

Educational Visits Policy

Key document details

Author:	H&S Manager	Approver:	CEO
Owner:	Commercial Dir	Version no.:	7.0
Last review:	Dec 2018	Next review:	Dec 2020
Ratified:	Dec 2018		

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1. Statement of Policy

This Educational Visits Policy is produced for use within Harris Academies.

It supplements the guidance published by the Department for Education (DfE) and the Health and Safety Executive (HSE) in June 2011 and February 2014, which the academy has formally adopted, through the Governing Body. Links to these documents are given below.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335111/DfE Health and Safety Advice 06 02 14.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335111/DfE_Health_and_Safety_Advice_06_02_14.pdf)

<http://www.hse.gov.uk/services/education/school-trips.pdf>

Additional guidance to follow best practice the academies should refer to the Outdoor Education Advisers' Panel 'National Guidance': www.oeapng.info

Each Harris Academy has a strong commitment to adding value to learning beyond the statutory Academy day and beyond the Academy premises.

The Governing Body has given its approval to the following types of activities being arranged in support of the educational aims of the academy:

- Out of hours Clubs (music, drama, art, science, sport, homework etc.);
- Academy fixtures and training;
- Common nearby visits (libraries, shops, parks, place of worship);
- Day visits for particular year groups (Zoo, seaside, farms);
- Residential study visits;
- Overseas trips;
- Adventure Activities, which might be classed as higher risk;
- Geography field trips;
- Trips and visits that support the curriculum.

2. Arrangements

2.1. Aims and purposes of Educational Visits

Each year the Academy will arrange a number of activities that take place off the Academy site and/or out of Academy hours, which support the aims of the Academy. Each academy is required to identify the purpose of the visit, how this relates to the curriculum and the learning outcomes. The range of activities are outlined in the Academy prospectus.

Within each curricular programme of work the teachers plan educational visits and activities that support the students' learning. Activities are planned in advance and parents/guardians are informed of these in due course.

2.2. Approval Procedure and Consent

The Principal has nominated the Educational Visits Co-ordinator (EVC) and the Governing Body has approved this appointment. The Governing Body has delegated the consideration and approval of educational visits and other offsite activities to the EVC and has nominated the Chair of the Governing Body as signatory on behalf of the Governing Body.

Every Academy should prepare a calendar of all trips (day and residential) for the following term, these must be approved in principle by Governors at Governing Body meetings and minuted.

For day trips, the Governing Body will approve all trips in principle, however final sign off is given by the Principal. *See Appendix 1 for the full checklist.*

For residential trips, the Chair of Governors should sign off each trip after the Principal (and Executive Principal, if applicable) have comprehensively checked the paperwork. See appendix 1 for the full checklist.

The EVC should be specifically competent, ideally with practical experience in leading and managing a range of visits similar to those typically run by the school. The EVC will be trained as necessary. *See section 3.1 for key functions of the EVC*

The EVC will support the Principal in ensuring that competent staff are assigned to lead and accompany visits, with approval and other decisions.

Before a visit is advertised to parents/guardians the Principal must approve the initial plan. The Principal will also approve the completed plan and risk assessments for the visit at a later date.

An exploratory visit should be made to the planned venue. If this is not practicable, alternative arrangements will be made to gain as much knowledge of the site as possible by liaising with officials at the site or seeking advice from colleagues who have made previous visits. Site officials will be asked for copies of specific site risk assessments.

Where external contractors are involved in organising all or part of the visit the contract will be made with the Academy on behalf of the students. All payments for the visit will be made through the Academy accounts.

Written consent from parents/guardians is not required for each academy visit for students to take part in the majority of off-site activities organised by the academy (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school. However, parents/guardians will be told where their child will be at all times and of any extra safety measures required.

Written consent is only required for activities that need a higher level of risk management or those that take place outside school hours.

Parents/guardians will be asked to sign a general consent form when their child enters the academy which should be updated annually. This covers participation in adventurous activities, off-site sporting fixtures outside the school day, residential visits and all off-site activities for nursery schools which take place at any time (including during school holidays or at the weekend).

Parents/guardians will be told in advance of each activity and given the opportunity to withdraw their child from a particular activity or trip. They will also be given the timetable for the activities that students are involved in and will be informed (by letter/phone call/through their son/daughter) if an activity has to be cancelled. For all residential visits, parents/guardians will be invited to a briefing meeting where they can ask for clarification on any aspect of the itinerary and organisation of the visit.

The Academy has separate policies for 'Charging and Remissions' and 'Equality and Diversity' which applies to all educational visits.

A copy of the general consent form is on Appendix 2.

2.3. Staffing

The Academy recognises the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on an academy visit.

The EVC and Group Leader must familiarise themselves with this policy.

Teachers and other staff are encouraged and supported to develop their abilities in organising and managing students' learning on educational visits in a variety of environments through induction and training. The selection of staff for educational visits will be a key priority in the initial approval of any proposed visit.

The Academy will ensure that Disclosure Barring Service (DBS) screening is carried out for volunteer adults assisting regularly or on residential study visits. See Section 3.6 on Supervision for further guidance.

The Academy does not support additional people accompanying educational visits who are not students at the Academy or part of the agreed staff complement. This may include family members accompanying visits if the Senior Leadership is not satisfied that there is an educational benefit for the students.

The appointed Group Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments.

2.4. Using an External Provider

An 'External Provider' is one that provides an element of instruction, staffing, guiding or where there is a service provided, or students partake in an activity, for example

- Activity Centre;
- Ski Company;
- Educational Tour Operator;
- Overseas Expedition Provider;
- Climbing Wall where instruction is provided by climbing wall staff;
- Freelance instructor of adventurous activities;
- Youth Hostel (where instruction is provided);
- Voluntary organisation (e.g. Scout Association), where instruction is provided.

The decision about the use of an external provider is the responsibility of the Group Leader, EVC, and Principal.

To confirm that all aspects of the operation of the provider are satisfactory, the academy will ensure that either:

- a) The Provider holds a LOtC Quality Badge, or
- b) A 'Provider Form' (see Appendix 3) has been satisfactorily completed by the provider

(If a Provider holds an AALA license (or any other accreditation) but not a LOtC Quality Badge, then a Provider Form is still required).

For Providers that hold a LOtC Quality Badge, no further action is necessary, other than to check the suitability of the provider/venue in relation to the intended aims or learning outcomes for the particular group.

2.5. Expectations of Students and Parents

The Academy has a clear code of conduct for Academy visits based on the Academy 'Behaviour Policy'. This code of conduct will be part of the condition of booking by the parents, and includes the potential of withdrawal of a student prior to or during the visit if such conduct places a child or children at risk and would have led to a temporary exclusion from academy.

All incidents and accidents occurring on a visit should be reported back through the Academy reporting systems. The Academy will ensure emergency funding is available to support the Group Leader in an emergency.

2.6. Evaluation

All visits will be evaluated by the Group Leader with the EVC. A termly summary of all visits will be made to the Governing Body.

The EVC will ensure that any risk assessments prepared for the trip are dated as having been evaluated and/or modified following the visit to assist with the risk management on all future visits.

3. Guidance for Staff

3.1. Key functions of the EVC

The EVC should be specifically competent. Evidence of competence can be demonstrated through qualifications, more importantly, through practical experience of leading educational visits as a Group Leader. EVCs should have sufficient status within the academy to guide working practices of colleagues and those leading visits. The function of the EVC is not a purely administrative role, although certain administrative functions can be delegated, as long as roles are clearly delineated.

Key responsibilities of the EVC are as follows:

- Support and oversee planning of all educational visits to ensure visits are well-managed, engaging, relevant, enjoyable and memorable.
- Mentor leaders and aspiring leaders, supporting their ongoing development and training by sampling and monitoring activities, to identify further training needs.

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- Ensure the planning and organisation of visits are carried out in line with Federation policy.
 - Ensure appropriate checks and risk assessments are completed and are suitable and sufficient.
 - Support the Principal in approval decisions, so that those with responsibilities have the required competence to fulfil their roles.
 - Ensure activities are evaluated against the aims for learning and development and that any issues or incidents are followed up.
 - Ensure the arrangements and planning for all visits are completed within agreed timescales
 - Ensure the Federation are notified of any activities which are a cause for concern, including reporting issues about third party providers and venues.

It is the responsibility of the EVC to ensure checks are carried out prior to and following all educational visits. See Appendix 6 for EVC checklist

3.2. Competence of Group Leaders

The key requirements for Group Leaders are that they must be accountable, and competent and confident to lead the visit/activity, not that they hold a particular post, title or job description.

Being accountable means that the Leader has been engaged through an appropriate recruitment process, which includes vetting and induction into the establishment's policies and procedures. The details of this process may depend upon whether the Group Leader is employed, contracted or acts as a volunteer, but in all cases should be thorough. The EVC and/or Principal will consider the following when assessing the competence of a member of staff to lead a visit:

- What experience has the leader in leading or accompanying similar or other visits?
- Is the leader competent in planning and managing visits?
- What are the leader's reasons for undertaking the visit?
- Does the leader have the ability to manage the pastoral welfare of participants?
- Does the leader exhibit sound decision making abilities?
- What experience has the leader of the participants he/she intends to supervise?
- What experience has the leader of the environment and geographical area chosen?
- Does the leader possess appropriate qualifications?
- If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
- Is the leader aware of all relevant guidelines and able to act on these?

3.3. Guidance for Group Leaders

Employers, academy staff and others also have a duty under the common law to take care of students in the same way that a prudent parent/guardian would do so.

Group leaders will be selected by the Principal in conjunction with the EVC and be given overall responsibility for the preparation, supervision and conduct of the visit. They should be of sufficient seniority to direct other accompanying staff. Refer to Appendix 4 for a checklist for group leaders.

Following the visit, the Group Leader should record any significant issues as a note on for both reference and to inform future visits. All such information should be shared with the EVC.

3.4. Duties of the Group Leader

The Group Leader must ensure that they suitably manage the visit by ensuring that:

- Academy policies and guidelines are followed;
- The academy has at least an annual general consent form for each student;
- All required paperwork is submitted to the Principal and EVC for approval before the visit goes ahead;
- Accompanying staff are thoroughly briefed and clear about their specific duties and responsibilities, which are documented;
- They are suitably competent to instruct/supervise students in any planned activity;
- They are suitably familiar with the visit location and centre;
- Appropriate risk assessments and information has been sought from the venue, and checked;
- They understand child protection issues;
- They allow sufficient time to undertake the planning and organisation of the trip;
- They check the academy journey insurance policy to establish the level of cover required
- They undertake and complete a comprehensive risk assessment;
- Parents/guardians and students are adequately briefed;
- They obtain sufficient information about the students to assess their suitability for the visit and the planned activities;
- Students medical information is sought and arrangements are made to manage the medical condition, care and medication;
- They ensure all accompanying staff are briefed on the nature of the group, age, health, capabilities and any special educational needs;
- They organise suitable and sufficient supervision proportionate to the numbers, ages and abilities of the group and the planned activities;
- They have sufficient competence and confidence to assess risks as they change throughout the visit and to make a decision to stop activities if the risk becomes unacceptable;
- They have adequate emergency procedures in place that are known to all relevant parties;
- They provide details of the activity for parents/guardians and students with an option to opt out of the activity and to obtain updated medical information if appropriate;
- Transport is arranged in sufficient time (if required) and they should request copies of insurance certificates and assurances from the company about the competency of their drivers;
- Documentation such as insurance, MOT, road tax for private vehicles transporting students is checked. Road tax and MOT checks can be made online through the DVLA (www.vehicleenquiry.service.gov.uk);
- They check there is a completed Provider Form (Appendix 3), where required, if the external provider is not in possession of a LOtC Quality Badge;
- They have a copy of the Business Continuity Plan on all residential visits;
- They leave full details of all students and accompanying adults on the visit with the emergency contact and the academy main office;
- Ensure that travel first aid kits are carried by the first aiders as well as spare medication along with details of students with medical needs;

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- The visit is evaluated with the EVC and a termly summary of all visits is made to the Governing Body;
 - That significant issues are recorded for both reference and to inform future visits.

3.5. Accompanying Staff and Volunteers must:

- Follow the instructions of the Group Leader.
- Help to maintain control and discipline.
- Be prepared to stop any activity if they feel the risk to health and safety is unacceptable.
- Not be left in sole charge of students except where it has been previously agreed as part of the risk assessment.
- Inform the Group Leader if concerned about the health, safety and welfare of students during the visit.

3.6. Planning

Risks are expected to be reduced to an *acceptable* or *tolerable* level, and not necessarily eliminated. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity.

Visit planning should focus on those issues that are individual to the specific event, taking into account the needs of the group (including special and medical needs), the experience and competency of the staff team, and the leader in the context of the event.

Alternative arrangements should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option.

It is good practice to involve participants in the planning and organisation of visits, as in doing so they will make more informed decisions, and will become more 'risk aware' and hence at less risk.

3.7. Supervision

Staffing ratios will vary according to the activity, age, group, location and resources. **Ratios should not be finalised until the risk assessment is complete.** Group leaders will also need to consider the needs of students with SEN and/or physical disabilities. Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group. Known behaviours, learning and physical needs should also be taken into account. The Group Leader should discuss this with the EVC to ensure any judgement is proportionate and not prohibitive.

Volunteer Adults: At least half of the adults accompanying an educational visit should be staff based at the Academy (teachers or other members of staff). Organisers are encouraged to use other adults to meet (or exceed) the minimum staffing requirements. Sixth Formers (over 18) may also be used, sparingly. Any volunteer helpers should be properly briefed on their responsibilities and especially on safety procedures and must be DBS checked if volunteering regularly or on a residential visit.

Primary:

For local walks and visits to historical sites, museums, places of worship and other low risk venues:

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- 1 adult for every 6 students in school years 1 to 3 (under 5s reception classes should have a higher ratio);
 - 1 adult for every 10-15 students in school years 4 to 6.

The group must be led by a teacher or other approved competent person.

Residential visits, adventure activities and trips abroad will require higher levels of supervision and all accompanying staff and volunteers must be DBS checked.

Guidance on ratios for under 5's can be found in the 'Statutory Framework for the early year's foundation stage 2014'. Ratios outlined in the framework relate to classroom settings. Ratios should be assessed according to the activity and associated risk, the age and abilities of students, and should consider the experience and competency of the supervising staff.

Secondary:

UK: One adult per 15 students, with a minimum of two adults. The group leader must be a qualified teacher or other approved competent person employed by the Academy. In mixed parties, one male and one female adult. This applies up to and including Year 11 students.

For Year 11 students the ratio is the same for camps and journeys. For day visits Year 12 and 13 may be accompanied by one adult for up to 20 students of one sex. Mixed sex groups still usually require one male and one female adult, but 1 adult can accompany a mixed sex group if deemed appropriate by the Principal and following risk assessment.

Sixth Form:

Day visits of a routine nature may be made unaccompanied if authorised by the Principal or Deputy and advised to parents/guardians.

Abroad:

The Academy policy is that visits abroad should be accompanied by a minimum of one adult to 15 students. Foreign Language Assistants may accompany trips, but do not count as adults in this calculation.

Residential visits and adventure activities will require higher levels of supervision and all accompanying staff and volunteers must be DBS checked.

Remote Supervision:

Young people must be supervised throughout all visits. Where they are unaccompanied by a member of staff or other responsible adult, e.g. D of E expeditions, 'down time' in a shopping mall, etc., this is known as 'remote' supervision.

'Remotely supervised' activities can bring purposeful educational benefits, and the progression from dependence to independence is to be encouraged. Such activities develop essential lifelong skills, including managing risk, self-sufficiency, interaction with the public and social skills, decision making, etc.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

The decision to allow remote supervision should be based on professional judgement taking into account such factors as:

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- prior knowledge of the individuals (including their maturity and levels of responsibility);
 - venue and conditions;
 - the activity taking place;
 - preparatory training;
 - the competence of the supervising staff;
 - the emergency systems in place.

3.8 Homestays

The following guidance relates to academies arranging homestay visits, where for short periods of time children may be provided with care and accommodation by a host family to which they are not related.

Academy arranged homestay – suitability of adults in UK host families

When arranging a homestay, the academy should consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay.

When arranging for a visiting child to be provided with care and accommodation in the UK (including where they engage a company to make those arrangements) in the home of a family to which the child is not related, the responsible adults will be engaging in regulated activity for the period of the stay.

Academies arranging a homestay, should consider what intelligence information would best inform their assessment of the suitability of the adults in the families responsible for the visiting child during the stay. The academy will need to use their professional judgement to decide what it considers will be relevant. To help inform that assessment, academies should obtain a DBS enhanced certificate with barred list information. This check will not only establish whether the adults are barred from engaging in regulated activity relating to children, but where criminal record information is disclosed it will also allow the academy to consider, alongside all other intelligence obtained, whether the adults would be a suitable host for a child.

In respect of an adult who provides UK homestay and receives no remuneration in respect of the stay, or where academies reimburse families only for expenses incurred, to enable a DBS application to be considered as a volunteer role the 'Position Applied For' field will need to make clear that the position is unpaid. (DBS enhanced certificates with barred list information for volunteer roles can be obtained free of charge).

In addition to those engaging in regulated activity, academies are free to decide whether they consider it necessary to obtain a DBS enhanced certificate in respect of anyone aged 16 or over in the household where the child will be staying. In such cases, the academy has the power to terminate such a homestay, as they would be the regulated activity provider.

Academies should use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. Parents should be aware of agreed arrangement. During homestay visits, academies are required to ensure that students are aware who to contact should an emergency occur, or a situation arises which makes them feel uncomfortable.

Extended Homestays

Where a period of UK homestay lasts 28 days or more, for a child aged under 16 years of age (under 18 years of age if the child has disabilities), this may amount to private fostering under the Children Act 1989. Further information on extended homestays can be found in KCSIE 2018.

Academy arranged homestay – suitability of host families overseas

It is not possible to obtain criminality information from the DBS about adults overseas who provide homestays. Therefore, academies should liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. Academies are also free to decide whether they consider it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.

Privately arranged homestays

Where the child's parent(s) or a student themselves arranges their own homestay, this would be a private arrangement therefore the academy would not be the regulated activity provider.

3.9 Risk Assessment

Health and safety law requires the employer to assess the risks to the health and safety of staff and others affected by their activities. The terms risk assessment and risk management are used to describe the process of thinking about the risks of any activity and the steps taken to counter them.

The Principal, in conjunction with the EVC, will ensure that the person assigned with the assessment task understands the risks and is familiar with the activity that is planned. Where a risk assessment is carried out, the group leader must record the significant findings of the assessment.

The academy will take a common sense and proportionate approach remembering that risk assessment and risk management are tools to enable children to undertake activities safely, and not prevent activities from taking place.

A risk assessment is not required every time an activity is undertaken that usually forms part of the academy day, for example, taking students to a local venue which is frequently visited, such as a swimming pool, park, or place of worship. A regular check with the EVC to make sure the initial risk assessment for the particular activity remain suitable and sufficient.

The risk assessment should identify the following:

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

What steps will be taken in an emergency?

A copy of the 10 key points the HSE recommends considering is at Appendix 5. All educational visit risk assessments should be completed on this form.

Copies of the risk assessment should be given to all teachers/supervisors on the visit, with details of the measures they should take to avoid or reduce the risks. A copy should also be given to the Principal and the EVC responsible for approving the visit.

Risk assessment is not a one off exercise. The visit leader should, where required, carry out a dynamic risk assessment while the visit is taking place. They should consider modifying or stopping the visit if the risk to the children is unacceptable. Visit leaders should put in place procedures (Plan B) for such an eventuality.

Group Leaders and the EVC should note that for providers who hold a LOtC Quality Badge, activity risk assessments do not need to be completed by the academy. The risk assessments pertaining to the activities organised and led by the provider have been externally assessed and they have been awarded the LOtC Quality Badge. The Academy are still required to complete a risk assessment covering transport to and from the venue, the individual needs of the students, supervision and emergency arrangements.

When planning an activity that will involve adventure activities such as: caving, climbing, trekking, skiing or water sports, the EVC must check that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2004. These regulations apply to adventure activities that take place in England, Scotland and Wales but these arrangements may be subject to change in the future.

3.10 Transport

When hiring buses and coaches it is essential that the company used is reputable. Group Leaders should request copies of insurance certificates and assurances from the company about the competency of their drivers. Third party companies used regularly will be expected to provide copies of their insurance certificates on an annual basis or when there is significant change.

The vehicle should be provided with seatbelts on all seats – with all seats forward facing, as the law requires for academy trips. Vehicles should meet all safety standards as required by law.

If private vehicles are used the academy must ensure the following:

- Driver properly understands their duty of care and responsibilities for supervision
- Parents are informed of the transport arrangements
- Evidence has been collected that the
 - Vehicle is safe
 - Holds a valid MOT
 - Driver is suitable and holds a valid licence
 - There is a valid insurance policy and the driver is covered for business use.

Further information is available on the OEAP website:

<https://oeapng.info/downloads/download-info/4-5c-transport-in-private-cars/>

Documentation must be checked by the Group Leader. See Duties of the Group Leader (Section 3.3). All cars must be fitted with suitable child restraints.

If public transport is used it is advisable to make party bookings in advance and ensure that the risk assessment adequately covers all potential hazards.

3.11 Minibus Transport

The Federation policy on minibus transport is in line with the current DfE, DfT and ACPO guidance (November 2014).

Staff employed to drive minibuses are required to hold a full D1 License.

D1 (101) Licenses will automatically have been issued if the license was obtained before January 1997. Licenses obtained after this date are B class licenses.

B class license holders will only be permitted to drive a minibus if the following conditions are met:

- The minibus weighs no more than 3.5 tonnes;
- The minibus has no more than 16 seats;
- The driver is over 21 years of age;
- The driver has a full driving license and has been driving on a full license for more than 2 years;
- The driver is not specifically remunerated for driving through their contract of employment.

All drivers are required to complete a MIDAS or equivalent minibus driving training course (usually one day) before being permitted to drive. **It is essential that all minibuses have a Section 19 permit** in order for the Federation to negate the 'Hire and Reward' status applied to D1 (101) and B class licenses.

Volunteers should hold the necessary license (as set out above) and should undergo MIDAS training or equivalent before they are permitted to drive. Staff acting as volunteer drivers have the right to refuse to drive based on their volunteer status.

Driver licenses must be checked annually by the academy Health and safety lead to ensure the license remains valid. In cases where drivers have received points on their license, but which doesn't prohibit their ability to drive legally, a risk assessment should be completed to assess whether the driver is fit to continue driving.

Driver fatigue or distraction has been highlighted as a factor in recent minibus incidents nationally. For journeys not exceeding 1 hour, a single teacher/driver may be considered adequate, subject to the nature of the group and the driver's ability and confidence to manage that group. For journeys involving between 1 hour and 4 hours driving, a second responsible adult should be present to supervise the group.

For journeys involving over 4 hours of driving, the second adult should be a suitably qualified minibus driver. For journeys involving over 4 hours, at least one of the drivers should have had a rest period of at least one hour prior to the start of the journey. Further regular rest periods must be taken – a 15 minute break every 2 hours is recommended.

Drivers must not drive if unwell, or if on medication or receiving medical treatment which advise against driving. It is the responsibility of the driver to notify the academy if they are taking medication or have a medical condition which may affect their ability to drive.

Seat Belts: Students and staff travelling in minibuses must wear seat belts by law.

Overloading: The minibus is overloaded if the total weight (bus + fuel + passengers + luggage) exceeds the **maximum laden weight** for the vehicle. This weight is printed on the vehicle and in the handbook. For guidance, the vehicle should only carry passengers, driver and hand luggage.

The use of a trailer greatly increases the maximum laden weight and is essential when transporting a full load of older students plus luggage.

LIABILITY FOR DRIVING AN OVERLADEN VEHICLE RESTS WITH THE DRIVER

3.12 First Aid and Medical Needs

The requirement for first aid cover is subject to the findings of the risk assessment. Where there are students or staff present with a pre-existing medical condition, or where there may be a need for emergency medication to be administered, a first aider should be in attendance. First aiders must also be in attendance on residential study trips, overseas trips and trips where large numbers are travelling. 'Emergency First Aid' e.g. a 6 hour non-assessed course, is generally suitable for routine urban visits, however the nature of the visit may indicate that a higher level qualification is appropriate, especially in circumstances where it is likely that access by the emergency services may be delayed.

Travel first aid kits should be carried by the first aiders, as well as spare medication along with details of students with medical needs.

3.13 Confidential student personal data on Educational Visits

Academies are to carefully consider how data is shared and handled when supporting students with medical needs on educational visits.

In all cases, information regarding a student's medical condition, care and medication, if required, must be known and shared with relevant parties. This remains the priority.

A risk based approach should be applied to how confidential student personal data is physically carried during an educational visit by staff. Staff should be made aware of their obligations with regards to the safe handling of such data, and any additional measures that can be made to reduce the risk should be considered:

- Annotating the Academy's address and a contact phone number to any trip folder, so that in the unfortunate case that it is mislaid or lost, it can be returned to the Academy.
- Purchasing and using lockable bags for keeping documents secure during a trip. A link to such a document security bag is detailed below:
<https://cardinalbagsupplies.com/product/locking-document-security-bags-made-to-order>
- Staff to sign for trip assessments documentation and return on the completion of a visit.

Academies are required to identify students at risk and the measures required to manage their condition. Academies recording personal student information on the risk assessment must be aware that the risk assessment then becomes a **Highly Confidential** document due to its content. Academies may wish to record this data on a separate document. See Appendix 7 – Specific Individuals at risk. Physical medical data such as, care plans and specific student medical risk assessments should only be shared with **key relevant staff only**

with copies kept to an absolute minimum. These documents must also be data classified as 'Highly Confidential'

3.14 Insurance

Each academy is covered by school journey insurance; additional insurance may be required for activities which are higher risk. Academies are advised to check their school journey insurance with their finance team before arranging additional cover.

3.15 Self-catering on residential visits

Staff preparing food on residential visits are required to take into account the dietary and allergy needs of participants. Consideration also needs to be made for food hygiene, purchasing, storage, preparation, cooking and serving of food.

To ensure food safety standards are maintained, staff preparing, serving and handling food are required to undertake, as a minimum, Level 2 Food Safety and Hygiene training prior to departure.

4. Adventurous Activities

4.1 Definition of an 'adventurous activity'

The following activities are regarded as 'adventurous':

- All activities in 'open country' (normally defined as land above 300m, or more than 1km from vehicular access);
- Swimming (all forms, excluding publicly lifeguarded pools);
- Camping;
- Canoeing / kayaking;
- Sailing / windsurfing / kite surfing;
- Rafting or improvised rafting;
- Use of powered safety/rescue craft;
- All other forms of boating (excluding commercial transport);
- Water skiing;
- Snorkel and aqualung activities;
- Hill walking and Mountaineering;
- Rock climbing (including indoor climbing walls);
- Abseiling;
- River/gorge walking or scrambling;
- Coasteering/coastal scrambling/sea level traversing;
- Underground exploration;
- Shooting / archery / paintballing;
- Snowsports (skiing, snowboarding, and related activities), including dry slope;
- Air activities (excluding commercial flights);
- Horse riding;
- Motor sport – all forms;
- High level ropes courses;
- Off road cycling;
- 'Extreme' sports;
- Other activities (e.g. initiative exercises) involving skills inherent in any of the above;

4.2 Safety during adventurous activities

The responsibility for the safety of participants in an adventurous activity will rest with either:

a) An external provider

Any external provider must hold a LOfC Quality Badge or complete a Provider Form (Appendix 3). (If a Provider holds an AALA license (and/or any other accreditation) but not a LOfC Quality Badge, then a Provider Form is still required).

Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a 'pastoral' duty of care.

Or

b) A member of the Academy's staff

Staff taking responsibility for adventurous activities must be able to demonstrate an appropriate level of competence before the activity is allowed to proceed, and should ensure the recommendations set out below are followed for each activity.

4.3 Water-based activities

In order to participate in water-based activities, participants should normally be water confident. Participants who lack water confidence may still be able to take part subject to consideration of all factors, including the activity itself, and supervision arrangements. The level of water confidence of all participants must be known by the activity leader prior to the commencement of water-based activities.

All leaders should have knowledge of the water conditions/hazards (and potential changes) that might be encountered, and prepare accordingly. Local advice must be sought where appropriate, e.g. coastguard, harbour master, other site users, etc.

Personal buoyancy conforming to the appropriate National Governing Body guidance must be worn at all times by all participants in water based activities, except, at the discretion of the activity leader, where the activity:

- takes place in a swimming pool, or
- is 'swimming', or
- is an activity for which personal buoyancy would not normally be worn by young people.

4.4 Swimming

All swimming activities and venues must be included within the trip plan, and lifeguarding arrangements checked in advance. This is particularly important in respect of visits abroad, where for example, a hotel pool may be available.

Young people must be supervised by a competent adult at all times whilst undertaking swimming activities. The following criteria apply:

Swimming pools (lifeguarded)

UK Swimming Pool Safety: Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely.

For publicly lifeguarded pools abroad, the assurances must be sought that appropriate lifeguard cover is in place prior to participants entering the water.

Unless suitably qualified, academy staff should not have responsibility for lifeguarding. However, they do retain a pastoral role for participants at all times either through direct or 'remote' supervision.

For swimming lessons, the school should ensure the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to current guidelines.

Hotel (and other) swimming pools

Lifeguarding (a valid RLSS UK National Pool Lifeguard Qualification (NPLQ), or equivalent in the country visited is appropriate accreditation) arrangements will be checked in advance of any visit.

If lifeguarding arrangements are not provided at the pool then the Group Leader will bear the full responsibility for ensuring swimming safety, and specific approval to lead the activity will be required.

The role of the lifeguard is:

- To directly supervise the pool and the pool users, exercising appropriate levels of control. (Note: the lifeguard should remain on the poolside at all times except in the case of an emergency)
- If necessary, brief pool users in advance regarding rules (e.g. no diving, running, etc.).
- To communicate effectively with pool users.
- To anticipate problems and prevent accidents.
- To intervene to prevent behaviour which is unsafe.
- To carry out a rescue from the water.
- To give immediate first aid to any casualty.

The above must be accomplished in the context of the normal operating procedures and the emergency plan for the pool, which should be considered before swimming takes place. Full familiarisation of the systems described should be walked through at the pool.

Staff must be aware of the procedures in the event of an emergency, and who at the venue will provide back up. Staff should also know if they have exclusive use of the pool, as other pool users may increase the supervision role of your lifeguard.

If a young person holds an appropriate qualification then their role should be emergency lifeguard action, and supervision should remain the responsibility of the school staff.

4.5 Open water swimming (i.e. not in a swimming pool and not a 'water-margin' activity)

Particular consideration should be given to the following factors:

- Unknown locations and hazards, especially overseas;
- Changing environmental conditions;
- Supervisor complacency;

- Adherence to local advice;
- Preparation and knowledge of young people, i.e. is it a planned activity?
- The designated lifeguard must be dedicated exclusively to the group, and the location used must fall within the RNLI/RLSS definition of a 'safer bathing area';
- Local advice must always be sought.

For free swimming activity: A valid National Beach Lifeguard Qualification (NBLQ) or equivalent in the country visited, see www.lifesavers.org.uk Note: this is for beach/sea only, not inland water. Or For structured or programmed activity: A valid RLSS UK National Rescue Award for Swimming Teachers and Coaches (NRASTAC) or equivalent - see www.lifesavers.org.uk or a valid RLSS UK Water Safety Management Award (WSMA), with appropriate endorsement.

4.6 Water-margin activities

This section applies to activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in gentle, shallow water (slow moving and not above the knees). It does not apply to swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft. Water Margin activities are NOT considered an adventurous activity. It is essential however, that staff take extra precautions with students working in and around water.

All staff involved in water-margin activities should be conversant with the guidance contained within *Group Safety at Water Margins*: (<http://www.rospa.com/leisure-safety/water/advice/>). This document must be made available to all supervising adults in advance of the visit.

4.7 Open-country activities

The following minimum levels of technical competence apply where a member of the establishment's own staff intends to lead an open-country activity:

- a. For leaders of walking groups in mountainous terrain within the UK and Ireland:
 - Mountain Leader Award (Summer or Winter as appropriate) www.mltuk.org, or
 - A written statement of competence by an appropriate technical adviser
- b. For leaders of walking groups in summer conditions in non-mountainous hilly terrain (known variously as upland, moor, bog, hill, fell or down), with well-defined obvious boundaries, such as roads and coastlines, and where any hazards within it are identifiable and avoidable, and where wild camping or movement on steep ground is not involved:
 - Walking Group Leader Award www.mltuk.org or;
 - A written statement of competence by an appropriate technical adviser

For leaders of walking groups in terrain 'easier' than that defined in b, the leader must demonstrate an appropriate level of competence. This may include one or more of the following:

- Countryside Leader Award. See www.countrysideleaderaward.org.
- Sports Leaders UK Level 2 Award in Basic Expedition Leadership (BEL);
- Completion of a suitable 'Leader Training' Course;

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- A written statement of competence by an appropriate technical adviser;
 - Evidence of recent, relevant experience, appropriately corroborated;
 - An assessment of competence (written or implied) by the Principal.

4.8 Snowsports

A member of staff intending to organise a snowsport visit (but not instruct, lead or supervise on snow) must hold the Snowsport Course Organiser Award (SCO), administered by Snowsport England - www.snowsportengland.org.uk, and must have previously accompanied at least one educational snowsports visit.

Young people may only participate in snowsports when under the direction of an appropriately qualified and competent person. This would normally be an instructor employed by the local snowsports school. Leaders should therefore consider the merits of fully instructed lessons of 4/5 hours duration per day.

A member of staff intending to lead skiing or snowboarding (i.e. not using a ski school instructor) must be qualified as follows:

The minimum qualification to lead skiing on snow is:

- The Alpine Ski Course Leader Award (ASCL) www.snowsportengland.org.uk, or
- The Alpine Ski Leader Award (ASL) www.snowsportsotland.org, or
- A statement of competence by an appropriate 'technical adviser'

The minimum qualification to lead snowboarding on snow is:

- The Snowboard Leader Award (SBL) administered by www.nowsportsotland.org or
- Statement of competence by an appropriate 'technical adviser'.

Students may only take part in off-piste activities if under the direction of a suitably qualified local instructor, they remain within the designated controlled areas, and off-piste activities are specifically covered by insurance. Group Leaders should check their school journey insurance policy to establish the level of cover provided.

4.9 Overseas Visits

For all visits it is essential that consideration is given to the following:

- Culture: food and drink, local customs, religion, expected behaviour/dress, gender issues, sanitary arrangements, corruption, political stability, local financial information, alcohol & drugs;
- Accommodation: checked for suitability, security, safety precautions and emergency evacuation;
- Transport systems have been assessed as safe for use.

The Group Leader should consider the relevant country information from the Foreign and Commonwealth Office (FCO) website. All relevant FCO information should be circulated amongst the staff team.

For travel within the European Union (plus Iceland, Liechtenstein, Norway, and Switzerland), all participants must hold a valid EHIC (European Health Insurance Card).

4.10 Overseas Expeditions

Overseas Expeditions are defined as those which typically involve journeying in remote areas of the world and/or in developing countries.

Overseas Expeditions will only be approved if the Provider either:

- Holds an LOtC Quality Badge or
- Provides a statement of compliance with Guidance for Overseas Expeditions, Edition 3.

For providers that do not hold a LOtC Quality Badge, 'Guidance for Overseas Expeditions, Edition 3' should be referred to when the proposal is initiated. This document contains information for both establishments and providers, and includes a checklist of vital aspects that must be considered prior to the establishment making a commitment with an external provider. Overseas expedition providers are required to comply with the minimum standards specified in this document.

4.11 Weather, Clothing and Survival

Where appropriate, the Group Leader must obtain and act upon recent weather forecasts and local advice.

Participants should be adequately clothed appropriate to the nature of the visit and the environment, the experience and strength of participants, the time of year and expected weather conditions, altitude and exposure to elements.

When venturing away from immediate help, leaders should consider the need for comfort, insulation and shelter for a casualty, or for the whole group, and provision of emergency food and drink etc. The need for signaling equipment and/or mobile phones and torches should also be considered.

It is primarily the responsibility of the Group Leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity to suit changed or changing circumstances, for example, over-busy lunch area, rain, rising water levels, etc.

5. Emergency Procedures

5.1. Incident response

Despite good planning and organisation there may be emergencies which will require 'on the spot' response by the group leaders. This might include accidents, fatalities, transport accidents or significant travel delays. Leaders are required to familiarise themselves with the Federation Business Continuity Planning Policy and their own Academy Business Continuity Plan (BCP), to ensure they are well prepared to respond in all such emergencies. The BCP is the documentation of agreed procedures and information that is developed and maintained in readiness for use in an emergency.

Activity centres should have their own emergency procedures. Details of these must be obtained and checked in advance of the visit. If there is any doubt about the safety of the arrangements the trip should not take place.

5.2. Activation of the Business Continuity Plan

In the event that an incident should occur, the Group Leader will be required to contact the academy's EVC (who is to complete the incident sheet detailed in the Academy BCP and can be found at Annex A), who will consult with the Principal on whether to activate the BCP. Group Leaders are advised to carry a copy of Annex A on all academy visits.

