visit Form to plan all aspects of the visit, including writing an itinerary and specific risk assessment for the visit. An EVOLVE form for Residentials and Adventurous Activities should be submitted 4 weeks prior to the visits taking place.

3) Approval

When the EVOLVE Visit Form has been submitted;

- The EVC checks the form is suitable for the need of the visit and meets the requirements for the visits and either submits to the Headteacher or Head of School for approval or returns the form to the Visit Leader for amendment;
- If submitted to the Headteacher or Head of School, the Head reviews the form and either submits for the Local Authority (Hampshire Outdoors) for approval or returns the form to the Visit Leader for amendment;
- The Local Authority (Hampshire Outdoors) will then review the form and either approves for the visit to go ahead or returns the form to the Visit Leader for amendment.

In all cases, any staff member or volunteer supporting or leading an educational visit must read and sign a risk assessment which

9 Briefing of Leaders, students and parents

9.1 Prior to any educational visit the Visit Leader should brief all leaders, students and parents.

9.2 Supervision of students is paramount. The roles, responsibilities and detailed duties of all leaders must be worked out well in advance of a visit. Unless otherwise agreed, it must be assumed that leaders are on supervisory duty at all times. It is essential that all accompanying staff and volunteer supervisors should be fully briefed before agreeing to participate in an educational visit.

9.3 The briefing should include the following key areas:

- educational purpose
- make-up of participating group
- details of all planned activities, including any that are hazardous
- expected level of participation in activities
- arrangements for supervision, including details of rotas
- roles and responsibilities of leaders and students
- an agreed code of conduct
- health and safety rules
- procedures e.g. emergency, First-Aid, etc.
- cash handling arrangements, where necessary

9.4 The briefing of **volunteer supervisory adults** is particularly important as they are not part of the everyday life of the school and may not fully understand normal practices. Therefore, volunteer supervisors must be:

- notified of, and complete, vetting procedures prior to participation
- provided with guidance on the expectations and boundaries of their behaviour whilst participating in the educational visit

9.5 Students

9.5.1 Students should be fully briefed before participating in an educational visit.

9.5.2 Information regarding the following should be provided:

- educational purpose(s) of the visit date(s)
- departure and return times

- transport arrangements
- address / location / accommodation
- details of all planned activities, including any that are hazardous
- health and safety rules
- responsibility for themselves and others
- arrangements for supervision
- role and responsibilities of leaders and students
- an agreed code of conduct procedures e.g. emergency, First-Aid, etc.
- any special clothing or equipment needed
- recommended maximum pocket money, if appropriate
- liaison arrangements with school including an emergency telephone number
- details of arrangements relating to any participant sent home early
- cash handling arrangements, where necessary

9.6 Parents

9.6.1 At an early stage parents / guardians should be informed of the proposed visit. Where a visit includes a residential element, parents should have an opportunity to meet with accompanying staff and other volunteer supervisors.

9.6.2 Information provided to parents should include:

- purpose of visit
- date(s)
- departure and return times
- transport arrangements
- address / location / accommodation
- costs, if any
- details of insurance cover and any additional requirements
- details of all planned activities, including any that are hazardous
- arrangements for supervision
- agreed code of conduct and possible sanctions
- any special clothing or equipment needed
- recommended maximum pocket money
- liaison arrangements with the school including an emergency telephone number
- details of arrangements relating to any participant sent home early
- Parents of all students under the age of 18, and vulnerable adults, must be asked to sign a consent form giving:
 - permission for their son / daughter to participate in activities
 - details of any medical or behavioural condition which may affect their participation including medications, allergies etc.
 - emergency contact number

- advance permission for urgent medical treatment if this is judged to be necessary by medical authorities

10 Risk Assessment

- 10.1 Educational visits cannot be entirely risk-free. The aim, therefore, must be to contain risks within acceptable levels. This is achievable provided that organisers give careful consideration to this policy document.
- 10.2 Care must be taken not to expose the child to unacceptable physical or psychological risk, particularly on those occasions when the educational visit aims to exercise the child's sense of adventure.
- 10.3 Fundamental to the planning process of any educational visit is the process of risk assessment.
- 10.4 Risk assessment allows schools to make a reasoned judgement about the level of risk involved and what needs to be put in place to reduce the risk to an acceptable level to permit the visit to go ahead.
- 10.5 This is achieved by either:
- Eliminating the identified hazards altogether for example, by choosing not to use a water sports centre if the Centre staff do not possess current life-saving qualifications, or
 - Managing hazards by introducing effective control measures for example, by ensuring that participants are led by competent and experienced instructors when participating in adventurous activities.
- 10.6 Risk assessment comprises the following steps:
- identifying the hazards
 - identifying the people who may be at risk
 - evaluating the potential risk
 - establishing additional safety and / or control measures
 - disseminating information to all relevant persons and maintaining appropriate records
- 10.7 The Visit Leader should understand that risk assessment is a dynamic process and therefore must carry out on-going risk assessment during an educational visit and ensure that appropriate action is taken as necessary.

- 10.8 *Appendix A and B* examples of the Local Authority (Hampshire Outdoors) risk assessments GLADE School use for all Category 2-5 visits.

11 Assumptions

- 11.1 It is frequently the case that, in planning an activity, certain aspects of the exercise are 'assumed' to be adequately taken care of.
- 11.2 Assumptions should not be made and each visit should be assessed on an individual basis.
- 11.3 For example, 'the school used outdoor centre X last year and everything was very well organised so it is sure to be fine this year again!' If acted upon, this assumption may fail to disclose the fact that the staff of outdoor centre X has changed since the school's last visit and that its public liability insurance policy has since lapsed. Therefore this visit must not proceed.

12 Emergency / Contingency Arrangements

- 12.1 Establishing emergency procedures is an essential part of planning an educational visit. Everyone involved in the educational visit should be aware of the procedures that are to be followed in the event of an emergency.
- 12.2 Such procedures should outline clearly what is to be done during the actual emergency and after the event.
- 12.3 Contingency planning relates to areas and circumstances which should be anticipated in advance of an educational visit, e.g. unsuitable weather, transportation problems, cancellation of an event, illness or injury etc.
- 12.4 Those responsible for organising educational visits should familiarise themselves, and others involved, with the contingency arrangements provided by GLADE and / or other relevant organisations.

13 Supervision and Staff Ratios

- 13.1 It is important to have the optimum ratio of leaders to students for any educational visit. Supervision ratios should relate to:
- the category of the educational visit
 - the specific educational objective(s) and;
 - the outcome of a risk assessment

13.2 Recommended Staffing Ratios

13.2.1 The Headteacher or Head of School must be satisfied that the ratio of leaders to students meets minimum levels and is appropriate to the educational visit to be undertaken.

13.2.2 Risk assessment in the special schools' sector is of particular significance as it will include the risk assessment of individual students. This will have a direct influence on supervision ratios.

13.2.3 Each student will have an allocated member of staff who is responsible for their welfare and safety.

13.2.4 The key factors which should be taken into consideration in the establishment of appropriate ratios are as follows:

- nature and location of activities to be undertaken
- age and ability of the group
- students with special educational and /or medical needs
- day visit or overnight stay
- mixed or single gender group
- experience of supervisory staff in off-site supervision
- duration and nature of the journey
- type of any accommodation
- competence of supervisory staff, both general and in relation to specific learning activities
- requirements of the organization / location to be visited
- competence and behaviour of the student
- seasonal conditions, weather and timing

The following requirements should also be considered when establishing ratios:

- At least one male and one female leader should accompany mixed sex groups where an overnight stay is involved.
- Bus drivers i.e. those employed for the sole purpose of driving should not be considered as supervisory staff.
- Responsibility for participants' supervision cannot be handed over to others even where an educational visit is to a Centre with its own supervisory staff, unless previously agreed with all concerned, from the outset.
- Supervision can be close or remote but it is always for the duration of the visit
Close (direct) supervision occurs when the group remains within sight and contact of the supervisor. Remote (indirect) supervision is planned and is subject to stringent controls, while the group is not necessarily within direct contact or

vision of the leaders at all times.

Both the leaders and the group will know of each other's whereabouts and clear lines of communication including rendezvous points will have been established.

- Leaders are required to remain in the area in which the indirect supervised activity takes place throughout the period.

13.2.4 In nursery, small primary and special schools, the need to involve volunteer supervisors is an accepted practice.

13.2.5 To recruit suitable persons it may be necessary to:

- Ask for support from another School or Fair Ways Department
- establish co-operative arrangements with community groups
- enlist parents

14 Vetting

14.1 In the context of educational visits, it is essential that the Child Protection Policy and Procedures are followed.

14.2 This includes the requirement to ensure that staff who work with or have access to students have been subject to appropriate vetting procedures. Although the Department of Education guidance is framed in terms of schools, the procedures outlined are equally relevant to the Support Service.

14.3 The need to vet volunteer supervisors should be made on the basis of their having 'substantial access to children'. Participation in an educational visit, particularly those with a residential element, would provide such access.

14.4 Therefore, it is required that all adults who accompany groups of students under the age of 18 are vetted in line with Fair Ways procedures.

14.5 The procedure is relatively straightforward. The adult in question provides relevant details and gives permission for relevant checks to be carried out. Fair Ways should deal with this information in the normal manner.

14.6 In addition, schools also need to be satisfied that the places to be visited, particularly residential centers, have similar procedures in place for their own staff, who also have substantial access to students.

15 Transport

- 15.1 The Headteacher or Head of School, on behalf of Fair Ways, must be satisfied that all the transport arrangements meet the legal statutory requirements for the type of journey proposed.
- 15.2 Areas to consider:
- The mode of transport is appropriate to the needs of the students.
 - There is adequate supervision during transit (excluding driver).
 - Those involved in driving hold the relevant license to drive the vehicle.
 - Those involved are insured appropriately.
- 15.3 Where schools require the use of outside operators to provide transport, it is crucial that they are satisfied that the operator(s) can demonstrate how they meet the above criteria.
- 15.4 Where leaders or parents choose to transport students in their cars, organisers of the visit should:
- Satisfy themselves that the vehicle is roadworthy, licensed and insured for the purpose.
 - Seek the agreement of the parents of the student involved.
 - Satisfy themselves that private car users do not carry more passengers than the number of seat belts available.

16 Insurance Cover

- 16.1 The school must ensure, well before the group departs, that adequate insurance arrangements are in place.
- 16.2 The Headteacher or Head of School should clarify with Fair Ways what insurance provision already exists and what additional cover may need to be arranged.
- 16.3 Parents should be informed of which responsibilities the school accept and the scope of any insurance cover the school is to arrange.
- 16.4 Copies of the insurance schedule should be made available to parents as early as possible in the booking process.
- 16.5 Fair Ways and or insurance company can advise on particular types of insurance requirements and cover arrangements, for example:

- personal injury
- medical cover for leaders and group members
- third party in relation to loss or damage to property
- specialised risk activities (often excluded from standard policies)

16.6 Additional arrangements may be necessary to obtain insurance cover for:

- activities abroad and activities of a potentially hazardous nature
- participants with medical conditions
- cancellations or other emergency situations

17 Use of External Providers

17.1 The term 'External Providers' refers to other organisations or companies which provide a service that is outside the direct control of GLADE e.g. Tour Operators, Specialist Activity Providers, Residential Centres, etc.

17.2 Where a school has opted to use the services of an 'External Provider' the Headteacher or Head of School must ensure that:

- GLADE policy and procedures are followed in relation to the use of such providers.
- They have been checked and approved by the Local Authority (Hampshire Outdoors) to ensure practices, processes and insurances are suitable.
- Staff involved in the delivery of the service are competent and are aware of their roles and responsibilities in relation to the group and child protection.
- Adequate emergency and contingency plans and procedures are in place in the event of unforeseen circumstances.

17.3 These prerequisites should be ascertained as part of a risk assessment.

18 Associated Documentation & Legislation

- Common Law Duty of Care (civil duty)
- Health and Safety at Work (N.I.) Order 197

Appendix A

RISK ASSESSMENT – STEP 1

Answer all the generic questions highlighting the most appropriate answer (read down the columns), add up the total of your answers and look at the level of risk. Then complete the specific risk assessment form (Step 2) as needed.

	The activity is...	The participants...	The activity leader ...	The environment is...	First aid / emergency support are...	Weather changes...
1	within the everyday experiences of the individuals.	are very experienced with an appropriate level of competency.	is very experienced in leading this activity and qualified at the appropriate level	a local, well-known location – urban or rural with predictable hazards.	available at activity site. School and activity staff have appropriate, in date qualifications to suit the activity.	will have no effect on the group.
2	outside the everyday experience of the individual but some tasks have familiar aspects.	are regularly exposed to the activity with an adequate level of competency.	regularly participates in this type of activity but may have minimal qualifications and little leadership experience.	less well known – urban or rural with hazards that could change quickly.	available at activity site. School OR activity staff have appropriate, in date qualifications to suit the activity.	are appropriate to the activity. Any changes will have minimal effect but will not affect safety.
3	outside the everyday experience of the individual but competency has been achieved in training (Evidence of training will be required by EVC)	have some exposure to the activity with experience at a recreational level and some competency.	has had some exposure to the activity as a leader, is a recreational participant and may have only minimal qualifications in this activity.	unfamiliar – potentially complex urban or rural; in the UK, or abroad. OR this is an overnight/ residential visit.	limited, with first aid available at activity site. Emergency support may take an extended time to arrive or access the site.	could lead to problems if the group is not adequately prepared with training and equipment.
4	outside the everyday experience of the individual but training has been given (evidence of training will be required by EVC).	have very occasional exposure to the activity with some experience at an introductory level and limited competency.	has had very occasional experience of the activity as a leader, limited experience as a participant and has no qualifications.	within close proximity to water, cliffs beaches, or other novel hazardous environmental features.	not readily available with limited first aid AND emergency support may take an extended time to arrive or access the site.	could cause serious problems if the group has not achieved a level of competency in the activity or are not adequately equipped.
5	outside the experience of the individual with no training prior to the trip.	are absolute novices with no experience of the activity.	has no experience of the activity in a leadership capacity with some	in a developing world country, a remote area or an area requiring an advanced	not readily available with no first aid or emergency support readily available at the activity; school or activity staff have no	could have serious repercussions for the group.

		experience as a participant.	leadership/coaching award.	first aid qualifications.	
--	--	------------------------------	----------------------------	---------------------------	--

Add up the total of your Highlighted answers.

6 – 10 LOW RISK	11 – 19 MEDIUM RISK	20 – 25 HIGH RISK	25 – 30 UNACCEPTABLE RISK
	Evidence will be required to show you have recognised the risk and made provision for control of risk	Further discussion with EVC is required. Changes will need to be made to lower the overall risk	Further discussion with Head teacher and EVC to establish why risk is unacceptable. Changes will need to be made to lower the risk





Appendix B

Establishment		Visit Leader		Visit Location	
Other Staff / Volunteers		Date(s) of Visit		Group Size	Ratio
Key Contact Numbers	Take the offsite emergency procedure cards with you. Ensure you have full group details close to hand.				
	Visit Leader (name and number):	Emergency Base Contact 1 (name and number):		Emergency Base Contact 2 (name and number):	
Benefits (aims, objectives, intended outcomes...)					
•					
Group		Consider: SEND/ behaviour/ dietary / safeguarding / adults' needs			
Identifying the hazards – assessing the risk		Control measures – reducing the risk			Risk Rating (H/M/L)
First Aid and Medical Arrangements		Consider: medicine dispensing / equipment / training / nearest A&E			
Identifying the hazards – assessing the risk		Control measures – reducing the risk			Risk Rating (H/M/L)

Leader and Activity Arrangements	Consider: competence / responsibilities / staffing arrangements / self-led activity	
Identifying the hazards – assessing the risk	Control measures – reducing the risk	Risk Rating (H/M/L)
Travel and Transport	Consider: supervision of coach / mini-bus / walking / drop off / public transport	
Identifying the hazards – assessing the risk	Control measures – reducing the risk	Risk Rating (H/M/L)
The Site / Venue and its Environment	Consider: management and supervision on site / proximity to water / public	
Identifying the hazards – assessing the risk	Control measures – reducing the risk	Risk Rating (H/M/L)
Downtime (time spent out of structured activity)	Consider: the supervision and management / remote supervision	
Identifying the hazards – assessing the risk	Control measures – reducing the risk	Risk Rating (H/M/L)

Downtime (time spent out of structured activity)		Consider: the supervision and management / remote supervision	
Identifying the hazards – assessing the risk	Control measures – reducing the risk	Risk Rating (H/M/L)	
Overnight supervision and time in accommodation (where applicable)		Consider: fire safety / security / sleeping and showering arrangements / other groups in the accommodation / how students seek help at night	
Identifying the hazards – assessing the risk	Control measures – reducing the risk	Risk Rating (H/M/L)	

Other factors to consider and note including alternative plans (Plan 'B'/Plan 'C')		
<ul style="list-style-type: none"> • • • 		
Ongoing risk management: 1 Apply the control measures 2 Monitor how effective they are 3 Change, adapt, revise as required	Examples: <ul style="list-style-type: none"> • monitor the weather • monitor water/river levels/tides • monitor traffic on road • monitor conditions underfoot 	<ul style="list-style-type: none"> • monitor group and leaders' response and motivation • monitor behaviour • assess group risk awareness in different environments • monitor the response of your supporting adults

Completed:	Date:	
Signed:	Visit Leader:	Head of establishment or EVC:

This document is based upon the HSE 5 Steps to Risk Assessment : <https://www.hse.gov.uk/simple-health-safety/risk/steps-needed-to-manage-risk.htm>

For further support contact Hampshire Outdoors or reference OEAP national guidance: <https://oeapng.info/visit-leader/>



making a difference, not a profit