



**CHILDREN AND YOUNG  
PEOPLE'S DEPARTMENT**

**POLICY AND GUIDANCE  
DOCUMENT**

**EDUCATIONAL VISITS,  
OVERNIGHT STAYS &  
HAZARDOUS ACTIVITIES**

**HS/ECS/036**

**DATED: OCTOBER 2004**

**THIS DOCUMENT REPLACES  
H004/02**

**Children and Young  
People's Department**



**2002-2003**  
Community Legal Services  
**2003-2004**  
Transforming Secondary Education  
Child and Adolescent Mental Health Services  
**2006-2007**  
Positive Youth Engagement

**POLICY AND GUIDANCE DOCUMENT – HS/ECS/036**

**Educational visits, overnight stays and hazardous activities**

This document **supercedes** the following Policy and Guidance documents:

"Educational visits and out of school activities". (P004/90)

"Educational visits, overnight stays and hazardous activities", updated April 1996 (H010/93)

"Educational visits, overnight stays and hazardous activities" (H001/99)

"Educational visits, overnight stays and hazardous activities" (H004/02)

"The Wirral Guide to Safety Outdoor Education". (H001/91)

"Safety guidelines for overnight accommodation".  
Letter to Headteachers and the Youth Service 24.6.92.  
(Ref:G(DEV)DA47/DLK)

This document includes reference to the following Policy and Guidance documents:

"Charging for school activities". (P007/90)

"Safety in Outdoor Education". (H005/02)

"A Guide to the reporting of injuries, diseases and dangerous occurrences" (H003/96)

"Safety in Physical Education". (H002/00)

"Wirral Emergency Response Procedure". (H004/98)

Risk Assessment (H008/98)

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## **1. INTRODUCTION**

A duty is owed by the Council to ensure the health, safety and welfare of our employees and others who may be affected by our work. This duty would extend to any group member involved in trips, visits or overnight stays where there is some responsibility for care.

This Policy and Guidance document details the processes to ensure the health, safety and welfare of employees, volunteers and service users.

The value to pupils/young people of the educational visits offered by Wirral schools/Wirral Youth Service is acknowledged and appreciated by the LA. A very broad range of experiences is provided for pupils, from short visits in the locality of the school to residential visits involving specific activities which develop talents and skills in a unique manner. In addition, a range of opportunities is offered to young people age 14-25 years via the Wirral Youth Service.

The purpose of this policy and guidance document is not to restrict or constrain these activities but to support them by means of a planning framework which clarifies and endorses the concerns for the safety and welfare of pupils/young people held by all in the education service.

### **1.1 Types of visit**

1.1:1 The latest guidance from the DfES – Standards for Adventure – (2002) states that there are 3 Categories of activities.

#### *Category A:*

Activities that present no significant risks, eg walking in parks, museum visits.

#### *Category B:*

These comprise of some higher risk activities when safe supervision requires the leader to have undergone an additional familiarisation process specific to the activity and/or location. The Group Leader will have to be approved to be appropriately competent by the LA - eg camping, cycling on roads. LA approval is required.

#### *Category C:*

This is the most demanding category when all activities will be under the instruction/supervision of persons holding appropriate material governing body qualification. LA approval is required.

Group Leaders should refer to the LA's 'Safety in Outdoor Education' document for guidance on qualifications required for different activities.

1.1:2 The range of visits currently offered to pupils/young people can, therefore, be categorised as follows:

- i) **visits of less than one day in the immediate locality of the school/youth unit or project, non hazardous – Category A;**  
e.g. visit to the local park or library
  - ii) **visits of one day, non hazardous activities – Category A;**  
e.g. visit to Chester as part of a 'Romans' topic
  - \*iii) **visits including an overnight stay – Category A/B;**  
e.g. visit to a European country as part of a Language 'exchange'
  - \*iv) **visits of one day or less, involving hazardous activities – Category B/C;**  
e.g. visit to Irby Quarry to do rock climbing and abseiling
  - \*v) **visits including an overnight stay and involving hazardous activities – Category B/C**  
e.g. staying at an outdoor activity centre and taking part in canoeing, rock climbing etc.
- \* **LA approval required - see below**

## 1.2 LA Approval

- 1.2:1 LA approval is required for all visits in the above categories (iii), (iv) and (v). LA approval is not required for visits in categories (i) and (ii), ie non-hazardous visits of a day or less. Schools may wish to develop their own guidelines for such visits; the Youth Service already has such guidelines.
- 1.2:2 Teachers/youth workers who plan and implement all types of visits and headteachers/youth officers who sanction them, should be satisfied that appropriate arrangements have been made to ensure the safety and welfare of pupils/young people and that parents are aware of the nature, location(s) and scope of the visit.
- 1.2:3 In some cases a series of off-site visits may take place over a term or more involving hazardous activities e.g. orienteering at a local park. For such activities 'blanket' approval of the LA should be sought at the beginning of each academic year.
- 1.2:4 Such arrangements not only satisfy the 'duty of care' requirement placed upon schools/youth service but also meet the demands upon employers (LA in county and controlled schools and youth service, Governors in aided schools) of the Health and Safety at Work Act 1974 and The Management of Health and Safety at Work Regulations 1992 in relation to duties of employers towards their employees and persons who are not employees. This legislation also applies to other employers, for example, on a factory visit, the LA and school/youth service have responsibilities under the above legislation to teachers/youth workers, pupils/young people and others, the factory employer also has responsibility to the visiting party, as 'non employees' under the same legislation.
- 1.2:5 The requirement for the LA approval of visits in categories (iii), (iv) and (v) applies to all establishments, including schools, youth clubs/Projects.
- 1.2:6 The requirement for the approval of visits extends to all visits abroad, hazardous and non-hazardous.

1.2:7 The LA advice contained in this document and the need for LA approval for visits in categories (iii), (iv) and (v) applies to all visits organised by employees of the LA. Sometimes, visits may take place in the middle of a school closure period, or a visit may be a 'loose federation' of pupils and staff from more than one school. Such, more informal arrangements must still meet the guidance detailed in this document. Particular care will be needed, with specific reference to insurance requirements, if a visit is organised by a non-employee but under the heading of a 'school' visit, eg parents organising a visit to a concert for a music school, or volunteers organising youth activities. For such activities undertaken independently and not at the invitation of the LA a school will require separate, additional insurance cover and should meet, as a minimum, the guidance in this document.

### **1.3 Parental Approval**

1.3:1 Parental approval must be obtained for all categories of visits. For all visits, this information should be given in writing, in the case of residential visits and those containing listed hazardous activities, schools may feel it appropriate to invite parents to a meeting where a full discussion can take place. The Information that should be presented to parents, and to young people themselves in respect of the Youth Service, is outlined in Chapter 10.

1.3:2 If significant changes are made to the programme issued to parents during the visit itself, eg a change in the return time, arrangements must be in place to inform parents. For this reason, a staff member not taking part in the visit must be nominated as a contact for the duration of the visit.

1.3:3 In some cases a series of short off-site visits may take place over a term or more. In such cases a 'blanket' written approval should be sought from the parent/guardian, which gives details of the activity and the means of transport. Where the parent/guardian gives approval, including the transport in private vehicles any specific requests eg only to travel in rear of car should be met.

### **1.4 Approval by Governing Body for Schools**

1.4:1 Governing Bodies should be informed of all categories of visits. For those in categories (i) and (ii) the Chair of Governors should be informed PRIOR to the visit taking place.

1.4:2 For visits in categories (iii), (iv) and (v) ie all visits including overnight stays and activities listed as hazardous, specific Governing Body approval is required prior to the visit taking place. Governing Bodies may wish to consider delegating the approval process to the Chair of the Governing Body with subsequent reporting to the full Governing Body. Governing Bodies should satisfy themselves that arrangements for visits meet the principles and detailed requirements contained in this document.

### **1.5 Approval for Youth Service activities**

1.5:1 The relevant Senior Youth Officers should be informed of all categories of visits. Approval must be sought from Youth Service line managers for activities categories (i) – (v). The relevant Senior Youth Officer must then be informed via

Form 6 which has to be accompanied with a list of names and addresses of all participants.

## 1.6 Hazardous Activities

1.6:1 A definition of 'hazardous' is difficult to achieve, given the range of activities undertaken by schools and youth groups. A dictionary definition of 'hazard' refers to danger and risk but it is appreciated that no activity is entirely without potential 'danger or risk'. However it is possible to list a number of activities which can be defined as 'hazardous' using the following criteria:

- Where there is general agreement that an activity requires the teacher/youth worker to have specific skills, knowledge and qualifications in order to reduce to a minimum the risks from undertaking that activity.

1.6:2 Applying this criteria produces an extensive list of 'hazardous activities'. It is from this list that a shorter list detailed below has been produced by the LA and which is considered relevant to the school curriculum or extra curricular activities and which are appropriate for schools and youth clubs. These activities currently are:-

<b>Abseiling</b>		<b>Mountaineering</b>
<b>Archery</b>		<b>Orienteering</b>
<b>Assault Courses</b>		<b>Parachuting</b>
<b>Canal boating</b>		<b>Pony Trekking</b>
<b>Canoeing</b>		<b>Power Boats</b>
<b>Campcraft</b>		<b>Pot holing/Caving</b>
<b>Cycling</b>		<b>Quad Biking</b>
<b>Crosscountry skiing</b>		<b>Quasar Laser War Games</b>
<b>Dry Slope Skiing</b>		<b>Rafting</b>
<b>Duke of Edinburgh</b>	<b>Bronze</b>	<b>Rock Climbing</b>
	<b>Silver</b>	<b>Rowing</b>
	<b>Gold</b>	<b>Sailing - Inland</b>
<b>Fencing</b>		<b>Sailing – Open Seas</b>
<b>Flying</b>		<b>Shooting</b>
<b>Gliding</b>		<b>Snorkelling</b>
<b>Hang Gliding</b>		<b>Swimming – not organised by the LA</b>
<b>Helicopter Rides</b>		<b>Sub Aqua</b>
<b>Hill Walking</b>		<b>Trampolining</b>
<b>Horse Riding</b>		<b>Water Skiing</b>
<b>Hot Air Ballooning</b>		<b>Weight Lifting</b>
<b>Indoor Rock Climbing</b>		<b>Wind Surfing</b>
<b>Judo/Wrestling</b>		<b>Winter Sports</b>
<b>Mountain Biking</b>		<b>(Skiing, Ice Skating, Tobogganing)</b>
<b>Motor Cycling</b>		

1.6:3 If schools/youth clubs wish to include activities in a visit which are not listed they should first determine that insurance cover can be obtained and consult the

Director of Children's Services. Section 13 of this document details precisely how this should be done.

### **Technical Advisers**

The LA, mainly through staff at Oaklands, have a number of 'technical advisers'. They have a high level of competence in particular activities.

On request the technical advisers will be available to offer local validation to teachers who wish to undertake certain activities in Category B, eg for group leaders taking children to the campsite at Thurstaston.

Details of suitable courses offering local validation will be circulated through the LA's INSET Directory. For any additional information or requests, schools should contact the General Inspector (PE/OEd).

## **1.7 Charging for out of school visits**

1.7:1 The regulations in respect of charging for out of school activities form part of the 1988 Education Reform Act (Section 106-111 and 117-118). More detailed information and guidance were issued in DES Circular 2/89 "Charges for School Activities".

1.7:2 Circular 2/89 requires (Section IX) LAs and Governing Bodies to establish and keep under review policies for charging for a range of activities. If a school does not have a policy in place then no charges can be made for any purpose.

1.7:3 The LA have established a charging policy and schools have been advised to endorse this. All schools hold a copy of this Policy and Guidance document P007/90 - "Charging for school activities".

1.7:4 Schools have also been provided with a draft framework for a school charging policy which was intended to assist schools and Governing Bodies in establishing their own policy statement. A copy of this suggested policy is also included in the Policy and Guidance document P007/90 - "Charging for school activities".

1.7:5 Schools and Governing Bodies should ensure that their policy and the LA policy are followed and that the school policy is reviewed by the Governing Body as required.

## **1.8 Charging for Youth Service activities**

1.8:1 The Youth Service does make a charge for a range of its activities. Where possible this charge is nominal but this is dependent on budget availability. Young people involved should be aware of any costs they incur by their participation in Youth Service activities and what this cost entitles them to.

## **2. PLANNING AND PREPARATION**

### **2.1 Introduction**

2.1:1 The importance of detailed planning and preparation to secure the success and safety of a visit, journey or activity cannot be overstated. Such planning is a prime responsibility for any party leader and will depend to a large extent on the leader being able to anticipate all the potential risks, dangers and difficulties which could arise, and then making plans to avoid and eliminate them as far as possible.

2.1:2 It is vital that planning and preparation take place as early as possible to ensure ample time for all the procedures to be completed before the visit. This is particularly important where the approval of the governing body or senior youth officer has to be sought before parents can be informed and give their consent and before bookings can be made.

#### **2.1:3 Duty of Care**

All employees have a duty of care as laid down in Section 7 of the Health and Safety at Work etc Act 1974, which states that whilst at work, every employee must take care for the health and safety of himself and of other persons who may be affected by his acts or omissions. Teachers are said to have a particular duty of care in "loco parentis", meaning that, a teacher is expected to exercise the same standard of care as a reasonably careful and responsible parent. A teacher must therefore take all reasonable steps to ensure that every child under his or her control is not exposed to unacceptable risk. Indeed the duties of teachers in this regard will often go beyond what is normally expected of a parent. This is particularly true in the area of sporting and hazardous activities, where teachers/leaders can be expected to be more fully aware of the potential dangers to pupils. This also applies during school at home and abroad, and in the case of pupils who are 18 or 19 years of age even though they are no longer regarded as minors.

2.1:4 The school/youth club should have a clearly defined policy on dealing with smoking and alcohol or drug abuse by pupils/young people taking part in a visit of any kind.

2.1:5 The use of any controlled drug other than under medical supervision is illegal and strictly forbidden. Disciplinary Action will be taken against any employee believed to be abusing drugs or other substances.

Some proprietary or prescribed medicines may have a detrimental effect on the ability of employees to carry out certain tasks. Employees must inform management if such medicines are being taken so that a decision can be made as to their suitability to accompany a group.

2.1:6 The risk assessment carried out by the group leader prior to the trip will have identified the number and skills of employees necessary to supervise the group for various activities and at different times through the day and night. At least this number of employees must respond to group needs during both normal circumstances and in case of emergency. The number identified by the risk assessment:

- must be available at the required time;
- must not consume alcohol under any circumstances.

2.1:7 To avoid confusion and, if appropriate a written report should be prepared naming employees who are “on duty” and the time they are required. Employees should be informed of this rota. If at times extra staff are deemed to be “off duty” these staff may consume alcohol but in moderation.

2.1:8 The school/youth club should have a clearly defined policy on dealing with smoking. The general policy of this Authority is to discourage smoking. However, a strict ban may not be possible therefore the following steps should be taken to designate smoking areas.

2.1:9 The following steps should be taken to designate a suitable smoking area:

- Many public places, transport and accommodation providers have their own “house rules” and these should be obeyed by everyone in the group;
- In the absence of “house rules” the group leader should set aside a room or area for the use of smokers if such a place is available;
- The smoking area should be designated using the criteria set out in the Council’s smoking policy;
- Under no circumstances should smoking be allowed in bedrooms or dormitories;
- In most cases group members under the age of 16 should be prohibited from smoking. In exceptional circumstances the rules used in residential homes should be followed.

In these circumstances the following procedure should be adopted:

- A smoking area separate from any adult smoking area or general recreation area should be designated;
- The smoking area should be restricted to smokers only;
- Smoking should be restricted to designated areas;
- Employees or volunteers must not buy cigarettes etc for young people under the age of 16.

Employees or volunteers should not smoke in front of children. Adults may withdraw at agreed times in order to smoke always ensuring that adequate supervision remains for the group.

## **2.2 Responsibilities in schools**

- 2.2:1 The Head is in charge of the internal organisation, management and control of the school, and is responsible for seeing that all school visits comply with the LA's guidance. In addition, and in order to discharge the duty of care towards the pupils, the headteacher must be reasonably satisfied about the preparations and arrangements for the visit. This is particularly important to note as responsibility for specific details can be delegated to another member of staff, usually the teacher in charge of the visit. The delegation must be a reasonable one in all circumstances.
- 2.2:2 In the organisation of any visit, overnight stays or hazardous activities the member of staff responsible for this should obtain written permission from the Headteacher. In addition, for an extra curricular programme such as those organised by Departments of Physical Education the Headteacher should give a signed agreement to the Head of P.E. that the scope and extent of the extra curricular programme has been approved at the beginning of the academic year.
- 2.2:3 The LA's duty of care for pupils on a school visit is exercised through the teachers who are the LA's employees and, consequently the LA is responsible for the negligence of any teacher on a school visit, when a teacher is acting in the course of his or her employment.
- 2.2:4 School governors now have statutory responsibilities which include extra curricular activities such as school journeys and visits. In respect of those visits that specifically require the governors' consent, the governors will need to satisfy themselves that administration for the visit follows LA guidance.

## **2.3 Responsibilities in the Youth Service**

- 2.3:1 The Principal Youth Officer is responsible for ensuring that all activities comply with the LA's guidance. This responsibility is delegated to the worker in charge under the guidance of his/her line manager who must be reasonably satisfied with regard to the preparations and arrangements made related to any activities. The line manager also has responsibility for ensuring that LA guidelines are adhered to or referred to the appropriate Senior Officer.

## **2.4 Types of Visit**

- 2.4:1 The possible types of visit were outlined in paragraph 1.1:1 and these can be further summarised in the following way:
- Non-hazardous visits of a day or less (categories (i) and (ii));
  - Visits involving an overnight stay (categories (iii) and (v));
  - Visits involving hazardous activities (categories (iv) and (v)).

## **2.5 Non-hazardous visits of a day or less (Categories (i) and (ii))**

- 2.5:1 Headteachers, Senior Youth Officers and other party leaders should satisfy themselves that appropriate arrangements have been made to ensure the health, safety and welfare of pupils. Leaders and other accompanying staff should make appropriate efforts to become familiar with the area/venue, which they are going to visit. This will include arrangements for adequate supervision, clear instructions on where to go, when and where to return to and what to do in case of an emergency.
- 2.5:2 What is appropriate here will vary from one activity to another; it would be unrealistic to expect staff engaged in a day visit to a local museum to go to the same lengths to familiarise themselves as staff engaged in a day visit at an unfamiliar location some distance away.
- 2.5:3 Whilst the approval of the Director is not required for these visits the group leader must satisfy both themselves, the Headteacher and Senior Youth Officers that all reasonable safety precautions are taken.
- 2.5:4 Form MSH2 (Appendix 1) is a useful checklist for party leaders to ensure that safety issues are considered prior to and immediately after your arrival at your destination. The checklist is not exhaustive but should prove useful in focusing attention on pertinent issues. Such information should be retained in a manner that can be added to after future visits and/or viewed prior to any planned visit with the ultimate objective of an approved list of venues.

## **2.6 Visits involving an overnight stay (Categories (iii) and (v))**

- 2.6:1 It is essential that all persons involved in the organisation of any overnight stays considers certain issues relating to health, safety and welfare for whom they are responsible.
- 2.6:2 Form MSH1 - Overnight Accommodation Questionnaire (Appendix 2), should be completed and forwarded to the organising body e.g. travel company or the person in charge of the location. The form asks for relevant information which will assist in deciding the suitability of the location.
- 2.6:3 This information must be received by the school/youth club before consideration is given for approval of the location for an overnight stay, and must be obtained sufficiently in advance to enable a pre-inspection to take place if it is considered necessary. The completed form should be returned to the Director of Children's Services at the same time as other Forms for notification/approval (see Section 13 of this document).
- 2.6:4 As a pre-visit and on-site checklist for party leaders MSH2 should be consulted. The party leader should ensure that all members of the party are briefed on local safety rules, fire precautions and any other relevant information.
- 2.6:5 These guidelines can be adopted for all types of accommodation and in particular where residential visits or activities involve the use of facilities or accommodation which are not under the control of the Local Authority.

2.6:6 Although these guidelines are for use by the Local Authority employees, the information may be adapted for use by other associated organisations including voluntary services. Such bodies must realise that adopting use of the guidance does not then involve the Local Authority or absolve them of their legal responsibilities.

## **2.7 Visits involving Hazardous Activities (Categories (iv) and (v))**

2.7:1 Hazardous activities have been referred to in Section 1.6 of this document. Full guidance on particular hazardous activities is detailed in the Policy and Guidance documents HS/ECS/039 "Safety in Physical Education" and HS/ECS/037 "Safety in Outdoor Education". These documents must be consulted before any teacher/youth worker/leader organises any hazardous activities.

2.7:2 Pupils and young people/teachers and youth workers ratios will need to conform to the Authority's guidelines. Staff/instructors will need to be qualified either by holding the appropriate National Governing Body award, by Local Authority validation, or by some other approved means. Familiarity with the environment e.g. weather conditions and variations, terrain, water etc in which the activity is to take place should be regarded as essential.

2.7:3 The LA recognises its role as a facilitator and enabler by organising and implementing a programme of courses for teachers and youth workers seeking either to improve their own personal skills or indeed to qualify for one of the many awards made by the various national bodies governing the respective activities in Physical and Outdoor Education. The LA will maintain a current register of validated and appropriately certificated persons. The proforma to be used by individuals to supply the relevant information is detailed in Appendix 3.

2.7:4 The British Canoe Union, the Royal Yachting Association, the British Mountaineering Council, the British Trampoline Federation, the British Gymnastics Association are examples of National Governing Bodies which have schemes offering qualifications within their particular discipline and the LA accepts its responsibilities, within its budget limits, to provide opportunities for those who teach or coach particular aspects of Physical and Outdoor Education to gain the appropriate qualifications

2.7:5 In many instances, teachers and youth leaders can demonstrate both personal and teaching skills up to and beyond the recommended levels of expertise required to use county equipment and facilities. If staff do not possess formal national qualifications, it is the responsibility of Headteachers, Governing Bodies and Youth Officers to ensure that those in charge of groups have been approved by the Local Authority and are validated to teach a specific activity. If any doubt exists as to the competence of the group leader, clarification should be sought from the LA.

2.7:6 Schools and youth clubs who use non-LA centres and instructors for hazardous activities should satisfy themselves that the central staff possess the relevant qualifications for the activities in which they are instructing and that the ratios of adult to young people are within the guidelines detailed in the policy and guidance document H005/02 "Safety in Outdoor Education".

2.7:7 In using non-LA centres schools/youth clubs should inform the LA whether they would recommend any particular centre for use by other schools.

## **2.8 Transport**

2.8:1 Important requirements relating to the driving of school or hired buses abroad are included in the Authority document Health & Safety HS/ECS/044.

### School minibuses

2.8:2 The use of school/youth club minibuses for the transport of pupils/young people on educational visits, overnight stays and hazardous activities should be in accordance with the LA policy and guidance issued on this subject in HS/ECS/044.

2.8:3 The minibus driver must:

- observe LA and/or governing body guidance, where appropriate;
- not drive when taking medication or undergoing treatment that might affect their ability or judgement;
- know what to do in an emergency;
- know how to use fire fighting and first-aid equipment;
- avoid driving for long periods and ensure that rests are taken when needed;
- clarify and comply with transport regulations and the requirements of the vehicle's insurance cover;
- take into consideration the effects of teaching and the working day;
- have regular medical checks eg eyesight.

2.8:4 Drivers of any vehicle must ensure that they have the correct entitlement on their licence. The law on driver licensing no longer permits car drivers who pass their test after 1 January 1997 to drive minibuses without passing a Passenger Carrying Vehicle (PCV) driving test or unless they are driving under a Section 19 Permit. This does not apply to existing licence holders who are over 21 years of age.

### Hiring of Coaches

2.8:5 Schools must check that seat belts are fitted when making requests to hire coaches. All coaches, by law, should have seat belts fitted. Some companies may send buses, or offer service vehicles which do not legally require seat belts. This can cause problems when parents expect their children to have access to a seat belt. For further information contact Dave Baker, Health and Safety Officer (Tel No. 0151-666-5602).

2.8:6 Schools should be prepared to delay, or cancel, any trip if the transport is not suitable, eg if no seat belts are fitted, or if there is inadequate storage space for luggage.

## **2.9 Transporting children in parents' cars**

2.9:1 Schools who use parents/adults to transport children for extra curricular activities or educational visits must make sure that they have checked with the drivers that they have a full current driving licence; that the car is roadworthy; they have adequate insurance (see Insurance Section) and that all children will wear seat belts.

2.9:2 The parents/adults should only transport groups of children, and never be alone with a child who is not their own. If possible, the drivers should be police cleared. **See paragraphs 3.3 ref vetting of helpers.**

2.9:3 The names of the children that they are transporting should be kept by the school so that, should an accident occur, the school is aware of which children are involved.

2.9:4 A sample questionnaire is available in Appendix 9 of this document so that parents and adults are aware of these issues before they transport children. Parents of children who will be using this private transport should also be made aware of these facts before the journey starts.

**For further information on supervision during transport of pupils, please see paragraphs 3.8**

## **2.10 The Oaklands Outdoor Education Centre**

2.10:1 Wirral's Outdoor Education Centre known as The Oaklands Centre operates within the Wirral Authority's Safety Policy. The Centre which is situated in the Conwy Valley in Wales is licensed under the Adventure Activities Licensing Regulations (1996) and assures the highest standards of safety at all times. Further details can be found in Appendix 12.

### **3. SUPERVISION**

3.1 For every educational visit there should be a group leader who manages the whole visit. However, for individual activities within the visit, it is better for groups to be small, each with a supervisor, who will normally be a teacher or another member of the school or employer's staff.

3.1:1 Supervision is most effective when:

- the aims and objectives of the visit are clearly understood by all the supervisors and ideally the pupils;
- the visit and activities have been carefully risk-assessed and will be managed safely;
- supervisors and pupils have contributed to the overall plan, including the risk assessment and risk management;
- the group leader has laid down clear guidelines for standards of behaviour and everyone on the visit has agreed them;
- supervisors have a reasonable knowledge of the pupils, including any special educational needs, medical needs or disabilities;
- each activity has a bad weather alternative (plan B)

### **3.2 Staffing Ratios**

3.2:1 The Authority does not lay down strict pupil/young people: teacher/youth worker ratios for educational visits and overnight stays. Teachers/youth workers should use their professional judgement in assessing the degree of supervision required in the light of their own knowledge their pupils/young people (including those with special educational needs), the members of staff involved, the nature of the activity. They should also consider the number of adult helpers e.g. parents that there may be and ensure that these have been 'police cleared'. In addition to the teacher in charge there should always be enough supervisors to cope effectively with an emergency situation.

3.2:2 However, the Authority recommends that the following figures should be used as a guide for such trips as visits to local historical sites, museums or local walks in normal circumstances:

<b>Reception</b>		<b>1 adult to 4 pupils</b>
<b>Years 1-3</b>	-	<b>1 adult to 6 pupils</b>
<b>Years 4-6</b>	-	<b>1 adult to 10 pupils</b>
<b>Years 7-9</b>	-	<b>1 adult to 15 pupils</b>
<b>Years 10-13</b>	-	<b>1 adult to 20 pupils</b>

For trips abroad            1 adult to 10 pupils.

Group leaders should complete a Risk Assessment of the trip and ensure that there is an appropriate safe supervision level for their particular group.

3.2:3 The Authority does lay down strict pupil/young people: teacher/youth worker ratios for hazardous activities. These are detailed in the Policy and Guidance Document: "Safety in Outdoor Education" (HS/ECS/037). This document also states the recommended qualifications needed to lead or instruct pupils in the various hazardous activities.

### **3.3 Use of Parents/Volunteers**

3.3:1 Parents/volunteers may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and pupil group.

3.3:2 The group leader needs to be clear about procedures for vetting volunteers who wish to be supervisors or drivers, in particular for residential visits. The suitability of potential supervisors should be assessed by the group leader and the headteacher at an early stage of the planning process. Where there is any doubt about suitability further investigations should be made and if any doubt remains the adult should not be allowed to help supervise the visit. Similar considerations should be made for adults who have no supervisory role but who wish to take part in the visit.

3.3:3 The Education (Teachers) (Amendment) Regulations 1998, which came into force on 1 August 1998, made changes to the law with the aim of preventing people who are barred by the Secretary of State from being directly employed by an LA, school or further education college from getting round the ban by either:

- working as a volunteer; or
- working in a business that is contracted to provide services to schools, further education institutions, or pupils attending them.

3.3:4 The amendment means that List 99 checks should be carried out on volunteers and staff employed by contractors who will have regular contact with children and young people attending the school on or off the premises.

3.3:5 For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone with a pupil wherever possible.

3.3:6 This does not mean that every volunteer who helps to supervise an educational visit will have to obtain a disclosure. Parents and others who from time to time help teachers to supervise local visits need not necessarily be CRB-checked (though they should be verified as competent in their allotted tasks and trained and briefed as necessary), Volunteers helping teachers to supervise a residential visit should be checked. Anyone should be checked if they are likely to be in sole charge of a pupil under 18 on a one-to-one basis.

3.3:7 All contractor staff likely to have access to young people as part of their normal duties should be CRB-checked. The Educational Visits Co-ordinator (EVC) should obtain assurances that this has happened.

3.3:8 All adult supervisors, including teachers and parent/volunteer helpers, must understand their roles and responsibilities at all times. It may be helpful to put this in writing. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those likely to cause trouble. Teachers retain responsibility for the group at all times.

3.3:9 Supervision can be close or remote, but is always 24 hours:

- close supervision occurs when the group remain within sight and contact of the supervisor;
- remote supervision occurs when, as part of planned activities, a group work away from the supervisor, but is subject to stated controls (eg during certain Duke of Edinburgh's Award expeditions). The supervisor is present though not necessarily near or in sight, but his or her whereabouts are known;
- down time or recreational time – for example during the evenings – may involve close or remote supervision, but should not be unsupervised – the supervisors continue to be in charge.

### **3.4 Close Supervision**

3.4:1 Close supervision normally means that all supervisors:

- have prior knowledge of the group;
- carry a list/register of all group members;
- regularly check that the entire group is present;
- have appropriate access to First Aid.

It is essential that everyone involved in the visit understand the supervision arrangements and expectations. Potential danger points can occur when rearranging groups, in particular:

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

It is, therefore, important that the supervisor:

- clearly takes responsibility for the group when their part of the programme begins, particularly making certain that all group members are aware of the changeover;
- clearly passes on responsibility for the group when their part of the programme is concluded, together with any relevant information ensuring that the group members know who their next supervisor is.

3.4:2 There may be some benefit in differentiating between a group leader/supervisor (ie the school representative), and an activity leader (who may, for example, be an instructor at an outdoor center).

### **3.5 Remote Supervision**

3.5:1 The aim of visits for older pupils may be to encourage independence and investigative skills, and some of the time on visits such as trips abroad and fieldwork may be unsupervised. The group leader should establish during the planning stage of the visit whether the pupils are competent in remote supervision and should ensure parents have agreed this part of the visit. The group leader remains responsible for pupils even when not in direct contact with them.

3.5:2 Parents should be told, before the visit, whether any form of remote supervision will take place.

3.5:3 Some adventurous activities – such as those under the Duke of Edinburgh Awards – requires pupils to work in small groups without direct supervision. Particular attention needs to be given to the information provided to pupils before supervision can be withdrawn.

3.5:4 The training given to pupils must be sound and thorough and should be assessed separately. The instructor should have the appropriate qualifications or experience to provide training in the activity. The group leader should be satisfied that the pupils have acquired the necessary skills and have the necessary experience, confidence, physical ability and judgement to be left without direct supervision.

3.5:5 The withdrawal of direct supervision should be a gradual four stage process:

- accompanying the group;
- shadowing the group;
- checking regularly at agreed locations;
- checking occasionally at agreed locations.

Pupils should be familiar with all equipment used or taken without direct supervision and, in addition to training, an initial element of adult supervision in the use of equipment may be required. The condition and suitability of any equipment, particularly safety equipment, taken or used during these activities should be assessed separately.

3.5:6 In addition when supervision is remote:

- groups must be sufficiently trained and assessed as competent for the level of activity to be undertaken, including First Aid and emergency procedures. Remote supervision will normally be the final stage of a phased development programme;
- pupils will be familiar with the environment or similar environments and have details of the rendezvous points and the times of rendezvous;
- clear and understandable boundaries will be set for the group;
- there must be clear lines of communication between the group, the supervisor and the school. Do not rely exclusively on mobile phones;

- the supervisor should monitor the group's progress at appropriate intervals;
- the supervisor will be in the expedition or activity area and able to reach the group reasonably promptly should the group need support in an emergency;
- there should be a recognizable point at which the activity is completed;
- there should be clear arrangements to abandon the activity when it cannot be safely completed.

### 3.6 Down Time

3.6:1 Group leaders should ensure that pupils continue to be properly supervised during downtime before, between and after activities, including the evenings on residential visits. A group occupied in study or activity is far safer than a group left to its own devices in an unfamiliar environment. Too much unstructured free time in a residential programme can allow time for mischief, bullying, homesickness and wandering off from the body of the group.

3.6:2 It is good practice to:

- ensure that all staff and pupils understand the standards of behaviour that apply at all times, not just during activities;
- ensure that handover between activities is properly supervised, with a named supervisor responsible for the group if there is down time between activities;
- ensure that all supervisors understand that their supervisory role continues in the evening – however hard a day it has been, it is not a time to relax in the bar or in front of the TV;
- use down time in the evening, or at the beginning of the day to brief the group on the planned activities for the day to come, eg the planned learning outcomes, specific health and safety issues, meal and break times etc;
- use down time after activities for individual reflection on personal learning outcomes, and group discussion about the highs and lows of the day;
- apply the advice contained in **Remote Supervision** above, adapted as necessary, if it is felt reasonable to allow pupils some time without close supervision;
- occupy the group with mildly active, non-academic activities in the evening, eg craft activities, environmental activities, quizzes, team challenges, led-walks.

### 3.7 Night Time

3.7:1 Group leaders should ensure that:

- the group's immediate accommodation is exclusively for the group's use;

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

3.7:2 Do not be lulled into a sense of false security by local assurances, such as 'no need to lock doors in this part of the country'. The presence of the group may attract unwelcome attention that is unusual in the locality.

### **3.8 Travel**

3.8:1 A driver cannot safely drive and supervise children at the same time. Group leaders should ensure that:

- transport by road has seat belts and that the pupils wear them;
- there is adequate supervision at all times when travelling;
- supervisors are reserved seats that allow them to supervise properly;
- pupils are supervised when boarding and leaving;
- extra care is taken when leaving a vehicle in a country that drives on the right as some doors may open onto the road side;
- standards of behaviour are met, and in particular that drivers are not distracted;
- smoking/alcohol etc. bans are observed;
- pupils are occupied on long journeys – this will help the journey pass quickly;
- evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear;

- there are adequate rest stops for drivers;
- head counts are carried out when the group is getting off or onto transport.

**For further information on Transport in checking the use of school minibuses and the hiring of coaches, please see Chapter 2 paragraph 2.8.**

- 3.8:2 Supervisors may include other school staff (eg support assistants or bursars), activity provider's staff or parent volunteers. All supervisors must be assessed as competent to undertake the role.
- 3.8:3 Supervisors who are not employed by the LA or school cannot hold the same responsibility as school staff. They should not normally be given sole charge of any pupils in the group unless, perhaps, for a short time in clearly defined circumstances where the teacher is readily to hand.
- 3.8:4 A condition or set of circumstances may be hazardous to one group, or to one group member, more than to another. No assumptions should be made, especially where the pupils' individual levels of knowledge are uncertain.
- 3.8:5 Supervision also involves the school management, typically through the EVC. For each visit it is good practice for the EVC to ensure that:
- the group leader and supervisors are provided with a named contact of someone who is not on the visit and is contactable at all times;
  - there is an intermediary between the group, school and parents. This is generally the named contact;
  - the group's progress is monitored by or on behalf of the EVC;
  - an alert is provided should groups not report back when expected;
  - appropriate emergency back-up services are provided where necessary.

## **4. RESPONSIBILITIES OF THE LOCAL AUTHORITY (LA)**

### **4.1 The LA will:**

- Monitor educational visits being carried out by schools in the LA – including all visits which involve an overnight stay and/or hazardous activity.
- Visit schools/centres on a sample basis in order to observe activities taking place.
- Be responsible for updating documentation as and when required.
- Monitor the work of the Educational Visits Co-ordinators (EVCs) and provide training on an annual basis.
- Monitor the work of the EVCs.
- Give guidance and advice to the EVCs.
- Ensure that relevant risk assessments are completed before any overnight stay or hazardous activity takes place.
- Provide training for any teacher that requires INSET in order to improve their competence.
- Ensure that Technical Advisors are made available to Group Leaders to enable local validation to take place.
- Periodically check the suitability of the various contractors used by schools in the LA. This will involve checking on risk assessments and qualifications of persons teaching hazardous activities.
- Check the educational objectives of trips, especially those involving an overnight stay and hazardous activity.
- Check any generic risk assessments prepared externally, eg activity providers.
- Check the competencies of any teacher who wishes to take charge of hazardous activities.
- Maintain a register of staff competent to lead specific adventure activities.

## **5. RESPONSIBILITIES OF GOVERNING BODIES**

### **5.1 *Governing bodies should:***

- ensure that the headteacher and the Educational Visit Co-ordinator (EVC) are supported in matters relating to educational visits and that they have the appropriate time and expertise to fulfil their responsibilities;
- ask questions about a visit's educational objectives and how they will be met. Are the objectives appropriate to the age and abilities of the pupil group? The Governors should challenge the nature of the venture when the educational objectives are not clear or where the means to meet them do not appear to be realistic. Governors offering professional advice to schools, should be aware that their professional indemnity insurance is unlikely to cover them for unpaid advice;
- help to ensure that early planning and pre-visits can take place and that the results can be acted upon;
- ensure that bookings are not completed until external providers have met all the necessary assurances. Also, ensure that specific items in the risk management – for example, overnight security, room and floor plans – are checked prior to departure;
- ensure that the headteacher and the EVC have taken all reasonable and practicable measures to include pupils with special educational needs or medical needs on a visit.
- satisfy themselves that the risk assessment has been carried out, that appropriate safety measures are in place and that training needs have been addressed;
- ensure that the headteacher/group leader shows how their plans comply with regulations and guidelines, including the school's health and safety policy document and that the headteacher/group leader reports back after the visit;
- ensure that they are informed about less routine visits well in advance;
- assess proposals for certain types of visit, which should include visits involving an overnight stay, hazardous activities, or travel outside the UK, and submit these proposals to the LA if appropriate;
- ascertain what governor training is available and relevant.

## **6. RESPONSIBILITIES OF HEADTEACHERS**

- 6.1 Headteachers should ensure that visits comply with regulations and guidelines provided by the LA and the school's own health and safety policy. Headteachers should ensure that the group leader is competent to monitor the risks throughout the visit.
- 6.1:1 Headteachers should be clear about their role if taking part in the visit as a group member/supervisor. They should follow the instructions of the group leader who will have sole charge of the visit.
- 6.1:2 Headteachers should ensure that:
- tasks are delegated to the Educational Visits Co-ordinator (EVC);
  - that arrangements are in place for the governing body to be made aware of visits so that questions can be asked as necessary;
  - ensure that arrangements are in place for the educational objectives of a visit to be inclusive, to be stated in the pre-visit documentation, and to be made known to all relevant parties;
  - Best value is obtained. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships;
  - issues identified by exploratory visits have been satisfactorily resolved within the risk assessment;
  - the accreditation or verification of providers has been checked;
  - that visits are evaluated to inform the operation of future visits;
  - the EVC keeps him or her informed of the progress of the visit and that this information is relayed to governors (and to parents as necessary);
  - the EVC has designated an appropriately competent group leader who will meet the LEA's criteria.
  - the EVC can obtain advice on less routine visits from an appropriate technical adviser as necessary;
  - there is a contingency plan (plan B), covering for example the implications of staff illness and the need to change routes or activities during the visit. The consent form should carry details of plan B;
  - time is available for the EVC to arrange for the induction and training of staff and volunteers and ensure that staff receive the induction and training that they need before the visit;
  - sufficient resources are available to meet identified training needs, including attendance at courses arranged or held by the LA;

- visit evaluation is used to inform training needs. Further staff training should be made available where a need is identified;
- the recording of any accidents are made. Accident and incident records should be reviewed regularly, and this information used to inform future visits;
- serious incidents, accidents and near-accidents are investigated;
- teachers are made aware of and understand LA guidance on emergency planning and procedures. Training and briefing sessions must be provided for school staff;
- the school has emergency procedures in place in case of a major incident on an educational visit. These should be discussed and reviewed by staff. Ensure that pupils, parents, group supervisors and others are given written details of these procedures;
- the school contact has the authority to make significant decisions. He or she should be contactable and available for the full duration of the visit 24 hours a day. He or she should be able to respond immediately at the school base to the demands of an emergency and should have a back-up person or number;
- the EVC briefs the leader and supervisors about the emergency procedures as part of the risk assessment briefing and that the leader and supervisors have ready access to them during the visit;
- the EVC impresses upon parents the importance of providing their own contact numbers which will enable the parents to be contacted in case of emergency;
- a procedure is established to ensure that parents are informed quickly about incident details through the school contact, rather than through the media or pupils;
- contractors have adequate emergency support procedures, and that these will link to school and LA emergency procedures.
- adequate child protection procedures are in place;
- all necessary actions have been completed before the visit begins;
- the risk assessment has been completed and appropriate safety measures are in place;
- training needs have been assessed by a competent person and the needs of the staff and pupils have been considered;
- the group leader has experience in supervising the age groups going on the visit and will organise the group effectively;
- the group leader or another teacher is suitably competent to instruct the activity and is familiar with the location/centre where the activity will take place;

- group leaders are allowed sufficient time to organise visits properly;
- non-teacher supervisors on the visit are appropriate people to supervise children;
- ratio of supervisors to pupils is appropriate;
- the LA and governing body has approved the visit, if appropriate;
- parents have signed consent forms;
- arrangements have been made for the medical needs and special educational needs of all the pupils;
- adequate first-aid provision will be available;
- the mode of travel is appropriate;
- travel times out and back are known including pick-up and drop-off points;
- there is adequate and relevant insurance cover, see Chapter 13;
- they have the address and phone number of the visit's venue and have a contact name;
- a school contact has been nominated (this may be the headteacher) and the group leader has details;
- the group leader, group supervisors and nominated school contact have a copy of the agreed emergency procedures;
- the group leader, group supervisors, LA and nominated school contact have the names of all the adults and pupils travelling in the group, and the contact details of parents and the teachers' and other supervisors' next of kin;
- there is a contingency plan for any delays including a late return home;
- the headteacher should ensure that banking arrangements are in place to separate the visit's receipts from other school funds and private accounts;
- the headteacher should reach a pre agreement with parents on whether any funds left surplus after the visit will be returned to parents or retained for another visit.

## **7. RESPONSIBILITIES OF THE EDUCATIONAL VISITS CO-ORDINATOR (EVC)**

- 7.1 The Educational Visits Co-ordinator (EVC) should be involved in the planning and management of all educational visits, including adventure activities led by school staff.
- 7.1:1 The main responsibilities of the EVCs are to:
- liaise with the LA to ensure that educational visits meet the LA requirements including those of risk assessment;
  - support the head and governors with approval and other decisions;
  - assign competent people to lead or otherwise supervise a visit;
  - assess the competence of leaders and other adults proposed for a visit. This will commonly be done with reference to accreditations from an awarding body. It may include practical observation or verification of experience;
  - organise the training of leaders and other adults going on a visit. This will commonly involve training such as first aid, hazard awareness etc;
  - organise thorough induction of leaders and other adults taking pupils on a specific visit;
  - make sure that Criminal Records Bureau disclosures are in place if required for any adult other than teacher accompanying the trip;
  - work with the group leader to obtain the consent or refusal of parents and to provide full details of the visit beforehand so that parents can consent or refuse consent on a fully informed basis;
  - organise the emergency arrangements and ensure there is an emergency contact for each visit;
  - keep records of individual visits including reports of accidents and 'near-accidents' (sometimes known as 'near misses');
  - review systems and, on occasion, monitor practice.
  - **ensure that form 6 is sent to the LA at least 14 days before any trip involving an overnight stay or hazardous activity takes place.**

## **8. RESPONSIBILITIES OF GROUP LEADERS**

- 8.1:1 One teacher, the group leader, should have overall responsibility for the supervision and conduct of the visit and should have regard to the health and safety of the group. The group leader should have been appointed or approved by the headteacher or the governing body. The group leader should:
- obtain the headteacher's prior agreement before any off-site visit takes place;
  - follow the LA regulations, guidelines and policies;
  - appoint a deputy;
  - clearly define each group supervisor's role and ensure all tasks have been assigned;
  - be able to control and lead pupils of the relevant age range;
  - be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity will take place;
  - be aware of child protection issues;
  - ensure that adequate first-aid provision will be available;
  - undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
  - undertake and complete a comprehensive risk assessment. See chapter 12;
  - review regularly undertaken visits/activities and advise the headteacher where adjustments may be necessary;
  - ensure that teachers and other supervisors are fully aware of what the proposed visit involves;
  - have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed;
  - ensure that ratio of supervisors to pupils is appropriate for the needs of the group. See Ratios, para 3.2;
  - consider stopping the visit if the risk to the health and safety of the pupils is unacceptable and have in place procedures for such an eventuality;
  - ensure the group supervisors have details of the school contact;
  - ensure the group supervisors and the school contact have a copy of the emergency procedures;

- ensure that the group's teachers and other supervisors have the details of pupils' special educational or medical needs which will be necessary for them to carry out their tasks effectively.

## **8.2 The Group Leader should consider the following additional guidelines when organising a trip.**

### **8.2:1 Preparation**

1. Reason for visit eg:
  - (a) To cover National Curriculum requirements;
  - (b) To complement topic work;
  - (c) Fieldwork may be the most appropriate way of achieving aims and objectives given;
  - (d) To provide practical experience;
  - (e) An opportunity to develop personal and social skills;
  - (f) End of term school trip.
  
2. Decide which suggested venue links best with reason for visit.
  
3. Recognise the importance of a preparatory visit to the site:
  - (a) Date of visit - (consider time of the year);
  - (b) To plan the work - specify areas to be covered;
  - (c) To identify possible Hazards or sensitive areas (Risk Assessment form);
  - (d) Is the party to be joined by local specialists;
  - (e) Plan realistic timetable;
  - (f) Refreshment stops (indoor or outdoor lunch facilities);
  - (g) Toilet stops;
  - (h) Coach parking;
  - (i) Place to leave bags;
  - (j) Wheel chair access;
  - (k) Shop;
  - (l) Wet weather options;
  - (m) Costings - free places - method of payment (cash, school cheques?);
  - (n) Confirm visit in writing;
  - (o) Medical provisions;
  - (p) Administration forms to be completed.
  
4. Contact transport - be aware coach may not have luggage space - get confirmation in writing.
  
5. Cost trip - take into account any eventualities.
  
6. Insurance:
  - (a) Additional insurance cover (if necessary);
  - (b) Be aware minimum charge from most companies;
  - (c) Be familiar with appropriate DfES requirements.
  
7. Complete appropriate Forms: MSH2, MSH1 and Form 6.

8. Collect parental consent/disclaimer reply slips and voluntary contributions. Remembering to keep a careful record of each payment.
9. Notify children/parents of any particular garments or food required on visit.
10. Ensure that pupils and helpers are fully and appropriately briefed and that if possible, basic techniques to be used have been taught in advance and that they are aware of alternative programme in case of bad weather.
11. Organise parental meeting - if residential:

- medication
- bed wetting
- medical forms
- any worries or concerns.

12. Advise canteen staff of:

- (a) Number of children not requiring school meals
- (b) Number of children on free school meals requiring a packed lunch.

13. Infection free - if residential.

14. Product of visit:

- (a) Exhibition
- (b) Photographs
- (c) Work book
- (d) Drama work.

15. Ensure that everyone is familiar with appropriate Codes of Conduct eg:

- Country Code
- School Code of Conduct
- Outdoor Studies Code.

16. First Aid.

17. Mobile phone.

#### 8.2:2 On the morning of the visit

1. Take the parental consent forms on the visit.
2. Give each supervising adult a register of the visiting group/class. (The register should have names, addresses and home phone number.)
3. Check that you have a suitable first-aid kit.
4. Be aware of relevant health problems within the group e.g. asthmatics should have their inhalers with them.

5. Take a roll call before leaving school. Note absentees.
6. Remember camera and film, sick bucket.
7. Remember cheque book, if necessary.
8. Worksheets.
9. Resources.
10. Before coach departs check number on board.
11. Identification (Special Needs).
12. Change/phone card for telephone calls.

#### 8.2:3 During visit

1. As soon as the group arrive at the destination the group leader should ensure that the venue is suitable for the visit to continue.
2. In the case of an overnight stay the group should be made aware of the safe means of escape in case of fire and where the group should assemble.
3. As soon as practicable the group leader should carry out a fire drill so that pupils are aware of procedures and carry them out safely and effectively.
4. The duty rota should be made known to all staff and pupils for the length of the visit.
5. Establish contact point if you get lost.
6. At the venue, keep a watchful eye on your group. Take a roll call after lunch.
7. Revise timetable and Codes of Conduct.
8. Reduce hazards by ensuring structured activities and group procedures.
9. Count equipment in and out.
10. Collect work in.
11. Before coach departs venue, check number on board.

#### 8.2:4 At the end of the visit

1. On arrival back at the school/youth club pupils should not be allowed to leave earlier than the time indicated to parents/guardians.
2. If teachers/youth workers have been notified that parents/guardians will pick up pupils/young people at a particular time, those pupils/young people must remain with the teacher/youth worker until they are collected.

3. In consultation with accompanying adults the teacher/youth worker in charge of the visit should carry out an evaluation of the visit in terms of its success, suitability, accessibility, and meeting of pre-determined objectives. This evaluation should be kept 'on file' for future reference. Teachers/youth workers should consider whether the venue was one which could be recommended to other schools/youth clubs.

### **8.3 Head counts**

Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue. All supervisors should carry a list of all pupils and adults involved in the visit at all times. Pupils, should be easily identifiable, especially if the visit is to a densely populated area. Brightly coloured caps, T shirts or a school uniform can help identify group members more easily. Pupils should not wear name badges. But some schools find it useful to provide pupils with badges displaying the name of the school and its emergency contact number. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the group.

### **8.4 Sun Awareness and Protection Guidelines**

There is increasing evidence that excessive sun exposure, and particularly sunburn under the age of 15, is a major risk factor for skin cancer later in life. If the group is likely to experience excessive sun exposure please read the further guidance outlined in Appendix 10.

### **8.5 A flow diagram indicating the major steps involved when organising an Educational Visit is shown in Appendix 11.**

## **9. RESPONSIBILITIES OF TEACHERS AND ADULT VOLUNTEERS**

9.1 Teachers on school-led visits act as employees of the LA, whether the visit takes place within normal hours or outside those hours, by agreement with the headteacher and governors.

9.1:1 Teachers must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances. They should:

- follow the instructions of the group leader and help with control and discipline;
- consider stopping the visit or the activity, notifying the group leader, if they think the risk to health or safety of the pupils in their charge is unacceptable.

### **9.2 Adult Volunteers**

9.2:1 Non-teacher adults on the visit should be clear about their roles and responsibilities during the visit. Non-teacher adults acting as supervisors must:

- do their best to ensure the health and safety of everyone in the group;
- not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment;
- follow the instructions of the group leader and teacher supervisors and help with control and discipline;
- speak to the group leader or teacher supervisors if concerned about the health or safety of pupils at any time during the visit.

### **9.3 Responsibilities of pupils**

9.3:1 The group leader should make it clear to pupils that they must:

- not take unnecessary risks;
- follow the instructions of the leader and other supervisors including those at the venue of the visit;
- dress and behave sensibly and responsibly;
- If abroad be sensitive to local codes and customs;
- look out for anything that might hurt or threaten themselves or anyone in the group and tell the group leader or supervisor about it.

9.3:2 Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways wherever possible.

## **9.4 Parents**

- 9.4:1 Parents should be able to make an informed decision on whether their child should go on the visit. The group leader should ensure that parents are given sufficient information in writing and are invited to any briefing sessions.
- 9.4:2 The group leader should also tell parents how they can help prepare their child for the visit, for example, reinforcing the visit's code of conduct. Parents should also be asked to agree the arrangements for sending a pupil home early and who will meet the cost.

## **10. INFORMATION FOR PARENTS/GUARDIANS**

### **10.1 Information for Parents/Guardians**

- 10.1:1 A description of what is involved in the educational visit, overnight stay or hazardous activity must be given to parents/guardians at an early stage in the planning of the activity in order that they may be thoroughly informed before agreeing to their child's participation.
- 10.1:2 Parents have every right to expect information about the purpose and education value of the trip, which includes:
- (i) The nature of the activities to be undertaken.
  - (ii) The name, address and any telephone number of the destination and any other bases.
  - (iii) The composition of the party (age ranges and sex) and the name and relevant experience of the teacher/youth worker in charge and accompanying staff.
  - (iv) Where appropriate, parents should have the details of other adults accompanying the party and staff contacts at home.
  - (v) The date, time and place of departure and return, and arrangements for collecting and dispersing the children.
  - (vi) Methods of travel and the name of any travel company being used.
  - (vii) Details of the activities during the visit (specifying any hazardous activities) and arrangements for supervision both generally and during specific activities. The parents will also need to have details of any times when the pupils/young people will not be directly supervised.
  - (viii) The cost and what it covers, together with details of the deposit.
  - (ix) The date after which the deposit cannot be returned if cancelling.
  - (x) Details of pocket money.
  - (xi) Staff responsible for money.
  - (xii) Details of the insurance cover.
  - (xiii) Details of the rules and the code of conduct applying on the visit.
  - (xiv) Details of communication arrangements between the leader and the school/youth club in the event of any emergency.
  - (xv) Details of any inoculations that are necessary.
  - (xvi) Whether there are pupils/young people in the group who have health problems.
  - (xvii) A check list of clothing and other items to take.
- 10.1:3 In the case of day visits such information may not be as detailed and can be given to the parents/guardians in writing. In the case of overnight visits and hazardous activities it may be more appropriate to invite parents/guardians to a meeting where a full discussion can take place. The salient points such as times of programme and insurance arrangements, should then be confirmed in writing.
- 10.1:4 If major changes to the programme need to be made after the visit has started, arrangements must be made to inform parents/guardians accordingly. This also applies if the time of return is significantly different from that scheduled. For this reason, a teacher/youth worker not taking part in the visit must be nominated as a contact for the duration of the visit and must be readily available.

## **10.2 Parental/Guardian Consent**

10.2:1 Written parental/guardian consent must be obtained for all young people under the age of 18 taking part in educational visits, overnight stays and hazardous activities.

10.2:2 Appendix 5 gives an example of a Parental Consent Form for educational visits which are non-hazardous and do not involve an overnight stay for pupils/young people under 18 (visit type: i) and ii)).

Appendix 6 gives an example of a Parental Consent Form for educational visits involving hazardous activities and/or overnight stays for pupils/young people under 18 (visit type: iii), iv) and v)).

10.2:3 Young people aged over 18 should complete their own consent form prior to taking part in educational visits involving overnight stays and hazardous activities. The Youth Service 0.18 consent form is detailed in Appendix 7.

10.2:4 If parents withhold consent absolutely the pupil should not be taken on the visit but the curricular aims of the visit should be delivered to the pupil in some other way wherever possible. If parents give a conditional consent the Headteacher will need to consider whether the pupil may be taken on the visit or not.

## **10.3 Medical History**

10.3:1 Confirmation of the participant's health and physical capabilities must be obtained from parents/guardians. Permission for any emergency medical treatment necessary should also be obtained. Details of medical conditions which may require special consideration or treatment should be known.

## **10.4 Jehovah's Witnesses**

10.4:1 It is acceptable for Jehovah's Witnesses to receive an amended consent form. Firstly, it should be a requirement that both parents/guardians sign the form and consequently the "I" throughout should be changed to "We".

10.4:2 The Declaration on each Parental Consent Form should be amended as follows:

### Appendix 5

Example of Parental Consent Form for educational visits which are non-hazardous and do not involve an overnight stay for pupils/young people under 18:

Delete the last three paragraphs (beginning 'I understand that the teacher/youth worker .....') and substitute the Declaration outlined in 10.4:3 below.

### Appendix 6

Example of Parental Consent Form for educational visits involving hazardous activities and/or overnight stays for pupils/young people under 18:

Delete the three paragraphs of the Declaration and substitute the Declaration outlined in 10.4:3 below.

10.4:3 Declaration

We understand that the teacher/youth worker in charge of the group will be acting in 'loco parentis' and in the event of an accident we agree to our son/daughter/ward receiving emergency medical treatment, which might include the use of anaesthetics as considered necessary by the medical authorities present.

However as Jehovah's witnesses we hereby expressly forbid the teacher/youth leader to authorise on our behalf any medical treatment for our child which involves any form of blood transfusion or blood product. The use of non-blood expanders will be acceptable. In recognition of this specific prohibition it is hereby understood that we hereby release the teacher/youth leader, the school and the Education Authority from any liability which might arise during the activity by virtue of this prohibition.

We understand that the teachers will inform the medical staff of our views regarding blood transfusions, but realise that they have no control over the final decision of the medical staff.

We undertake to inform the organiser as soon as possible of any change in the medical circumstances of our son/daughter/ward; between the date on which we completed this form and the commencement of the journey.

We understand that Wirral Borough Council is insured in respect of its legal liabilities only and that there is no personal accident, or other cover, unless we have been advised specifically by the organiser. Accidents may arise for which the Council is not responsible. Parents/guardians may wish to obtain suitable insurance to cover such eventualities.

10.4:4 Appendix 7

Example of 0.18 Consent Form for young people over 18.

The first paragraph of the Declaration should be deleted and substituted by the following:

I agree to receiving emergency medical treatment, which might include the use of anaesthetics, as considered necessary by the medical authorities present.

As a Jehovah's Witness I hereby expressly forbid anyone to authorise on my behalf any medical treatment which involves any form of blood transfusion or blood product. The use of non-blood expanders will be acceptable. In recognition of this specific prohibition it is hereby understood that I hereby release the Education Authority from any liability which might arise during the activity by virtue of this prohibition.

10.4:5 Obviously if a particular child is a member of a single parent/guardian family, then the wording would have to be altered accordingly. However, where there are two parents/guardians both should sign the form to avoid problems arising if both parents/guardians are not of the same religious persuasion ie. Jehovah's Witnesses, as there could be some dispute between the parents/guardians as to the faith in which the child is being brought up.

## **10.5 Religious Cultural Considerations**

10.5:1 If a parent or guardian cannot sign the declaration for religious or cultural reasons they should consult the member of staff in charge of the visit. In such an instance the LA should be consulted for the wording of an alternative declaration.

## **11. ADVICE ON CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

- 11.1 Changes in the Disability Discrimination Act, which came into effect in September 2002, place new duties on schools not to discriminate against disabled pupils for reasons relating to their disabilities.
- 11.1:1 The EVC must check that all reasonably practicable efforts have been made during the course of risk assessment to include disabled pupils in educational visits; and to include those disabled pupils who wish to take part in educational visits out of school hours. This will usually entail discussion with the pupil, parents, group leader and other supervisors. The manager of the venue to be visited, and tour operators etc must all be involved in the discussions
- 11.1:2 Headteachers should make every effort to include pupils with special educational or medical needs in school visits, whilst maintaining the safety of everyone in the group. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.
- 11.1:3 Schools will already be familiar with the nature of a pupil's special educational needs. Any limitations or problems the pupil may have should be taken into account at the planning stage and when carrying out the risk assessment. Off-site visits may pose additional difficulties for a pupil with SEN and the behaviour of some pupils may prove challenging. The following factors should be taken into consideration:-
- Is the pupil capable of taking part in and benefiting from the activity?
  - Can the activity be adapted to enable the pupil to participate at a suitable level?
  - Will additional/different resources be necessary?
  - Is the pupil able to understand and follow instructions?
  - Will additional supervision be necessary?
- 11.1:4 It may be helpful to the pupil if one of the supervisors already knows them well and appreciates their needs fully. The group leaders should discuss the visit with the parents of pupils with SEN to ensure that suitable arrangements have been put in place to ensure their safety.
- 11.1:5 Additional safety measures to those already in place in the school may be necessary to support pupils with medical needs during visits. Arrangements for taking medication and ensuring sufficient supplies for residential visits may be required.
- 11.1:6 Enquiries should be made at an early stage about access and facilities for securing wheelchairs on transport and at residential centres etc, if appropriate.
- 11.1:7 If ramps are not going to be available in certain places, the organiser may wish to arrange to take portable ramps with them. The group leader should at an early stage assess whether manual handling skills will be needed and, if so, whether training should be sought.

- 11.1:8 All teachers supervising the visit should be given the opportunity to talk through any concerns they may have about their ability to support the child. Extra help should be requested if necessary, eg a care assistant.
- 11.1:9 If teachers are concerned about whether they can provide for a pupil's safety or the safety of other pupils on a trip because of a medical condition, they should seek general medical advice from the School Health Service or further information from the pupil's parents. For further DfES guidance see Supporting Pupils with Medical Needs: A Good Practice Guide (see Appendix 13).
- 11.1:10 The group leader should check that the insurance policy covers staff and pupils with pre-existing medical needs.

## 12. RISK ASSESSMENT

- 12.1 Risk assessment and risk management are legal requirements. For educational visits they involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to make sure no one gets hurt or becomes ill. The control measures should be understood by those involved. Risk assessments should explicitly cover how special educational needs and medical needs are to be addressed. The programme of a visit, as set out in the risk assessment and the consent form, should not be deviated from and should include details of contingency measures – plan B. The Health & Safety Executive has produced a leaflet ‘5 Steps to Risk Assessment’. (<http://www.hse.gov.uk/pubns/indq163.pdf>) as a simple guide.
- 12.1:1 A risk assessment should involve 5 simple steps:
1. Look for the hazards.
  2. Decide who might be harmed, and how.
  3. Evaluate the risks arising from the hazards and decide whether existing precautions are adequate or more should be done.
  4. Record your findings.
  5. Review your assessment and revise it if necessary.
- 12.1:2 For many schools/youth club activities the hazards encountered when running the activity are covered in LA Policy and Guidance documents. When running a visit teachers/leaders must ensure that the policy is being implemented. However, each visit will have its own specific issues which need to be assessed. Therefore teachers/leaders are asked to examine the visit they are running and complete a simple Risk Assessment form. By completing the Risk Assessment the teacher/leader can pinpoint specific hazards ie weather, travel arrangements, pupil numbers and be able to remove or reduce this hazard or report it to the headteacher/youth officer for their consideration.
- 12.1:3 This Risk Assessment should be reviewed each year and a record kept. An example form is given in appendix 8 plus a list of questions that should aid the Risk Assessment procedure.
- 12.1:4 Risk assessment for educational visits can be usefully considered as having three levels:
- **generic activity risk assessments**, which are likely to apply to the activity wherever and whenever it takes place;
  - **visit/site specific risk assessments** which will differ from place to place and group to group; and
  - **ongoing risk assessments** that take account of, for example, illness of staff or pupils, changes of weather, availability of preferred activity.

## 12.2 Generic Activity Risk Assessments

- These will be prepared by the LA. School staff do not need to prepare them unless they have accumulated specific experience or other expertise. The LA will check any generic risk assessment prepared externally (by, for example, an activity or expedition provider, tour operator, or National Governing Body) or by an EVC or other member of school staff. The generic risk assessment will typically inform the health and safety policy of the LA and associated procedures.

## 12.3 Visit/Site Specific Risk Assessment

- These are usually undertaken by the school for each venue and are amended as necessary for different groups. They should be prepared or agreed by someone trained and competent to assess risks, such as the EVC.
- Visit and site specific risk assessments should inform school based policies and procedures. These school-based procedures should complement, and not conflict with, those of the LA.

### *Examples*

- Medical needs of pupils: Control measures include ensuring the group leader is aware of the known health problems of the group; sufficient medication is provided; there are sufficient adults competent in dealing with the medical problems in the group; and there are contingency measures in place for the group to be adequately supervised if an adult has to accompany a child to hospital;
- Behaviour of pupils: Control measures include a code of rules and behaviour, agreed as far as practicable with pupils; rules for supervision (including model behaviour and example set by adults); and competence of supervisors to ensure disciplinary standards;
- Weather etc: Control measures include obtaining local intelligence of tides; potential for flooding or flash floods; likelihood of sudden weather changes in mountains; streams that can change from benign to torrents in a short time etc; planning the itinerary to take the possibility of change into account; suitable clothing; ensure pupils understand the risks and the reasons for the control measures, and having a plan B pre-assessed in case plan A has become too hazardous;
- Crossing roads, railways, rivers etc: Control measures include local intelligence; information on where the controlled or otherwise less dangerous crossing places are; ensuring appropriate levels of supervision and that pupils are aware of, and comply with, rules;
- Group management decisions: Control measures include establishing meeting and collecting points; code of rules and behaviour agreements; cultural considerations such as dress codes, holy days; induction requirements for support staff etc.

## 12.4 Ongoing Risk Assessments and Reassessments

- The group leader, or other adults with responsibility, should reassess risks while the visit is taking place. Ongoing risk assessments normally consist of judgements and decisions made as the need arises. They should be informed by the generic and visit or site specific risk assessments and take account of local expertise on eg tides, potential for flooding etc. They are not usually recorded until after the visit and should be reviewed to inform future planning. Examples of the need for ongoing risk assessment are:
  - i) Changing weather, tiredness or illness within the group, behaviour, issues with other groups at same venue etc: Control measures would often include deciding to change to the pre-assessed plan B or swapping activities on the itinerary so that the activity can be carried out on a different day;
  - ii) Emergencies: Control measures would include establishing the nature and extent of the emergency as quickly as possible; ensuring that all group members who need to know are aware of the incident and that all group members are following the emergency procedures; ensuring that if a teacher accompanies casualties to hospital, the rest of the group are adequately supervised at all times and kept together; and informing the emergency contact in the school;
- Group leaders are always in charge. They should trust their own knowledge of the young people and use their own professional judgement. This may include challenging an activity leader where the group leader's knowledge of the group is superior, or intervening to prompt a change of plan, including stopping an activity if it has become too hazardous.
- If possible an exploratory visit should be made by any teacher who is to lead a group abroad or on a residential visit or who is to instruct or lead the group in an outdoor activity such as trekking in a location that is not familiar to them. It is good practice for the teacher or other member of school staff leading a group to visit the site beforehand to gain first-hand knowledge of the area and route. This knowledge will then inform the risk assessment and pre-planning.
- An exploratory visit will give the group leader greater confidence in his or her ability to supervise the pupils. It will help the group leader to concentrate on the needs of the group rather than the unexpected demands of the environment. It should be borne in mind that overseas trekking expeditions cover a much wider range of terrain and circumstances than is found in the UK. The same good practice should be expected where some of the leadership of the group falls to a contractor.
- If it is not possible to visit the site beforehand, it is important that alternative arrangements are sufficient for an assessment to be made. Such alternatives might include obtaining advice from those with experience gained from previous visits; heeding reports of previous visits; the use of experienced and reliable local guides where appropriate; a reconnaissance visit by the group leader on arrival at the venue whilst the group remain in the hotel or hostel on residential visits. Any one or two of these, or of other measures, might not be enough for an adequate risk assessment.

## 12.5 Involving Pupils in Risk Assessment

- Pupils who are involved in a visit's planning and organisation, and who are well prepared, will make more informed decisions and be less at risk. Any type of educational visit can provide an important medium for education about risk.
- Adventure activities enable pupils to build upon their theoretical knowledge of risk management by providing active opportunities to test their knowledge in practice and develop transferable skills. Group Leaders should be aware that pupils may have an exaggerated opinion of their own ability. The risk assessment should ensure that activities are appropriate to levels of ability and progression.
- Group Leaders should also be aware that pupils engaged in assessing risks may alarm parents about the nature of the hazards to be encountered on more adventurous visits. The consent forms should adequately convey the real risks and the control measures. The statutory duty of care laid on LAs and schools by health and safety legislation remains where pupils are assigned specific tasks relating to risk assessment.

## 12.6 LA and Risk Assessment

- The LA will ensure that risk assessment training is available to all schools and youth clubs. Training and information will emphasise that risk assessment is essential to the planning of a visit and should cover the three levels of risk assessment. All supervisors on a visit should be briefed on the risk assessment and should take a copy on the trip.

## **13. INSURANCE**

### **13.1 Introduction**

- 13.1:1 Insurance is an area where misconceptions abound. It is too important to be left to chance and those involved with schools (teachers, pupils and parents) and youth clubs need to be sure of the nature and level of cover which is provided, both according to statutory requirements and that which may be additionally obtained on a voluntary basis through premium payments.
- 13.1:2 The following advice will help clarify some of the many queries which are raised. However, it does not replace the need for individuals to carry out a Risk Assessment of any proposed trip, or the need to seek information on insurance from the LA, school or professional association which is pertinent to their own circumstances.

### **13.2 Personal**

- 13.2:1 The teacher, in common with all other employed persons, is covered against industrial injuries by the weekly contribution which must be paid during employment. In addition, all employed persons have a possible claim against their employer if they sustain any bodily injury by accident arising out of, or in the course of, their employment. Compensation will only be payable where injury can be proved to be the result of negligence on the part of the employer or another employee (Employers Liability).
- 13.2:2 In respect of pupils, schools have a legal duty to take care of the well-being and safety of young people. Where a pupil is injured as the result of a breach of this responsibility, a claim for compensation may be brought.
- 13.2:3 There is no requirement for schools to make provision for loss through personal injury as the result of an accident where no blame may be attached (as in the case of Van Oppen -v- Bedford School Trustees). Personal accident insurance cover for pupils is a matter for the parents to arrange, though schools may wish to inform parents of relevant schemes which are or which become available.

### **13.3 Indemnity**

- 13.3:1 Some schools require parents to sign forms to indemnify the LA or school against any claims by pupils arising from accidents which occur during the course of school activities. These forms do not take away the responsibility of the school and teachers for the care of pupils, or remove the possibility of legal action arising from an accident
- 13.3:2 Teachers may sometimes be asked to sign indemnity forms when using external centres for activities with their pupils. When this happens and before signing, it is important that advice is sought from the LA or other appropriate source, to ensure that any existing legal protection is not thereby prejudiced or diminished.
- 13.3:3 The written consent of parents by the school should always be obtained for the participation of pupils in any activity out of school or outside the planned curriculum. Schools should have appropriate forms available for this purpose

## **13.4 Insurance Provision**

13.4:1 Teachers should be aware of the LA or school provision for insurance, including:-

### **13.4:2 Public Liability**

These claims are usually in respect of injury, or loss of, or damage to property. They could be brought by pupils/young people, their parents, visitors to the school/youth club, the owners of neighbouring premises, amongst others.

13.4:3 Trips and visits organised by the Council through LA schools, youth clubs and the like will be covered by this policy. It provides cover to the Council, its staff and any voluntary helpers (whether parents or otherwise) against legal liability for injury to people or damage to their property. It is designed to cover claims from, 'third parties' who could be pupils, club members, parents, other organisations, or members of the public.

13.4:4 Insurance companies will expect all staff, (paid or voluntary) to have experience and expertise in the activity concerned.

### **13.4:5 Employer's Liability**

Such claims would be brought by employees for injuries or disease arising out of their employment. This policy would also apply to official trips and visits. It is designed to cover the Council against its legal liability for the death, bodily injury or disease of its employees, which occurs in the course of their employment. The policy classes voluntary helpers as 'employees' even though they are not in law. So volunteers receive the same cover as Council employees. For compensation to be payable under either of these liability policies, a claimant would need to prove that the Council was legally liable.

13.4:6 Arrangements may vary so it is important that teachers make enquiries and are aware of any situations where cover may not be in place. This particularly applies when teachers are acting as an agent for an association external to their school, for example a district or county sports association.

13.4:7 Extra-curricular activities within a school are normally included in the insurance arrangements, but care should be taken to ensure that cover extends to, or is provided by, external personnel like parents who may be involved with the delivery of the programme on a voluntary basis.

## **13.5 Additional Cover for Outdoor and Adventurous Activities**

13.5:1 Staff arranging outdoor activity events being undertaken by maintained schools should clarify with the Local Authority what insurance provision exists and what additional cover may need to be taken out. Other schools, for example, Foundation schools, will need to investigate and make satisfactory arrangements of their own.

13.5:2 Special arrangements may be necessary to obtain insurance for activities abroad.

- 13.5:3 Organisers of visits should follow LA Policy and satisfy themselves that, depending on the type of trip and the area to be visited, they are covered for:-
- public liability cover claims for negligence; (Covered by LA)
  - third party liability covering claims against the Authority, or school and its employees; (Covered by LA)
  - personal accident cover for leaders, voluntary helpers and party members;
  - medical treatment;
  - transport and passenger liability;
  - high risk activities (often excluded from standard policies);
  - damage to or loss of personal or hired equipment;
  - programmed as well as non-programmed activities;
  - transport and accommodation expenses in case of emergency;
  - compensation against cancellation or delay;
  - compensation for loss of baggage and effects;
  - legal assistance in the recovery of claims;
  - failure or bankruptcy of the centre or travel company.
- 13.5:4 Cover arrangements for personal accident or injury to pupil participants in outdoor and adventurous activities may need to be considered separately.
- 13.5:5 For visits involving extensive travel, either in the UK or abroad, organisers will also need to arrange appropriate cover for third party risks when using vehicles in the European Community and other countries. Where foreign travel is planned, organisers should scrutinise carefully the list of exclusions in their policy.
- 13.5:6 Special arrangements may need to be made to cover participants with medical conditions. The group leader should always disclose these to the insurance company when applying for cover.

## **13.6 Transport**

- 13.6:1 When hiring coaches etc, the group leader should check that the company used are reputable and have appropriate insurance.
- 13.6:2 Use of school/private vehicles – group leader should check that the insurance policy for the school minibus is appropriate to the journey. Travel abroad may require extra insurance. Teachers using private cars should check that their

insurance allows them to use their vehicle on school business. Most insurance companies will provide this cover.

- 13.6:3 The Council's motor policy carries a £500 policy excess. This is applicable to damage to the minibus/vehicle and also in respect of any third party damage.

## **14. VISITS ABROAD**

14.1 Travelling abroad can be hugely rewarding for pupils and adults alike, but it is important that careful preparation takes place. Much of the earlier advice in this document applies to visits abroad, but there are some additional factors that need to be considered, not least because the legislation may be different from that of the UK. Group leaders should always comply with the school/LA policy on visits abroad. School visits abroad can be made in a number of ways.

### 14.2 Organising your own visit

14.2:1 A Headteacher or group leader may decide to organise a package abroad without the help of an outside body. Package organisers have responsibilities under Directive 90/314/EEC. This is implemented in the UK by the Package Travel, Package Holidays and Package Tours Regulations 1992 (The Package Travel Regulations). These regulations apply to packages sold or offered for sale in the UK. They define a package as a combination of any two of: accommodation, transport, or other tourist services not ancillary to transport. Most package arrangements come within scope of the regulations unless they are 'occasional' or part of an educational course programme as compared with a leisure activity such as skiing. At the time of this document's production, the legal position of packages arranged a part of an educational course is subject to the effects of a future judgement in the European Court of Justice. Headteachers should be aware of these regulations in case they are in place.

### 14.3 Organising your own transport

14.3:1 Group leaders should ensure that drivers taking groups abroad are familiar with driving the coach or minibus in the countries being visited and those en route. EC regulations require the fitment and use of a tachograph and prescribe maximum limits on driving time and minimum requirements for breaks and rest periods. These regulations apply for most drivers of school passenger vehicles when undertaking an international journey. Different licence requirements would normally apply for driving abroad. DETR can provide advice on the relevant transport legislation.

14.3:2 Factors to consider when travelling abroad include:

- the need to be aware that different legislation and regulations may apply for drivers' hours and record-keeping purposes, particularly in non-EU countries;
- EU drivers' hours and tachograph regulations normally apply to any vehicle with 9 or more passenger seats on journeys through EU countries and some countries outside the EU. In other countries, drivers must observe the domestic rules of the countries being visited. Advice on domestic rules may be obtained from the relevant embassies of the countries concerned;
- Special documentation is required for minibuses taken abroad;
- All group members should be aware of unfamiliar right-hand drive traffic. The passenger doors on UK minibuses and coaches may not open on the kerb

side in countries where travel is on the right hand side of the road. Extra care will be necessary when the group is climbing in and out of the vehicle. Detours may be necessary to ensure safety;

- Carrying capacity and loading requirements;
- DETR can provide information on legal requirements for travel abroad.

## 14.4 Using a Tour Operator

Before using a tour operator group leaders should ensure it is reputable. Ascertaining this should form part of the risk assessment. The Civil Aviation Authority licenses travel organisers and tour operators selling air seats or packages with an air transport element (Air Travel Organisers Licence of ATOL). The licence is a legal requirement and provides security against a licence holder going out of business.

14.4:1 A travel agent does not need to be an ATOL holder if acting only as an agent of an ATOL holder. But if so the group leader must check whether or not the whole package being supplied is covered by the ATOL. If it is not, the organiser must show evidence of other forms of security to provide for the refund of advance payments and the costs of repatriation in the event of insolvency.

14.4:2 There are seven bonding bodies approved by the Department of Trade and Industry:

- Association of British Travel Agents (ABTA);
- Federation of Tour Operators (FTOT);
- Association of Independent Tour Operators Trust (AITOT);
- Passenger Shipping Association (PSA);
- The Confederation of Passenger Transport (CPT);
- Yacht Charter Association (YCA);
- The Association of Bonded Travel Organisers Trust (ABTOT).

## 14.5 Planning and Preparation

It is good practice that an exploratory visit to the location should always be made. If this is not possible, the group leader should gather as much information as possible on the area to be visited/facilities from:

- The provider;
- The Foreign & Commonwealth Office's Travel Advice Unit;
- Other schools who have used the facilities/been to the area;
- The local authority/schools in the area to be visited;
- National travel offices in the UK;
- Embassies/consulates;
- Travel agents/tour operators;
- The Suzy Lamplugh Trust, a national charity for personal safety, who have produced guidance, including a book called 'World Wise: Your Passport to Safer Travel', a video of the same title, and information on the Internet. See Appendix 13 for publication details and contact addresses;
- The Internet, books and magazines.

## 14.6 Staffing the visit

Staffing ratios for visits abroad are difficult to prescribe, as they will vary according to the activity, the pupils' age and sex, the location, and the efficient use of resources. A ratio of 1 adult to 10 pupils is a general rule of thumb, but group leaders should assess the risks and consider an appropriate safe supervision level for their particular group. At least 2 of the adults should be teachers. There should be enough adults in the group to cover an emergency. Mixed gender groups should have at least one male teacher and one female teacher.

## 14.7 Preparing pupils for visits abroad

Factors to consider for visits abroad include:

- Language – particularly common phrases;
- Culture eg body language, rules and regulations of behaviour, dress codes, local customs, attitudes to gender etc;
- Drugs, alcohol-usage;
- Food and drink – group members should be warned of the dangers of drinking tap water in certain countries. In some countries it is safer to drink bottled water, and care needs to be taken with raw vegetables, salads and unpeeled fruit, raw shellfish, underdone meat or fish;
- Money – how to carry money and valuables discreetly eg money belts, zip armllets. If larger amounts of money will be needed, it is advisable to take travellers cheques;
- How to use phone abroad, money required (a BT contact card allows calls to be charged to the home number) and the code for phoning home.

## 14.8 Briefing meeting for parents

It is particularly important that parents are given the opportunity to meet the teachers and others who will be taking the pupils overseas.

## 14.9 Vaccinations

The group leader should find out whether vaccination is necessary and ensure that all members of the group have received it in good time. Check whether the country to be visited requires proof of vaccination. The Department of Health gives advice on vaccination requirements in their publication, *Health Advice to Travellers Anywhere in the World* (see Appendix 13).

## 14.10 Insurance

The group leader must ensure that the group has comprehensive travel insurance.

### **14.11 Foreign legislation**

The group leader needs to check relevant legislation, particularly on health and safety eg fire regulations.

### **14.12 Language abilities**

One of the adults with the group should be able to speak and read the language of the visited country. If not, it is strongly recommended that the leader or another learns enough of the language to hold a basic conversation and knows what to say in an emergency. It is also advisable that pupils have a basic knowledge of the local language before the visit.

### **14.13 Visas/passports**

14.13:1 The group leader should ensure that all members of the group have valid passports and visas (if appropriate) in the early stages of planning the trip. A group passport may suffice in certain circumstances.

14.13:2 Photocopies of the group's passports should be taken for emergency use. Otherwise there can be problems if someone other than the designated leader has to accompany an injured pupil back to the UK.

14.13:3 Some states may not allow in a traveller whose passport will expire within a few months of entry. The group leader or EVC should personally check the passports of all supervisors and pupils to obviate the risks of anyone being turned back from the borders of the venue country or any countries being traversed en route. The EVC or the group leader should contact the UK embassy or consulate of the relevant country or countries for details.

14.13:4 Collective Passports can be held for an approved group of usually five to fifty British nationals under 18 years of age travelling abroad in the charge of a responsible leader. The leader and deputy leader must be over 21 years old and hold a valid standard United Kingdom passport. An application costs £42 and should be submitted at least 4 weeks before the collective passport is needed. Pupils who are not British nationals cannot be named on the collective passport.

### **14.14 Nationality**

14.14:1 If the group includes pupils whose national or immigration status or entitlement to a British passport is in doubt, it is advisable to make early enquiries of the Home Office's Immigration and Nationality Directorate concerning the requirements of the immigration rules and the right of re-entry.

14.14:2 Pupils who are not British nationals will normally need a visa to travel to another EU member state unless visa exemption has been secured for them. Details of visa exemption, which is available only for members of a school group taking part in an educational visit, and not for other youth groups, are available from the Home Office on 020-8760-8773 or the British Council on 020-7389-4004.

14.14:3 Pupils who are not nationals of any EU member state may need a visa to travel from the UK to another member state. However, they may receive visa exemption if they are members of a school group. Details and forms are available from the Central Bureau for Educational Visits and Exchanges.

14.14:4 Pupils other than EU nationals may require separate passport and may need to use separate passport control channels from the rest of the group.

### 14.15 Care orders and wards of court

14.15:1 If a child is subject to a care order, foster parents will need to ensure that the Social Services Department consents to any proposed trip. If a pupil is a ward of court, the headteacher should seek advice from the court in relation to school journeys and activities abroad well in advance.

### 14.16 Emergency Medical Facilities

14.16:1 Some of these are available through reciprocal health care arrangements in European Community (EC) countries to EU Nationals. Form E111 from DSS is the certificate of entitlement to free or reduced cost treatment and must be completed by the child's parent. It is available from Post Offices or Free Phone 0800 555777.

14.16:2 It is advisable to take a contingency fund as sometimes treatment must be paid for in advance and money has to be claimed back later.

14.16:3 Doctors abroad can be expected to carry out necessary emergency treatment without parental consent but it is possible that a surgeon in another country might be reluctant to operate on a pupil unless assured that the group leader had parental authorisation to agree to such treatment. It is sensible to include a translation of the medical consent, as signed by the parent, in the relevant foreign language.

### 14.17 Paperwork

14.17:1 The group leader should ensure that they obtain and take with them:

- Travel tickets, passports and visas. It is also advisable to carry a separate list of the numbers of any travel documents/passports, and photocopies of all the group's documents in a sealed waterproof bag;
- A copy of the contract with the centre/hotel etc, if appropriate;
- Medical papers eg form E111s and significant medical histories;
- Parental consent forms and permission to group leader to authorise emergency treatment on parental behalf;
- The phone numbers and addresses, at home and in school, of the headteacher and of the school contact;

- The names of parents and the addresses and telephone numbers at which they can be contacted (home and workplace);
- Copies of a list of group members and their details;
- Details of insurance arrangements and the company's telephone number;
- The name, address and telephone number of the group's accommodation;
- Location of local hospital/medical services.

14.17: The group leader may wish to ask parents for passport size photographs of the pupils. It might be useful to have photographs of the adults in the group as well.

### 14.18 Information retained at the school

14.18:1 Full details of the visit should be retained at school while the visit is in progress. This should include:

The itinerary and contact telephone number/address of the group;

- A list of group members and their details;
- Contact names, addresses, telephone numbers of the parents and next of kin;
- Copies of parental consent forms;
- Copies of travel documents, insurance documents, medical papers;
- A copy of the contract with the centre/hotel etc, if appropriate; and
- LA emergency contact numbers.

14.18:2 It is the headteacher's responsibility to ensure this information is available at all times. This is particularly important if the visit takes place when the school is closed. Independent school bursars should also hold the information.

### 14.19 During the visit

14.19:1 It is advisable for pupils to carry a note in the relevant foreign language for use if they get lost, asking the reader to re-unite them with the group at the accommodation/meeting point, or to take them to the police station. They should also carry the group leader's name and the duty contact's phone number. If pupils are to undertake any activities unaccompanied they should be in groups of at least 3. Particular caution needs to be exercised before leaving pupils unaccompanied in a foreign country where inevitably much will be unfamiliar to them.

14.19:2 All group members should carry an appropriate amount of foreign currency at all times eg money for telephone (or a phone card).

14.19:3 It is important to be able to identify younger group members readily eg uniform, brightly coloured backpack, cap or item of clothing, badges. However, no student should display their name clearly on their clothing – this could result in their being isolated from the group by an apparently friendly, personal call.

## 14.20 Emergencies

- 14.20:1 The group leader must ensure that all members of the group know what action to take if there is a problem.
- 14.20:2 The group leader and supervisors should know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information to hand.
- 14.20:3 Group leaders need to be aware that some diseases are more prevalent in some countries than in others and should know what action to take should a member of the group become infected.
- 14.20:4 Many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep.
- 14.20:5 The group leader should take this into account at the planning stage and take measures to prevent these risks. If appropriate, parents should be asked to provide suitably factored sun protection creams and sun hats/glasses. Group members should be advised about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea. In warm climates it is important to keep fluid levels high, take extra salt and wear loose, lightweight clothing – preferably made of cotton or other natural fibres.

## 14.21 Contacts at home

It is advisable to have a teacher/contact at home with a valid passport who could go to the area being visited to provide support to the group in the event of an emergency.

## 14.22 Travel by Air

Taking a school group on an aircraft requires careful planning and preparation. The airline/travel agent will be able to advise on particular requirements. If the group includes any members with disabilities, it is advisable to check that the airline has a wheelchair service and lifting facility etc, if appropriate. The group leader should resist any attempt by the airline to split the group between different aircraft.

## 14.23 Exchange visits

14.23:1 Different considerations apply to exchange visits where for part of the time pupils will be in the care of host families or the host school. Parents need to be aware that the accompanying teachers will not always be in a position to exercise the same level of supervision as would apply on other educational visits and that host families will not be subject to English law.

14.23:2 The group leader should also:

- i) acquire good personal knowledge of the host school;

- ii) be satisfied with the pairing arrangements. The partner school should inform the host families of any special medical or dietary needs of their guests, age and gender;
- iii) make sure that matches are appropriate;
- iv) inform parents, pupils and the host school about the arrangements for collecting and distributing pupils to families and for transporting pupils throughout the visit.

14.23:3 A variety of activities may be undertaken by the pupils while the guests of their exchange partners. These may include adventurous activities as defined by Authority regulations. Authority regulations do not apply in full to these circumstances. The visit leader should ascertain which adventure activities are likely to be involved, enlisting the aid of the host school and host parents where practicable. Parents should then be notified accordingly and informed which of the following supervision arrangements will apply for each activity:

- the activity is a normal leisure pursuit undertaken by the host family, with the host parents responsible for safety;
- the activity forms part of the curriculum of the host school, with teachers from the host school responsible for safety;
- the activity will be supervised by an external provider engaged by the host family or host school.

14.23:4 Where practicable, the visit leader should seek assurances that those who will supervise adventure activities are competent to do so. However, parents must be informed that the accompanying teacher will not be in a position to take responsibility for safety in these activities and that neither the accompanying teacher, the school, nor the LA are able to vouch for the standards of supervision which will apply.

14.23:5 Only if parents are willing to grant their consent on this understanding should the pupils be permitted to take part in these activities.

14.23:6 On exchange visits teachers must carefully brief pupils of how they would gain help if they are worried about their accommodation and circumstances. Pupils must be made aware of the ground rules agreed between the group leader and the host family.

14.23:7 All pupils should be familiar with traffic signs and regulations before being allowed to carry out tasks in small groups in urban areas abroad.

14.23:8 **For more details teachers should refer to the LA's documentation entitled, 'Information on International Exchanges'. Copies can be obtained from the General Inspector (PE/OEd).**

## **15. COASTAL VISITS, FARM VISITS, STAYING IN CARAVANS AND CANAL BOATS**

### **15.1 Coastal Visit**

Group leaders and other teachers should be aware that many of the incidents affecting pupils have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming (for which see separate section). The group leader should bear the following points in mind when assessing the risks of a coastal activity:

- Tides, rip tides and sandbanks are potential hazards; timings and exit routes should be checked;
- Ensure group members are aware of warning signs and flags;
- Establish a base on the beach to which members of the group may return if separated;
- Look out for hazards such as glass, barbed wire and sewage outflows etc;
- Some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds;
- Cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path at all times. Group leaders should consider whether it is safe or legal for pupils to ride mountain bikes on coastal paths.

15.1:1 The local coastguard, harbour master, lifeguard or tourist information office can provide information and advice on the nature and location of hazards.

### **15.2 Farm visits**

15.2:1 Farms can be dangerous even for the people who work on them. Taking children to a farm should be carefully planned. The risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with *E coli 0157* food poisoning and other infections.

15.2:2 Check that the farm is well managed; that it has a good reputation for safety standards and animal welfare; and that it maintains good washing facilities and clean grounds and public areas. Consider the merits of an exploratory visit.

15.2:3 There are some basic safety rules. Never let pupils:

- Place their faces against the animals or put their hands in their own mouths after feeding the animals;
- Eat until they have washed their hands;
- Sample any animal foodstuffs;

- Drink from farm taps (other than in designated public facilities);
- Ride on tractors or other machines;
- Play in the farm area.

### **15.3 Caravans**

The following points refer directly to teachers/youth workers responsible for groups staying in caravans:

- (i) At the start of the stay make sure that the emergency arrangements for the site are understood. The site owner should provide these on request;
- (ii) All instructions relating to the use of gas appliances should be read carefully and any defects reported to the site owner. If any equipment appears defective in any way, do not use it and report it immediately;
- (iii) All gas bottles should be stored outside the caravan;
- (iv) Do not attempt to change the gas bottles – ask the site owner;
- (v) In the event of a fire the responsibility of the teacher/youth worker is to evacuate everyone from the caravan. Do not place yourself or others in danger by trying to tackle the fire;
- (vi) Teachers/youth workers should make themselves aware of the location and the operation of the fire extinguisher fitted in or nearest the caravan;
- (vii) Practise arrangements for evacuation in case of fire, consider what actions would be if the alarm sounds during the night;
- (viii) Take with you at least one smoke detector and position smoke alarms close to sleeping areas;
- (ix) Ensure all exits from the caravan are clear;
- (x) Sleeping arrangements for service users with mobility problems should be nearest the door;
- (xi) Under no circumstances must smoking be allowed in bed or bedrooms.

### **15.4 Canal Boats**

15.4:1 Many of the points outlined in 15.3 are applicable to canal boats and should be taken into account when organising such activities.

15.4:2 Consideration should also be given to the wearing of life-jackets on canal boats.

## **16. SWIMMING ON EDUCATIONAL VISITS**

**16.1** The opportunity may arise for pupils to participate in swimming during educational visits, either in public pools or in open water. All swimming is governed by Authority Regulations.

**16.1:1** **Visit leaders must ensure that the regulations are adhered to. If the requirements below cannot be met, swimming must not be permitted.**

### **16.2 Swimming in Public Pools**

**16.2:1** Free swimming in a public pool presents greater risks than organised swimming lessons. A basic rule is that pupils must be observed at all times.

**16.2:2** If considering the use of a swimming pool not used before or monitoring the hazards of a regularly used pool it is advisable to observe and check the following:

- is the water temperature appropriate?
- is the water clear?
- are there signs clearly indicating the depth – is there a shallow end and is the water there shallow enough?
- does the pool cater for pupils with disabilities?
- does the deep end allow for safe diving?
- is there a poolside telephone?
- are there a resuscitator and other pieces of first-aid and rescue equipment, and is there someone trained to use them?
- is there a changing room for each sex?
- are the changing and showering facilities safe and hygienic?
- can clothes be stored securely?
- have the pupils been instructed how to behave in and around the water?

### **16.3 Responsibility and supervision**

**16.3:1** The group leader has overall responsibility for the safety of pupils in his or her charge.

**16.3:2** The group leader must ascertain that lifeguard cover is provided at the pool. If this cover is not provided a member of staff must act as lifeguard by staying at the poolside in a raised location. Staff or responsible adults may only act in this capacity if they hold a recognised life-saving qualification stating their

competence to effect a rescue from the deepest part of the pool they intend to allow the pupils to use. If no qualified life-saver is available, pupils may not use the pool.

16.3:3 The group leader, or an assistant appointed by the group leader, must observe the pupils from the pool side. This person must be conversant with the regulations and emergency procedures operating at the pool and prepared to alert the lifeguard if a pupil is in difficulty.

16.3:4 A minimum adult pupil ratio of 1 to 12 in primary schools and 1 to 20 in secondary schools should be observed. At pools with no lifeguard cover the member of staff appointed to act as lifeguard must be additional to this requirement. Teachers should monitor the risks of regular swimming activities and adjust supervision levels for their individual groups as necessary.

16.3:5 The group leader must ensure that:

- pupils know how to summon help should an emergency arise;
- pupils are aware of the signal for leaving the water;
- pupils are counted into and out of the water;
- good discipline is observed at all times;
- running, 'bombing', unnecessary noise and rough play are forbidden.

#### **16.4 Medical and health considerations**

16.4:1 Swimming should not take place within one hour of eating.

16.4:2 The group leader must be aware of pupils with any pertinent medical conditions. In the case of epilepsy, medical clearance must be obtained from the parents and medical practitioner. Epileptics require one to one supervision whilst in the pool. A buddy system may be appropriate.

16.4:3 For reasons of hygiene some public pools insist that all pupils wear hats.

#### **16.5 Diving**

16.5:1 Diving must be prohibited where the vertical depth is less than 1.5 metres.

16.5:2 Diving must be supervised by a member of staff who has no other responsibilities during the session.

#### **16.6 Swimming in the sea and open inland water**

16.6:1 Many educational visits will have open water as a feature of the area visited. In good weather conditions open water is an obvious attraction for pupils. Swimming, however, **must not be permitted unless** it forms part of the organised programme of the visit.

#### **16.7 Swimming in open inland water**

16.7:1 Open inland water such as rivers, lakes, reservoirs or canals presents unacceptable levels of hazard. These include vegetation and other underwater

obstructions, sudden changes in depth, and pollution. **Authority Regulations prohibit swimming in open inland water.** The only exception is where swimming takes place as part of a watersports activity such as canoeing, windsurfing or rafting, supervised in accordance with the authority regulations. If the open water is a recognised bathing location well known to the group leader then the following safety regulations relevant for sea bathing must apply.

## 16.8 Swimming in the sea

16.8:1 Swimming ability in the sea is considerably less than in a heated swimming pool. It is further reduced by heavy waves, low temperatures and any undertow, and in these circumstances is not advised. Swimming in the sea is only permitted under the following conditions:

- as a formal and supervised activity preferably in recognised bathing areas which have official surveillance ie qualified lifeguard cover;
- an adult/pupil ratio of 1 to 8 must be observed, with a minimum of 2 staff;
- at least 1 member of the group must remain on watch at the water's edge and must not swim;
- if no lifeguard service is available at least one adult member holding a current RLSS bronze or silver cross or beach lifeguard award must be present. Other helpers should also have a knowledge of cardio-pulmonary resuscitation;
- the leader must have a thorough knowledge of conditions pertaining to the beach; eg shelving, uneven or unstable bottom;
- the permitted swimming area must be defined and made clear to all participants;
- swimming must not take place within one hour after eating;
- swimmers may only swim in water of waist depth or less and should swim parallel to the shore;
- before entering the water, all participants must be briefed as to the procedure should an emergency arise, and the signal for leaving the water;
- pupils must be counted into the sea and on leaving the sea.

16.8:2 The following considerations should be taken into account when deciding the swimming area:

- the age and ability of the swimmers;
- the conditions of the sea, beach and weather;
- the presence of beach lifeguards or the life-saving ability of the staff in charge;
- the safety equipment available, for example boats, line and drum, floats.

16.8:3 The following equipment should be kept available during the session:

- a whistle;
- first-aid equipment, including warm clothing, and a space blanket or survival bag;
- life-saving items such as floats or throw-line.

16.8:4 Pupils must not use floatation aids such as airbeds or body-boards due to the danger of drifting.

## **17. ACCIDENT PROCEDURES**

### **17.1 Introduction**

17.1:1 The procedures to be followed in the event of any injury to persons or damage to property are as laid down in the Policy and Guidance Document H003/96 "A guide to the Reporting of Injuries, Diseases and Dangerous Occurrences". It is important that the names and addresses of all pupils/young people and adults participating in the visit should be completed accurately, a copy sent to the LA and a copy retained, readily accessible, at the school or the Area Team office. All schools are strongly advised to have a School Emergency Plan in place.

### **17.2 Emergency Procedure**

17.2:1 In spite of good planning and organisation there may be accidents and emergencies which require an on-the-spot response by the leaders. Very few fatal accidents have occurred on educational visits, journeys and expeditions, but leaders should be prepared for this or other emergencies. The following outline guidance is provided for leaders.

### **17.3 Control and supervision of the group**

17.3:1 Ensure the following points are followed:

- Share the problem; advise all other group staff that the accident/emergency procedure is in operation.
- Make sure ALL members of the group are accounted for.
- If there are injuries, immediately establish the names of the injured people and the extent of their injuries.
- Ensure that the injured are accompanied to hospital (preferably by an adult they know).
- Ensure that the rest of the group are adequately supervised and have understood what has happened and the implications for the rest of the programme.

### **17.4 Control of information and communication**

17.4:1 Restrict access to telephones until you have made contact with the co-ordinator, head, provider or emergency contact point.

17.4:2 News travels very quickly. Immediately make contact with the head, provider or emergency contact point. Give details of the accident or emergency.

### **17.5 The procedure for reporting accidents/emergency should be known**

- 17.5:1 Teachers - Report to Headteacher through contact person at school as identified on Form 6. The Headteacher will inform the Chairman of Governors and Director of Children's Services.
- 17.5:2 Youth Workers - Report to the Youth Office during normal working hours. The Youth Office will then inform the Director of Children's Services. Outside of office hours Youth Workers should follow the procedures below.
- 17.5:3 For all groups, teachers or youth workers the Children and Young People's Department has set up a procedure to support them in any emergency should they be unable to contact their emergency contact number e.g. late at night etc. Dealing with emergencies is detailed in document H004/98.
- 17.5:4 In this case the Group Leader should inform the Control Room of the Wirral Community Patrol on 0151 666 5003. They will then inform the Director of Children's Services and the School/Youth Office and begin to mobilise the Wirral support for a school based/youth club emergency.
- 17.5:5 Group Leaders should take the number with them at all times and when telephoning this number state clearly it is a school/youth club emergency.
- 17.5:6 The LA may be asked for comments or to give direct assistance (e.g. payment for overnight accommodation, provision of transport).
- 17.5:7 Contact with relatives should be made by the Head/Senior Youth Officers or provider. Relatives must be informed before the media.
- 17.5:8 A designated person should act as the ongoing point of contact with the media. This will involve close liaison with the Director or his appointed representative.
- 17.5:9 There should be liaison by the designated person with police and relevant emergency services about what information may be released to the media.
- 17.5:10 If a comment at the scene of the accident or emergency is requested by the media enquiries should be addressed to the designated person.
- 17.5:11 The names of participants injured should NOT be released. Caution is required in the preparation of any statement as legal proceedings may follow an accident (e.g. against a coach company, travel operator, hotel etc).
- 17.5:12 The details of the incident should include: nature, date and time of incident, location of incident, names of casualties, details of their injuries, names of others involved, action taken so far, action yet to be taken and by whom. You should prepare a written report for the responsible authority of the accident or emergency at the earliest opportunity and while events are readily recalled. Note the names, addresses and telephone numbers of any independent witnesses.
- 17.5:13 The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1996 requires the reporting of all major injuries, dangerous occurrences etc., the aforementioned LA Policy and Guidance document H003/96 must therefore be consulted.

17.5:14 Welfare of members of the group and their families.

In the event of an accident, young people will need help in coping with shock or trauma. This will also apply to leaders, families and other members of the party.

## **17.6 Reporting of Accidents**

Schools/youth clubs have a duty to report all accidents to pupils/teachers/young people/youth workers/volunteers. For this purpose Form M13 should be completed for all accidents to adults and major accidents to pupils/young people. Minor accidents to pupils should be recorded on Pupil/Young Person Accident Form. These forms are to be completed as described in Policy and Guidance document H003/96.

17.6:1 Any near accident that occurs on any trip must be reported to the EVC. The EVC must then inform the General Inspector – PE/OEd at the LA. This will ensure that lessons can be learned and any appropriate training put in place.

## **18. LA/GOVERNING BODY/YOUTH SERVICE NOTIFICATION/APPROVAL ARRANGEMENTS**

### **18.1 Introduction**

18.1:1 In the previous sections various procedure practices have been identified. A number of forms including MSH 2 (Visit Checklist), MSH 1 (Overnight accommodation questionnaires), parental and personal consent forms often have to be completed depending on the type of trip planned.

18.1:2 Form 6 may also need to be completed depending on the type of activity that is being planned.

18.1:3 **Form 6 - Educational visits involving overnight stays/hazardous activities/Children and Young People's Department expedition (Appendix 4)**

This requires information concerning the school/youth club involved, the area to be visited, the reason for the visit and an outline of the activities, the number and age range of the pupils involved, any extra insurance cover taken out etc. If any hazardous activities are being undertaken, then information on the qualification of the instructors is required. The approval of the Governing Body/Senior Youth Officer is required before the form is sent to the Director of Children's Services . A full list of the names and addresses of those taking part in the visit must accompany this form. The Director of Children's Services needs the information **14 days** prior to the visit taking place in order that permission can be granted and administrative procedures in the Children and Young People's Department completed.

18.1:4 The hazardous activities that are considered suitable have been outlined in Section 1 of this document. For any hazardous activity not on that list the Form 6 should be returned to the Director of Children's Services **28 days** before the activity takes place together with a covering letter explaining the reasons for the request.

18.1:5 The table on the following page details which forms need to be filled in for which visits and activities. This should clarify administrative matters for the organisers.

18.1:6 It should be noted that the name of the teacher/youth worker that is requested in question number 22 on Form 6 refers to the person NOT GOING ON THE VISIT but who is available and can be contacted for the duration of the visit should the need arise.

## WHICH FORMS DO I NEED TO COMPLETE

VISITS FORM	(i) Visits of less than one day in the immediate locality	(ii) Visits of one day	(iii) Visits including an overnight stay	(iv) Visits of one day or less involving hazardous activity	(v) Visits including overnight stay involving hazardous activities
MSH2	No	Yes	Yes	Yes	Yes
Parental Consent	Yes	Yes	Yes	Yes	Yes
Personal Consent (0.18)	Yes	Yes	Yes	Yes	Yes
MSH1	No	No	Yes	No	Yes
Form 6	No	No	Yes	Yes	Yes
M34 Risk Assessment	Yes	Yes	Yes	Yes	Yes

# Appendix 1

## Form MSH2

# Appendix 2

## Form MSH1

# Appendix 3

**Hazardous activities -**

**information provided by validated personnel**

**METROPOLITAN BOROUGH OF WIRRAL**

**CHILDREN AND YOUNG PEOPLE'S DEPARTMENT**

**HAZARDOUS ACTIVITIES - VALIDATED PERSONNEL**

Name: \_\_\_\_\_

School/Youth club: \_\_\_\_\_

Telephone No. (at work): \_\_\_\_\_

**DETAILS OF NATIONAL GOVERNING BODY AWARDS AND LEA VALIDATION  
RELATING TO HAZARDOUS ACTIVITIES**

Date of Award	Award Validation	Valid Until	Awarding Body/Validating Officer

**DETAILS OF RECENT RELEVANT EXPERIENCE IN EACH ACTIVITY LISTED ABOVE**

Date(s)	Activity	Experience

I certify that the information detailed above documents the awards and validations relating to Hazardous Activities that I have achieved.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix 4

## Form 6

# Appendix 5

## Example of Parental Consent Form

for educational visits which are

non-hazardous and do not involve an

overnight stay for pupils/young people under 18

(Visit type i) and ii)

# SCHOOL LETTERHEAD

Dear Parent/Guardian

Outline precise details of the visit in a letter

Yours sincerely

Teacher in charge of visit  
(or Headteacher, depending on school policy)

~~~~~

## **PARENTAL/GUARDIAN CONSENT FORM FOR EDUCATIONAL VISITS** **WHICH ARE NOT HAZARDOUS AND DO NOT INVOLVE AN OVERNIGHT STAY**

School Visit to: \_\_\_\_\_ Date: \_\_\_\_\_

I agree to my son/daughter/ward

Full Name: \_\_\_\_\_ Form: \_\_\_\_\_

taking part in the above mentioned visit and having read the information sheet, agree to his/her participation to any or all of the activities described. I acknowledge the need for obedience and responsible behaviour on his/her part.

I understand that the teacher/youth worker in charge of the party will be acting in loco parentis and in the event of an accident I agree to my son/daughter/ward receiving emergency medical treatment, which might include the use of anaesthetic and blood transfusions, as considered necessary by the medical authorities present.

I understand that Wirral Borough Council is insured in respect of its legal liabilities only and that there is no Personal Accident, or other cover, unless I have been advised specifically by the organiser.

Accidents may therefore arise for which the Council is not responsible. Parents/Guardians may wish to obtain suitable insurance to cover such eventualities.

Signature: \_\_\_\_\_

Parent/Guardian

Date: \_\_\_\_\_

Tel No: \_\_\_\_\_

# Appendix 6

## Example of Parental Consent Form

for educational visits involving hazardous

activities and/or overnight stays

for pupils/young people under 18

(Visit type: iii), iv) and v))

# Appendix 7

## Example of 0.18 Consent Form

for young people over 18

# Appendix 8

## Risk Assessment

### Checklist and Assessment Recording Form M34

## **RISK ASSESSMENT**

Risk assessment for a visit need not be complex but it should be comprehensive. An assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them. Pupils must not be placed in situations which expose them to unacceptable level of risk.

The person carrying out the risk assessment should record it and give copies to Headteachers, all teachers/supervisors on the visit with details of how to reduce risks.

The group leader and other supervisors should monitor the risks throughout the visit and take appropriate action if necessary.

Before booking a visit the group leader should obtain written assurances or documentary assurance that providers have themselves assessed the risks and have appropriate safety measures in place.

Where possible an exploratory visit should be made by the group leader who is to lead a group on a residential visit or who is to instruct or lead the group in an outdoor activity in a location that is not familiar to them.

### **5 Steps to Risk Assessment**

An assessment of risk is nothing more than a careful examination of your work activities, and the aim ultimately is to make sure no-one is harmed either by an injury or ill-health.

Don't be put off by some of the words used.

- *'Hazard'* Means anything that has the potential to cause harm.
- *'Risk'* Is the chance, great or small, that someone will be harmed by the hazard.

#### **Step 1**      **Look for the hazards**

If you are doing the assessment yourself, walk around area to be visited and look afresh at what could reasonably be expected to cause harm. Ignore the trivial and concentrate on significant hazards which could result in harm or affect several people.

#### **Step 2**      **Decide who might be harmed and how**

Think about leaders, teachers, helpers and children.

#### **Step 3**      **Evaluate the risks arising from the hazards and decide whether existing precautions are adequate or more should be done**

Even after all precautions have been taken, usually some risk remains. What you have to decide for *each significant hazard* is whether this risk is high, medium or low. A simple "risk rating" mechanism has been incorporated on the risk assessment form M34 for your use

this will focus your attention on significant risks which require some control. *First*, ask yourself whether you have done all that the law says you must do. *Then* think whether you have done everything that is reasonably practicable to keep the visit safe. If you find that something needs to be done ask yourself:

- (a) Can I get rid of the hazard altogether?
- (b) If not, how can I control the risks so that harm is unlikely?

#### Step 4      Record your findings

You must record significant findings of your assessment and be able to show that:

- a proper check was made;
- you asked who might be affected;
- you dealt with all the obvious significant hazards;
- the precautions are reasonable, and the remaining risk is low.

Keep the written document for future reference and inform other adults on the trip.

Remember an assessment should be suitable and sufficient – not perfect!

#### Step 5      Review your assessment and revise it if necessary

On return to school note any hazards that arose that might affect future visits to the area.

For further information please read – Health and Safety – Policy and Guidance Document – Risk Assessment H008/98

## RISK ASSESSMENT

A checklist for Risk Assessment for a visit or overnight stay:

### Staffing

- expertise, qualifications and confidence
- number of the group
- age of the group
- special needs or medical conditions
- support staff

### Travelling Procedures

- meeting arrangements
- transport suitability
- safety when moving during the visit
- hazards on the way eg roads
- supervision and control
- arrangements for dismissal of the group
- contact with school/liaison person in case of emergencies

### Location of Visit

- hazards at the visit area eg lakes, roads
- supervision and control
- emergency procedures understood by all
- clothing, equipment suitable for venue and weather conditions
- visit suitable for age and experience
- emergency procedures

# Appendix 9

## Parental Questionnaire for transporting pupils

PARENTAL QUESTIONNAIRE

To help the school in transporting pupils to an extra curricular activity or a curricular activity you have agreed to help with taking pupils to and from the venue. To protect yourself and the pupils that you are transporting please answer the following questions:

- a) I have a current full driving licence Yes
  
- b) My car is appropriately insured and (in the case of a company car) the company is aware that I am using the car for these activities Yes
  
- c) The car is roadworthy Yes
  
- d) All pupils will wear a seat belt while being transported Yes

Please ensure that the school is aware of the names of the children that you are transporting.

Name: \_\_\_\_\_ printed: \_\_\_\_\_  
(signed)

Date: \_\_\_\_\_

# **Appendix 10**

**Sun Awareness and Protection Guidelines**  
**for**  
**Educational Visits and Hazardous Activities**

## **SUN AWARENESS AND PROTECTION GUIDELINES FOR EDUCATIONAL VISITS AND HAZARDOUS ACTIVITIES**

There is increasing evidence that excessive sun exposure and particularly sunburn under the age of 15 is a major risk factor for skin cancer in later life.

Schools are asked to consider the following guidelines and formulate a policy which will protect children's skin when they are on an education visit or taking part in a hazardous activity.

### **Education**

- to include sun awareness and sun safety issues in appropriate curriculum areas, particularly health and physical fitness projects. These issues should be discussed before the trip with pupils/young people and mentioned at meetings held with parents prior to the visit.

### **Clothing**

- Pupils/young people should be encouraged to take appropriate clothing with them on the trip:
  - 1) collared t-shirts
  - 2) long sleeved tops
  - 3) wide brimmed hats
  - 4) sun glasses

### **Sunscreens**

- Pupils/young people should be encouraged to bring their own sunscreen. Teachers and other carers should ensure sunscreens are used correctly. It is strongly advised that a sunscreen with a SPF 15 rating should be the minimum protection used.
- Schools/Youth Groups should also inform parents that if group participants forget their own sunscreen the teachers/youth leader on the trip will use a specific sunscreen to protect the participant unless parents do not grant permission.

SCHOOL LETTERHEAD

Dear Parent/Guardian

Outline precise details of the visit in a letter

Yours sincerely

Teacher in charge of visit  
(or Headteacher, depending on school policy)



**PARENTAL/GUARDIAN CONSENT FORM FOR EDUCATIONAL VISITS**

Full Name: \_\_\_\_\_ Form: \_\_\_\_\_

School/Organisation: \_\_\_\_\_

During the above mentioned visit my son/daughter/ward may be exposed to excessive sun, should the weather be good. I am aware that appropriate clothing should be encouraged for the visit and will provide a sunscreen.

I understand that the teacher/youth worker in charge of the group will be acting in "loco parentis" and will administer sunscreen if the need arises.

Signature: \_\_\_\_\_  
Parent/Guardian

Date: \_\_\_\_\_

Tel No: \_\_\_\_\_

**(This form can be included as part of the parental/guardian consent and medical information form or as a separate form for school activities).**

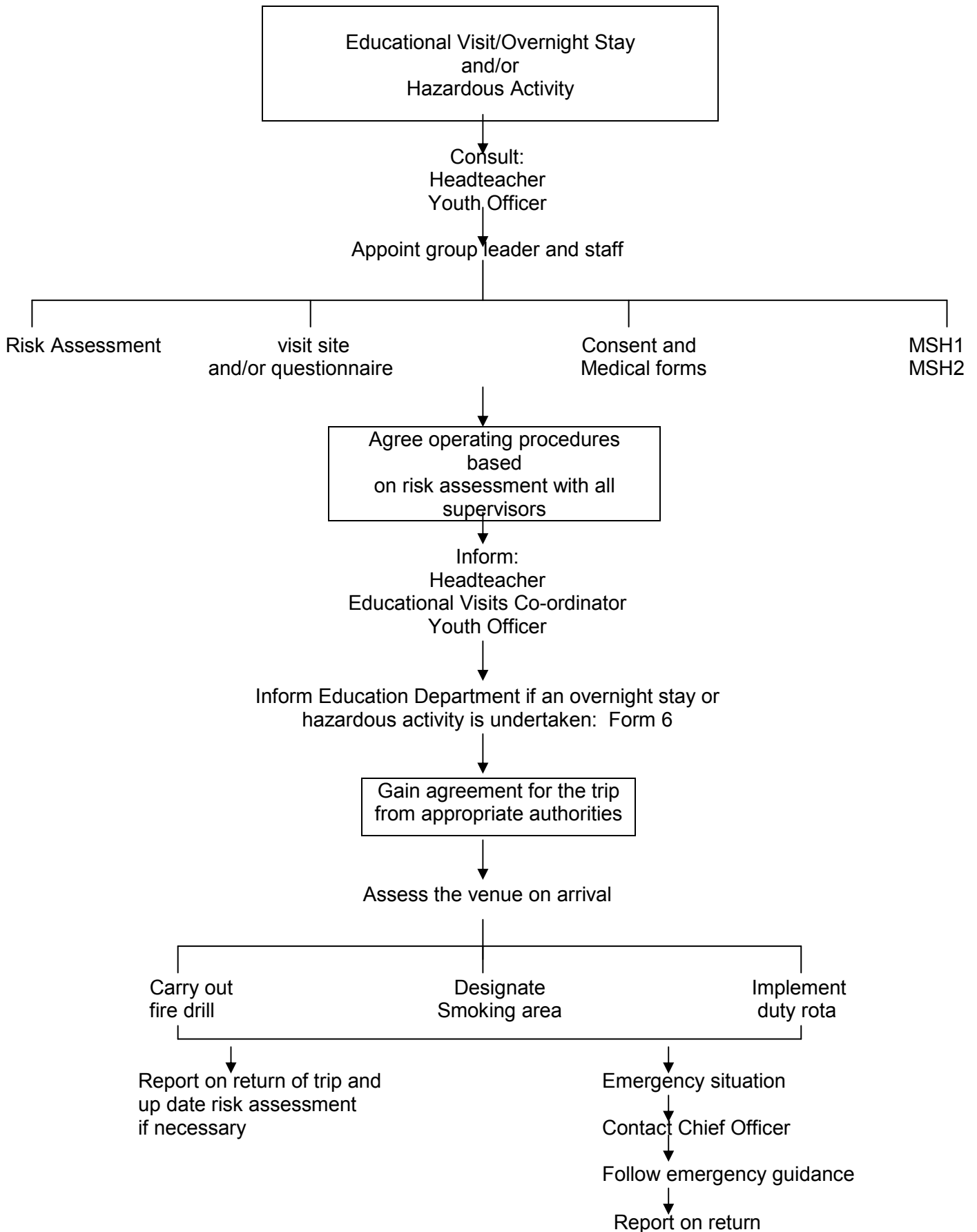
# Appendix 11

**Flow diagram indicating the major steps**

**involved when organising an**

**Educational visit/overnight stay**

**FLOW DIAGRAM INDICATING THE MAJOR STAGES WHEN ORGANISING A TRIP**



# Appendix 12

## Opportunities for visits on the Wirral and the Oaklands Outdoor Education Centre

## OPPORTUNITIES FOR VISITS ON THE WIRRAL

|                    |                                                                                                                                                                                                                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NAME OF FACILITY:  | <b>Ivy Farm/Arrowe Park</b>                                                                                                                                                                                                                                                                                |
| ACCESS:            | From Arrowe Park Road. Good bus service.                                                                                                                                                                                                                                                                   |
| TYPE OF FACILITY:  | Residential resource and public park of 400 acres, with lake and ponds.                                                                                                                                                                                                                                    |
| SUPPORT AVAILABLE: | Ranger Service based here.                                                                                                                                                                                                                                                                                 |
| NO. CATERED FOR:   | 35 residential places; dorms, self-catering.                                                                                                                                                                                                                                                               |
| COST:              | £3.35 per person per night (1998)                                                                                                                                                                                                                                                                          |
| OPPORTUNITIES:     | 6 marked Orienteering courses.<br>(maps from Visitor Centre)<br>Camping/bivouac negotiable.<br>Team exercises/problem solving.<br>Nature trail/environmental work.<br>Small Visitor Centre (open 11-3) with Public Toilets.<br>New adventure playground, pitch and putt, tennis, bowls, football, cricket. |
| CONTACT:           | Paul Greenslade – Senior Area Ranger.<br>Moira Glass – Information Assistant.<br>Arrowe Park Rangers office/Adventure Centre.<br>Tel: 0151 678 4200.<br>Dave Decorte,<br>Tel: 0151 637 6060.                                                                                                               |
| NAME OF FACILITY:  | <b>Bidston Hill.</b>                                                                                                                                                                                                                                                                                       |
| TYPE OF FACILITY:  | Windmill, woodland and heathland.                                                                                                                                                                                                                                                                          |
| COST:              | Free.                                                                                                                                                                                                                                                                                                      |
| OPPORTUNITIES:     | Small urban farm with toilets and a picnic area.                                                                                                                                                                                                                                                           |
| CONTACT:           | John Jakeman, Senior Area Ranger.<br>Tel: 0151 653 9332.                                                                                                                                                                                                                                                   |

NAME OF FACILITY: **Barnston Dale Camp.**

TYPE OF FACILITY: Holidays, conferences, training courses.  
Residential resource backing onto 15 acre dale which constitutes the camp grounds.  
In-ground activities are set up.

SUPPORT AVAILABLE: Resident wardens at the camp.  
Can be self programmed with support or in liaison with Camp/Wirral OP staff.

NO. CATERED FOR: Sleeps 150 dormitories, meals provided in cost, showers, drying rooms, amenities for disabled, sheets/sleeping bags available.

COST: Depends on activity and length of stay.

OPPORTUNITIES: Wirral Outdoor Pursuits – see below. Table Tennis, snooker table, sports hall – 4 badminton courts marked.

CONTACT: Renshaw – Warden Barnston Dale Camp.  
Tel: 0151 648 1412.

NAME OF FACILITY: **Wirral Outdoor Pursuits.**  
(based at Barnston Dale Camp).

TYPE OF FACILITY: Equipment store and two classrooms.  
Some activities within the grounds of Barnston Dale Camp.

SUPPORT AVAILABLE: Wirral Outdoor Pursuits instructional staff.

NO. CATERED FOR: Negotiable.

COST: This depends on the activity and the length of time.

OPPORTUNITIES: Canoeing (kayaks). Problem-solving activities.  
Ropes course, Orienteering, Gorge scrambling, Hill-walking/scrambling, Discovery Trails, most at beginner level.  
Training and specialist courses available, eg First Aid, Mountain skills.

EQUIPMENT: All necessary equipment is provided.

CONTACT: Phil McGinity – Wirral Outdoor Pursuits.  
Tel: 0151 648 4148.

NAME OF FACILITY: **Birkenhead Park.**

ACCESS: From Ashville Road. Good bus/train service – Birkenhead Park station. Close to entrance.

TYPE OF FACILITY: Public Park; grass, undulations, paths, two lakes and a small rocky area.

SUPPORT AVAILABLE: Ranger Service based here.

NO. CATERED FOR: Size of park approximately 1 km square.

COST: Free.

OPPORTUNITIES: Orienteering course (marked).  
 Campcraft sessions/ropework practice.  
 Problem-solving activities.  
 Environmental work – pond dipping etc.  
 Opened in 1847 as first public park in country – attractive walks and a number of historic buildings.  
 A good children’s playground in the lower park with public toilets and picnic area.

EQUIPMENT: Orienteering map available from Ranger.

CONTACT: Mike Garbutt– Senior Area Ranger,  
 Rangers office, Grand Entrance.  
 Tel: 0151 652 5197.

NAME OF FACILITY: **Central Park.**

TYPE OF FACILITY: Town Parks.

SUPPORT AVAILABLE: Rangers.

COST: Free.

OPPORTUNITIES: Ponds, Orienteering.  
 Walled garden in Central Park.  
 Fascinating maze of old streets and houses dating back to the 19<sup>th</sup> century around Vale Park.

CONTACT: Dan Travis – Central Park.  
 Tel: 0151 691 1450.

NAME OF FACILITY: **Dibbinsdale Local Nature Reserve.**

ACCESS: From Spital Road – good bus service – train stations at Bromborough, Spital with direct access.

TYPE OF FACILITY: Hidden valley of ancient woodland with meadows and reed beds.

SUPPORT AVAILABLE: Ranger Service based here.

COST: Free.

OPPORTUNITIES: Environmental studies.  
Bird Watching.

EQUIPMENT:

CONTACT: Peter Miller – Ranger.  
Tel: 0151 334 9851.

NAME OF FACILITY: **Eastham Country Park.**

TYPE OF FACILITY: Public park and woodland area on elevated site overlooking the Mersey.

SUPPORT AVAILABLE: Ranger Service based here.

NO. CATERED FOR: Park size approximately 76 acres.

COST: Free.

OPPORTUNITIES: Woodland walks and exploration, nature/environmental work.  
Formerly a Victorian pleasure garden includes old bear pits and disused fountain.  
Visitor Centre with toilets and tea rooms.  
Orienteering.

CONTACT: Vicky Hose – Senior Area Ranger.  
Tel: 0151 327 1007.  
Nick Harding – Ranger.

NAME OF FACILITY: **Royden Park & Thurstaston Common Local Nature Reserve.**

ACCESS: From B5140 at Frankby or A540 Cottage Loaf Public House, Thurstaston.

TYPE OF FACILITY: Viewpoint on hillside, public park area with sandstone boulders and rough land.

SUPPORT AVAILABLE: Ranger Service based here.

NO. CATERED FOR: Park size approximately 250 acres.

COST: Free.

OPPORTUNITIES: Scrambling possibilities/exploration, groupwork and problem-solving.  
Small Visitor Centre, toilets, walled garden, Thurstaston Common – excellent views, find Thor’s Stone, rumoured site of sacrifice and religious ceremony.

CONTACT: Paul Greenslade – Senior Area Ranger.  
Adrian Oldfield – Ranger.  
Tel: 0151 677 7594.

NAME OF FACILITY: **North Wirral Coastal Park.**

TYPE OF FACILITY: Coastal walk, sand dunes.

COST: Free.

OPPORTUNITIES: Focal point is 18<sup>th</sup> century lighthouse, with small visitor centre – no toilets. Sand dunes at the Gun Site, Leasowe. Look for the submerged forest at Meols (at low tide!).

CONTACT: Adam King – Senior Area Ranger.  
Alice Kimton – Ranger.  
Andy McInnes - Ranger  
Tel: 0151 678 5488.

NAME OF FACILITY: **Hilbre Island.**

TYPE OF FACILITY: Nature Reserve.

SUPPORT AVAILABLE: Ranger.

OPPORTUNITIES: Hilbre, Middle Eye and Little Eye have a long history, including a retreat for monks and a lookout. Bird Watching, seals. Groups over 5 should apply for permits to Wirral Country Park. Check the tides (there is a notice board at Dee Lane slipway) and allow one hour each way.

CONTACT: Dave Cavanagh – Ranger.  
Tel: 0151 632 4455.

NAME OF FACILITY: **Irby Quarry.**

TYPE OF FACILITY: Sandstone Quarry Area (disused).

SUPPORT AVAILABLE: Not on site – area used by groups and centres e.g. Wirral Outdoor Pursuits.

NO. CATERED FOR: Best for small groups. Bookings required via Arrowe Park Rangers, Telephone 0151 678 4200.

COST: Free.

OPPORTUNITIES: Climbing, scrambling, traversing, abseiling.

CONTACT: Phil McGinity – Wirral Outdoor Pursuits.  
Tel: 0151 648 4148.

|                    |                                                                                                                                                                                                                                                                                                                                     |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NAME OF FACILITY:  | <b>West Kirby Marine Lake.</b>                                                                                                                                                                                                                                                                                                      |
| TYPE OF FACILITY:  | Artificially enclosed (coastal) lake run by Education & Cultural Services Department. Showers/Changing Rooms/Refreshments. Lecture Room and TV/Video available.                                                                                                                                                                     |
| SUPPORT AVAILABLE: | Wirral Sailing School. Instruction available in windsurfing, dinghy sailing and canoeing (kayaks). Individual and group coaching with special arrangements for school block bookings.                                                                                                                                               |
| COST:              | Block Bookings.<br>A cheaper rate is available if you can guarantee the following numbers:<br>6 – windsurfing<br>6 – sailing<br>6 or 8 canoeing<br>Mixed sessions are available, providing the totals suit the above numbers.<br>Minimum of 6 x 2 hour sessions to be booked.<br>Block booking rate = £5.00 per person per session. |
| OPPORTUNITIES:     | Windsurfing, sailing, canoeing, beginners/intermediate training courses to RYA and BCU standards.                                                                                                                                                                                                                                   |
| EQUIPMENT:         | Schools can bring their own equipment.<br>Wetsuits and buoyancy aids provided.<br>Wirral Sailing School has the following:<br>16 Kayaks<br>13 Sailboards and 34 rigs<br>6 Toppers<br>1 Wanderer<br>6 GP 14's<br>6 Optimists                                                                                                         |

**NAME OF FACILITY:** **Wirral Country Park.**

**TYPE OF FACILITY:** Visitor Centre giving support to environmental work/trails etc.  
 Coastal walks, Dee estuary, Wirral Way walks and discovery area with toilets, washing, office.

**SUPPORT AVAILABLE:** Ranger Service based here.

**NO. CATERED FOR:** 30 Children.

**COST:** Free.

**OPPORTUNITIES:** Ranger led walks and trails, videos and talks, fieldwork and projects.  
 Discovery hunts.  
 The Wirral Way – formerly a railway line.  
 Pond, cliffs, estuary.

**EQUIPMENT:** Leaflets, information packs.

**CONTACT:** Martyn Jameson – Head Ranger.  
 Tel: 0151 648 4371/3884.

## **Oaklands – Wirral’s Outdoor Education Centre**

Wirral is very fortunate to have its own outdoor education centre which is situated in the Conwy Valley in North Wales.

**The Centre comprises of a Victorian country house which has been extended and refurbished to provide all the amenities expected of a modern Outdoor Education Centre. Its location in the Conwy Valley on the edge of Snowdonia National Park provides easy access to mountains, lakes and sea.**

Bunk Bed accommodation is provided in comfortably furnished and heated rooms which sleep between two and eight people. Menus are varied and staff can cater for special dietary requirements.

The aim of the Centre is to provide high quality outdoor education combined with a residential experience in a safe but challenging environment. Various types of courses are available including the opportunity for extending school based curriculum work as well as a variety of outdoor adventurous activities. All residential trips offer a unique experience in personal and social development whichever course is chosen.

Duration of visits varies from one day, weekend, half week, or full week. Costs obviously depend on the length of stay and the time of year. At present, there is a 60% remission scheme in operation on all courses for pupils whose parents receive either Income Support or Family Credit.

A full range of good quality outdoor equipment including boots, waterproofs, warm clothing and specialist equipment for climbing, canoeing, sailing, gorge walking etc. is provided.

Safety is of paramount importance at the Oaklands Centre. Staff hold outdoor qualifications of the highest levels including Mountain Guides, Mountaineering Instructors Certificate and British Canoe Union Coach. All staff hold First Aid qualifications. Operating within Wirral Authority’s Safety Policy, The Oaklands Centre assures the highest standard of safety at all times. The Centre is licensed under the Adventure Activities Licensing Regulations (1996).

**For bookings and further information about the Centre, please contact The Oaklands Centre, Capel Garmon Road, Llanrwst, Conwy LL26 0RB –  
Tel: 01690-710500 – Fax: 01690-710420**

# Appendix 13

## Other Guidance and Useful Contacts

## **Other Guidance and Useful Contacts**

### **Safe Practice In Physical Education**

The British Association of Advisers & Lecturers in Physical Education  
£20 ISBN 1 871228  
Dudley LEA Publications  
EDC Saltwells  
Bowling Green Road  
Netherton  
Dudley  
DY2 9LY  
Tel: 01384 813 707

### **World Wise: Your Passport to Safer Travel**

Mark Hodson & Suzy Lamplugh Trust  
Thomas Cook Publishing £6.99 ISBN 1 900 341 14  
14 East Sheen Avenue  
London  
SW14 8AS  
Tel: 0181 392 1839

### **Making the Most of Your Partner School Abroad**

Central Bureau for Educational Visits & Exchanges  
£4.50 ISBN 0 0900087 89 7  
Central Bureau  
10 Spring Gardens  
London  
SW1A 2BN  
Tel: 0171 389 4004

### **5 Steps to Risk Assessment**

HSE Books Free ISBN 0 7176 0904 9  
HSE Information Centre  
Tel: 0541 545500  
Broad Lane  
Sheffield  
S3 7HQ

### **Taking a Minibus Abroad**

DETR (Department of the Environment, Transport & the Regions)  
Road Haulage Division  
Zone 2/11  
Great Minister House  
76 Marsham Street  
London  
SW1P 4DR  
Tel: 0171 676 2774

## **Health Advice to Travellers Anywhere in the World**

The Department of Health 1998 T6  
Available free most Post Offices & Libraries

## **Supporting Pupils with Medical Needs – A Good Practice Guide**

DfEE joint publication with Department of Health  
DfEE Publications Centre  
Tel: 0845 602 2260

## **Department for Education and Skills**

- Health and Safety of Pupils on Educational Visits:  
Department for Education and Employment, Publications Department, PO Box 5050, Sudbury, Suffolk, CO10 6ZQ. Tel: 0845 6022260 Free
- Guidance on First Aid for Schools. <http://www.teachernet.gov.uk/firstaid>
- Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service. DfES May 2002. Telephone No: 0845-602-2260.
- Preparing Young People for a Safer Life (issued with Cheshire County Council and The Institute of Occupational Safety and Health – telephone No: 0116-257-3100). This has a model risk assessment for a sponsored walk.
- Safety on School Trips A Teachers and the Law Booklet – The Professional Association of Teachers. Revised edition 2002.
- Safe and Responsible Expeditions and Guidelines for Youth Expeditions Young Explorers' Trust, c/o RGS-IBG Expedition Advisory Centre. £5 inc. p & p or free from website: <http://www.rgs.org/eac>
- The Royal Geographical Society (with IBGs) Expedition Advisory Centre, 1 Kensington Gore, London SW7 2AR provides advice, information and training to anyone planning an overseas expedition. Telephone No: 020-7591-3030 <http://www.rgs.org/eac>
- The Duke of Edinburgh's Award has its own clear structure, procedures and guidelines. <http://www.theaward.org/>
- Transport for London provides free transport for school groups on the underground, buses, Thames link and the Docklands Light Railway. The advice line for the scheme is 0207-222-1234 can offer information on route planning and station layouts. Apart from its commitment to the safety of its passengers Transport for London does not offer specific advice on health and safety for school groups.
- The Waterways Code (leaflet) and The Waterways Code for Boaters (video) are available from British Waterways – [hq@britishwaterways.co.uk](mailto:hq@britishwaterways.co.uk) Telephone No: 01923-201120.

# Appendix 14

## Acknowledgements

**This document was produced from the collaborative efforts of:**

|                          |          |                                                             |
|--------------------------|----------|-------------------------------------------------------------|
| <b>David Armstrong</b>   | <b>-</b> | <b>Senior Inspector (Finance &amp; Resources)</b>           |
| <b>Bob Saunders</b>      | <b>-</b> | <b>General Inspector (Physical &amp; Outdoor Education)</b> |
| <b>Jeannette Royle</b>   | <b>-</b> | <b>Departmental Safety Officer</b>                          |
| <b>Dave Baker</b>        | <b>-</b> | <b>Departmental Safety Officer</b>                          |
| <b>Phillipa Williams</b> | <b>-</b> | <b>Insurance Section (Finance Department)</b>               |
| <b>Mike Lane</b>         | <b>-</b> | <b>Insurance Section (Finance Department)</b>               |

Acknowledgement is also given to the Department for Education and Skills for the permission to use extracts from the following:

- **Health and Safety of Pupils on Educational Visits (1998)**
- **Standards for LEAs in Overseeing Education Visits (2002)**
- **Standards for Adventure (2002)**
- **A Handbook for Group Leaders (2002)**