



STOCKPORT
METROPOLITAN BOROUGH COUNCIL



Visits and Journeys Guidance

Please refer to other relevant Laurus Trust Policies
on the website www.laurustrust.co.uk

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SECTION 1: INTRODUCTION

1.1 VALUE OF OFF-SITE VISITS

- Schools and other services within Services to People have a strong tradition in providing its young people with a wide variety of off-site activities in a range of different environments. Such opportunities enrich the education process for participants and enhance the quality of experience provided through Stockport's schools, services for looked after young people and the work of the Youth Organisations.
- Every year many educational activities are undertaken by young people from Stockport. The duration of these activities varies from a half day or less spent in the local area, to extended residential journeys at home and abroad. The range of activities is similarly wide; from visits to the local park, sporting events, field studies or historical visits to language exchanges, urban or rural surveys to adventurous activities in the mountains, in the air or on water and can involve individuals in such activities as orienteering, camping, canoeing, sailing, climbing, caving and skiing.
- These visits bring the work of our establishments alive and have huge benefits in encouraging young people to learn, providing an ideal vehicle for personal development and learning life skills and risk management. The value of such experiences is acknowledged by the Stockport Council Executive in the overall development of young people.
- This guidance is issued to all organisations operating within Stockport Services to People. It is issued to help and support all staff involved in the approval, organisation and planning of off-site visits in order that young people may contribute to and benefit from well organised, safe and enjoyable activities.

1.2 TERMINOLOGY USED

- In keeping with national guidance documents for off-site visits the terminology and language used is biased towards schools as the largest user. To have rewritten Sections in terminology specific to the youth service or children's homes would have unacceptably lengthened this document. Groups other than schools are asked to understand this and accept the spirit of the advice and not be unduly concerned about the terms used.
- We refer to 'pupils' rather than 'young people' and to teachers rather than youth 'workers'. But anyone involved with groups of young people on off-site visits, including staff of further education establishments may find this document useful. 'Pupils' can also mean 'students' and 'teachers' can mean lecturers.

OTHER COMMONLY USED TERMS

Schools	Services for Young People	Social Care	Youth Offending Team
Governing Body	Head of Service	Head of Service	Head of Service
Headteacher	Team Leader / Service Development Manager	Service Manager/Team Manager	Operational Manager
<i>Educational Visits Co-ordinator</i>	<i>Educational Visits Co-ordinator</i>	<i>Educational Visits Co-ordinator</i>	<i>Educational Visits Co-ordinator</i>
Teacher	Young People's Worker	Senior Practitioner	YOT Officer
Teaching Assistant	Young People's Worker	Social Worker	
Other Employed Staff	Other Employed Staff	Other Employed Staff	Other Employed Staff
Pupils	Young people	Children/Young People	Children/Young People
Volunteer (AOTT)	Volunteer	Volunteer	Volunteer

1.3 UNDERSTANDING THE RISKS IN OFF-SITE VISITS

- All staff, whether in full or part-time employment, who are responsible for looking after others have a duty of care in common-law. If the persons in their care are under the age of 18 they are said to be 'in loco parentis' and are expected to exercise the same degree of care as a reasonable, prudent and careful parent.
- Because teachers are trained, professional people, courts have tended to expect them to exercise a higher standard of care than that which might be expected from an ordinary parent. Whilst the principle of 'in loco parentis' does not apply to students over 18, lecturers are expected to exercise a similar duty of care.
- This duty of care extends to all who work and assist in the Authority's establishments in a voluntary capacity. However, a court may not always expect the same level of competence from a voluntary helper as from those who are professionally employed. Nevertheless, a voluntary helper may well be a highly competent person and the establishment would be involving them because of this and not simply their availability.
- Activities that take place on a routine or regular basis are just as likely to result in an accident as occasional or "one-off" activities. Repetition of activities, whilst usually leading to improved organization, can result in a false sense of security, complacency and a lack of vigilance. The same high levels of supervision and vigilance are necessary in all activities regardless of their nature, frequency or

duration. Once the responsibilities of being "in loco parentis" have been assumed they cannot be set aside until the children have been returned to the care of their parents or guardians.

1.4 SCOPE OF THIS DOCUMENT

- All activities that take place off-site from all of 'Stockport's establishments' are now included in this guidance; because the nature of the activity itself does not necessarily imply that there is a greater, or lesser degree of safety for the participants.
- The so-called hazardous activities (such as climbing, skiing, canoeing,) have a good safety record - because they are carefully regulated and under the control of trained and experienced people exercising close supervision. Accidents are more likely to result from situations involving road traffic, activities near water, or a general lack of supervision in everyday situations.
- This document supersedes the previous Authority guidance document of 1996 and all subsequent amendments, which are now withdrawn. Please ensure that everyone concerned with the conduct of off-site visits is fully aware of the new policy document and that copies of particularly relevant Sections are available for easy reference. The Educational Visits Co-ordinator (EVC) appointed by all establishments will receive training and support in the new scope of this document and will be especially well placed to see that information is disseminated to the right people at the right time.
- **This document should be read in conjunction with 'Advice on Legal Duties & Powers for Local Authorities, Head Teachers, Staff & Governing Bodies' *Department for Education (2011)*, and 'School Trips and Outdoor Learning Activities: Tackling the Health & Safety Myths' *Health & Safety Executive (2011)***

SECTION 2: RESPONSIBILITIES FOR VISITS

2.1 HEALTH AND SAFETY LAW

- Overall responsibility for visits cannot be delegated and in Health and Safety Law, the organisation carrying the role of 'employer' has the ultimate responsibility. However, in practice individual people or groups can be given authority to act on behalf of the parent organisation. For the specific terms of reference they are given and agree to, individuals themselves can then be held accountable.
- The allocation of responsibilities is a fundamental part of the discharge of the legal duty of care owed to those affected by the activity. When accidents occur, part of the cause can often be attributed to failures and misunderstandings associated with the allocation and communication of responsibilities. The notes that follow are intended to show broadly what should be expected of key people or groups. This is not an exhaustive list and there is scope for adjustment to take account of local circumstances.
- Although the text necessarily separates out individual responsibilities, the success and safety of a visit is dependent on co-ordinated teamwork. It should be a key responsibility of management to see that arrangements link together effectively.
- Section 175 Education Act 2002 places a statutory duty on the Local Authority and the Governing Body of maintained establishments to safeguard and promote the welfare of all the young people. This must be a primary consideration when planning any off-site visit. For Voluntary Aided establishments the Governing Body hold these responsibilities

2.2 ROLE OF THE LOCAL AUTHORITY

- Stockport LA has the following responsibilities in relation to off-site visits:
 - to provide comprehensive written safety guidelines for all staff and governors, and provide advice on risk assessment;
 - assess and approve proposals for residential visits, visits abroad and hazardous/adventure activities;
 - to provide contacts and support in the event of emergencies;
 - meet training needs by disseminating advice and information through the Educational Visits Co-ordinators in each establishment and by ongoing consultation and training;
 - have nominated staff available to give general and specialist advice – see below;
 - maintain appropriate levels of insurance;
 - provide expert advice on visits generally and on adventure activities, expeditions and visits abroad specifically and
 - have a system in place for monitoring the effectiveness of these procedures.

Contact details for advice and support:

Advice on	Contact Person	Contact Details
Planning and organisation of off-site visits	Russ Boaler Consultant for Physical Education, Sport & Physical Activity	CYPD 3rd Floor Stopford House Town Hall SK1 3XE Russ.boaler@stockport.gov.uk 474 3941
Planning and organisation of off-site visits (Services for Young People/Duke of Edinburgh Award)	Alan Pashley Team Leader	Reddish Area Office Reddish Vale Road Reddish Alan.pashley@stockport.gov.uk 218 1145
Establishment Journey Insurance	Marie Shaw Insurance Officer	2nd Floor Stopford House Town Hall SK1 3XE Marie.shaw@stockport.gov.uk 474 4030
Legal Advice	Mike Halsall Litigation Services Manager	Stockport Legal Services 2 nd Floor, Stopford House mike.halsall@stockport.gov.uk 474 3211
Passenger Transport	Jennie Bannister Contracts Manager	Transport Services SK Solutions Enterprise House Oakhurst Drive, Cheadle Heath jennie.bannister@solutionssk.co.uk 482 7226
Health and Safety	Bob Youel Senior Occupational health and Safety and Health Adviser	Human Resources 2 nd Floor Stopford House Town Hall, SK1 3XE bob.youel@stockport.gov.uk 474 3056/ 07800 617517
Fire	Tony Vearnals Senior Fire Adviser	Human Resources 2 nd Floor Stopford House Town Hall, SK1 3XE tony.vearnals@stockport.gov.uk 474 3056/ 07891 949202
Duke of Edinburgh's Award	Duke of Edinburgh's Award Officer	Hazel Grove Youth Centre Jacksons Lane, Hazel Grove dukeofedinburghaward@stockport.gov.uk 483 9895

- To undertake its responsibilities for the health and safety of young people on off-site visits the LA has:
 - defined four types of off-site visit - **local day visits, distant day visits, hazardous/adventure visits and residential visits**;
 - a clear system for approving the planning and risk management of these different categories of visits;
 - a procedure to ensure that notification of approval takes place at early and appropriate stages in the planning phase;

- a training programme for establishment staff and governors in the management of off-site visits;
 - arrangements to assess the competence of Educational Visit Co-ordinators and visit leaders;
 - a system of maintaining and monitoring training records and a database of teachers and youth workers who are approved to lead hazardous activities and residential visits;
 - a database of contractors used by establishments which will be updated through evaluation forms - to provide a 'value for money' grading and reporting system for all establishments to use and
 - emergency procedures in place, including 24-hour cover, to support establishments in emergencies or cases of extreme difficulty.
- The systems and procedures mentioned above are described in full in the next Sections of this document.

2.3 ROLE OF THE GOVERNING BODY

- It is strongly recommended that governors read Section 10, of DfCSF Part 1 "Standards for LEAs in Overseeing Off-site Visits." This gives a clear outline of the scope and extent of their role in supporting the Headteacher in the safe management of off-site visits.
- Governors of foundation, voluntary aided and private establishments should particularly note the first paragraph in Section 10, which highlights their extra responsibilities.
- To undertake its responsibilities for the health and safety of young people on off-site visits the Governing Body should:
 - formally adopt the LA Policy and Guidance on Visits and Journeys;
 - review and approve the establishment's policy on off-site visits which will detail the scope and range of visits normally conducted by the establishment, and the internal procedures by which visits are proposed and approved;
 - ensure that the establishment's policy enables, whenever reasonable and appropriate, the inclusion of young people with special off-site needs or medical needs;
 - agree on types of visit they should be informed about and the procedures for this to happen;
 - help to ensure that early planning and pre-visits can take place and that the results can be acted upon;
 - ensure they are informed about less routine visits well in advance - many complex or costly visits require a lead time of 12 months.
 - take advantage of LA and other training and advice to be in a position to ask informed and reasonable questions;
 - establish that each visit has a clear purpose and objectives appropriate for the age, needs and experience of the target group;
 - ensure that the Headteacher and the EVC are supported in matters relating to off-site visits and that they have the time and expertise to meet their responsibilities;

- ensure that monitoring procedures are in place to evaluate the effectiveness of policies and procedures including feedback following visits and value for money;
- ensure that all governors are clear about their roles in the event of an emergency and
- establish procedure to assess and ensure the competence of voluntary helpers for all off-site visits.

2.4 ROLE OF HEADTEACHERS

- Responsibility within the school for the approval of visits remains with the Headteacher and Governors, but, with the approval of the Governing Body, the Head may delegate certain of these tasks to the Educational Visits Co-ordinator (EVC), who will normally be a senior member of staff. In many establishments the Head will assume the EVC role.

The Headteachers should:

- **Policies and procedures:**
 - be aware of relevant regulations and guidelines including Health and Safety responsibilities, this Off-site Visits policy guidance and procedures, the DfCSF Good Practice Guide 'Health and Safety of Young people on Off-site Visits', school policies and related documents. These must be available and Accessible to staff members;
 - be clear about which types of visit require prior notification to, or approval of the LA. The procedures must be efficient and completed within the designated time scale;
 - ensure that the governing body is aware of the nature and purpose of off-site visits and has granted approval. For visits requiring specific, prior approval from the Governing Body, full information must be disclosed to governors sufficiently in advance;
 - ensure that the aims of the visit are commensurate with the needs and abilities of the young people. A visit must have a clearly defined off-site purpose that takes account of the age, needs and experience of the pupils. The aims will be inclusive, and made known to all relevant parties, including the Governing Body, staff, accompanying adults, parents, and pupils and
 - be aware of obtaining best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships.
- **Delegation**
 - ensure all appropriate tasks are delegated to the EVC and any visit leaders and
 - prior to granting approval the Headteacher will be satisfied that all aspects of the visit will be dealt with in accordance with this policy and guidance and the establishment's own policy and procedures.
- **Risk assessment**
 - ensure that the school adopts a clear and effective system for recording risk assessments which is understood by those involved in visits;

- where appropriate make an assessment of the safety management systems of external providers prior to booking, e.g. Adventure Activities Licensing Service (AALS) licenses are in place;
 - ensure risk assessments are reviewed periodically and changes are made in the operating procedures and/or control measures where appropriate;
 - actively involve young people in the risk assessment process, to a level appropriate to their understanding, including the planning, organisation and conduct of visits. They should be given responsibility consistent with their ages, needs and abilities and
 - ensure that visits are evaluated to inform the planning and operation of future visits.
- **Staff competence**
 - appoint a competent visit leader related to the type of visit. All visit leaders who do not hold Qualified Teacher Status should have attended visit leader training. In the case of schools, the visit leader should be an employee. It is strongly recommended that teachers attend visit leader training before leading group 3 and 4 visits.
 - in the first instant the Headteacher will make a judgement on a member of staff's competence and suitability to lead a visit based on consideration of the persons, experience, qualifications, organisational skills, personal qualities, fitness, medical condition, knowledge of the group, knowledge of visit environment, prior experience of leading or assisting in leading the activity and the measures in place to control the associated risks.
 - be satisfied that other staff roles and responsibilities (including those of volunteer helpers) are commensurate with their experience and competence to undertake them;
 - all staff will be aware of their continuous pastoral care requirements, even when using a technical leader/instructor with their group. Ensure staff are familiar with the Authority child protection policy and
 - be satisfied that the arrangements for supervision are appropriate, agreed and known by all concerned. Staff involved will be required to have a clear understanding of the different strategies required for direct supervision and when the circumstances are right, for indirect or more remote supervision.
 - **Training of staff**
 - allocate sufficient resources to meet identified training needs, including courses run by the LA for EVCs, visit leaders new staff and governors.
 - **Reporting accidents and incidents**
 - record accidents and incidents where appropriate, and report them to the governing body and the LA. All significant accidents should be reported through the LA accident reporting system using form SAIR 102 (see Appendix 13). and
 - make staff aware of these procedures.
 - **Emergency procedures**
 - ensure establishment staff are made aware of and understand the LA's

- Critical Incidents Guidelines (see Section 6) and ensure the establishment has an 'Incident Management Team' in place in case of a major incident on a visit. These should be discussed and reviewed by staff and governors.

2.5 ROLE OF THE EDUCATIONAL VISITS CO-ORDINATOR (EVC)

- Each establishment should designate a member of staff as the Educational Visits Co-ordinator (EVC). This need not be a new post, but could be recognition of an existing expertise or key role for a senior manager.
- The EVC will advise in the planning and management of all off-site visits. The EVC will support visit leaders, the Headteacher and governors by ensuring that the LA's guidelines for leading off-site visits are followed.
- This person should:
 - have experience in leading and managing a range of off-site visits, in particular, those which are common to the establishment and be of sufficient status to be able to influence change in colleagues. This may be the head teacher, but if not, must have the active support of the senior management team and
 - the EVC may be delegated many of the tasks assigned to the headteacher.
- The principle day-to-day tasks may require an EVC to:
 - liaise with the LA to remain current and informed on good practice;
 - support the Headteacher and Governors in their decision-making;
 - be able to confirm that the leadership of the visit is appropriate and to check staff qualifications, this to include accompanying staff and volunteers and
 - help organise the induction and training of staff and volunteers new to the venture.
- Make sure that Criminal Records Bureau disclosures are in place as necessary.
- Be involved in off-site visit management in order to ensure that the LA and establishment's policy and guidance are followed.
- Work with leaders to ensure that the aims of the off-site visit are achievable and in line with those of the establishment.
- Confirm that consideration has been given to the group of pupils concerned and the location of the visit and check Visit Leader's group/site risk assessments.
- Ensure that the school has emergency procedures in place and knows how to liaise with the LA should an emergency occur.
- Keep records of individual visits including reports of accidents and 'near misses'.
- Learn from previous experience, recording successful practice and contacts, and be able to use them and move on, in particular where staff personnel change.

2.6 VISIT LEADER

- If a non teacher they must attend the LA Visit Leader training. Teachers should be encouraged to attend this training and it is strongly recommended for teachers leading group 3 or 4 visits.
- Visit leaders are responsible for the safe planning, supervision and conduct of the visit. and should:
 - recognise that whilst leading the visit he/she is in effect representing the Headteacher;
 - follow LA and establishment guidelines/policies;
 - define clearly the off-site objectives of the visit;
 - appoint a deputy leader who can take over at any time;
 - make a comprehensive risk assessment and management plan and submit it to the Headteacher / EVC for approval;
 - clearly define the roles and responsibilities of all adult helpers;
 - have qualifications (where appropriate), experience and training to manage the group and lead the staff team;
 - be aware of child protection issues;
 - ensure the ratio of adults to young people is appropriate for the needs of the group and the activity;
 - ensure adequate first aid provision is available;
 - ensure all adults have information of any special or medical needs amongst young people;
 - establish emergency procedures for all elements of the visit;
 - ensure all adults have details of the home contact and of emergency procedures;
 - be conversant with good practice in planned activities he/she will not be instructing;
 - prepare and brief the group and parents of the young people;
 - assess the members of the group for their suitability;
 - have regard for health and safety of the group at all times;
 - arrange for routine contingencies, including first aid, and arrange for clearly understood delegation in his/her absence and appropriate supervision when the group is sub-divide;
 - consider stopping the visit or activity if the risk to the health and safety of party members becomes unacceptable and have in place procedures for such an eventuality;
 - make sure that they are familiar with Local Safeguarding Children's Board procedures (available on intranet):
<http://www.stockport.gov.uk/content/health/socialcare/childsocialcare/safeguarding/children/acpcmain/>) and
 - review the visit and advise the Headteacher when adjustments must be made.

2.7 GROUP LEADERS

- Staff who assume direct responsibility for a number of young people during the visit must be made aware of and agree to the expectations of them on the visit.
- In particular once assuming direct responsibility for a number of young people during the visit, must recognise his/her responsibility for:
 - maintaining order and discipline;
 - safeguarding the health, well-being and safety of those young people and
 - informing the 'Visit Leader' of any relevant incidents affecting young people in his/her care.

2.8 ACCOMPANYING ADULTS

- It is essential that all accompanying adults are made aware of and agree to the expectations of them. In particular they must:
 - understand their relationship to other group members and the part they are to play during the visit;
 - appreciate the limits and levels of their responsibilities if acting in any supervisory capacity and
 - submit themselves to a check through the CRB if they are likely to have regular contact/access to young people through day off-site visits or support a residential visit on a 'one off basis'.

SECTION 3: PLANNING, ORGANISATION AND REVIEW CHECKLIST

The following notes are intended as indicators of good procedural practice which should be of value to visit leaders, EVC, Heads of Establishment and Governors. Used as a check list they may save considerable time during the planning process. The principles underlying this Section are intended to be relevant to any visit away from the establishment site. It is obvious that not all issues will be pertinent to every visit and visit leaders will need to be selective, depending on the nature of the proposed activity.

THE PLANNING STAGE - BEFORE THE VISIT

3.1 A SYSTEMATIC APPROACH

- Planning needs to be systematic, consistent and appropriate to the visit. A general check list can be found in Appendix 7. This is recommended as a basis for the planning process.
- A major feature of planning relates to risk assessment. The analysis used in risk assessment can help to highlight potential hazards and put in place appropriate controls. To gain maximum benefit, risk assessment should be applied at the outset and fine-tuned as the project unfolds. The principles of the process are outlined below and defined in more detail in Section 5 with an outline risk assessment form in Appendix 4.

3.2 PURPOSE OF THE VISIT

- Planning should be seen as the key to a successful visit. The aims and objectives of the visit should be clearly identified at an early stage. These should be relevant to the young people and their needs, taking account of age, ability, previous experience and resources available. Clear, appropriate objectives will contribute significantly to young peoples safety and well-being as well as to the visit outcomes. They will ensure:
 - an appropriate structure and discipline to the visit;
 - maximum young people motivation;
 - a choice of environment and activity appropriate to young people maturity and experience and
 - consideration of appropriate training, staffing and resources.

3.3 APPROVALS

- Approval in principle should be sought from the Headteacher/EVC, at the planning stage and before any financial commitment is made.
- All activities that take place off the establishment premises are now included in this guidance and require approval of the Governing Body or appropriate body.

- Notification to the Local Authority is only required for groups 3 and 4 visits. In general such visits/journeys involving hazardous and/or adventurous activities, on a day basis, to remote or demanding geographical areas or residential visits. (see Section 4 for approval requirements) This is done by submitting 'Off-site Visits Approval Form' (Appendix 1) to the Co-ordinator of Off-site Visits for establishments.
- Establishments involved in the Duke of Edinburgh's Award should in the first instance complete the authority OSVF for approval. In addition once approval for the visit has been authorised notification forms, route plans and tracings must be sent to the Duke of Edinburgh's Award Office for final approval. More defined details of the organisation and monitoring of the Duke of Edinburgh's Award are available from the Award Centre.

3.4 PRELIMINARY VISIT AND RESEARCH

- A preliminary working visit, by the visit leader at least, is considered highly desirable on both planning outcomes and safety grounds. It should be considered as an important part of the planning process.
- In some cases a preliminary visit is essential. Such cases will include:
 - field studies, farm visits, ski trips, industrial visits and adventurous activities;
 - visits to be led by inexperienced staff;
 - visits to unfamiliar terrain or location, especially where the activity is to be staff-led;
 - work with very young children or those with special needs and
 - visits to locations where there may be special hazards.
- Whether or not a visit is made all means of researching the area should be explored. Sources of information include: district councils, tourist offices, National Parks' information services, other establishments who have used the centre and other local authorities.
- In situations where an advance visit is not possible, every effort should be made on arrival to check that prior assumptions about the area are accurate. Depending on location this check may need programming and staffing.
- A preliminary visit should seek to:
 - check the appropriateness of the venue to young peoples' needs and to the objectives of the visit;
 - check for potential hazards and provide an opportunity for a 'Site Specific Risk Assessment. (see Section 5);
 - check timings (local services, lengths of walks, tides etc);
 - establish local contacts;
 - check accommodation, including washing and toilet facilities, heating and lighting, storage space available for personal belongings and sufficient room between bunks and beds especially for fire-risk and evacuation.
 - establish appropriate escape routes in case of emergency;

- agree in advance, between visit leader and group leaders and centre staff, the division of supervisory responsibility. It must be remembered that instructors are responsible for the safe running of the activity.
- The visit leader and group leaders remain responsible for young peoples' general welfare.
- obtain information on local services (locations of doctor, dentists, hospital, telephone, toilets) and
- ascertain an appropriate emergency action plan.

3.5 RISK ASSESSMENT

- Risk Assessment (RA) is an essential element of every off-site visit and journey. It is nothing more than a careful examination of an activity in order to identify what could cause harm to the people involved, estimating the likelihood of the harm occurring and checking to ensure whether or not sufficient precautions are being taken to prevent it.
- It is the visit leader's responsibility to complete the risk assessment. However, RA should be viewed as a process that all members of a visit, including young people, should be involved in.
- All significant hazards should form part of a written risk assessment and the importance of this cannot be over-stated. It will be necessary to consider RA for all visits.
- It is not necessary for visit leaders to undertake the risk assessment of activities run by external providers; however, it is essential to seek assurances that providers have undertaken risk assessment. If the provider is on the Stockport Authority approved suppliers data base this will be carried out by the Authority
- Although establishments are purchasing services from a provider they are still required to undertake a Risk Assessment for their management of young people during the visit as they hold the overall responsibility for the young people.
- For more detailed information on risk assessment see Section 5.

3.6 INDIRECT SUPERVISION VISITS

EXCHANGE VISITS

- The Secretary of State for Education and the then DfCSF launched the 'Global Gateway' initiative in December 2004 encouraging every school to establish a twinning relationship with other communities world wide. Exchange visits are seen potentially as a valuable part of such twinning relationships and provide valuable and unique experiences for young people. They give young people the opportunity to experience other cultures, meet and develop new friendships and thus broaden their horizons and knowledge.
- Exchange visits differ from other visits in that young people are not directly supervised by school staff whilst they are with host families; exchanges thus require

thorough and carefully planned risk management that addresses the issues relating to indirect supervision.

- The generic guidance in this Section is supplemented with specific guidance for exchange visits in Section 7.

DUKE OF EDINBURGH AWARD

- The Duke of Edinburgh's Award requires young people to be working in small groups without direct supervision. These activities are encouraged for young people, age 14 – 25, as they are invaluable for developing a young person's independence and team work skills.
- The generic guidance for visits in this section are supplemented with specific guidance for the Duke of Edinburgh's Award requirements, its organisation and guidelines for the management of this activity, in the D of E's Award 'Expedition Handbook' and the Stockport Council 'Operating Authority Guidelines'. These are available from the Award Centre.

3.7 STAFFING

- All visits and journeys involve considerable responsibility on the part of staff and, in the case of journeys with an overnight stay, require a duty of care for young people for 24 hours every day.
- To facilitate this responsibility the Visit Leader and EVC MUST:
 - obtain the necessary approval for the visit;
 - obtain LA approval for groups 3 and 4 types of visit;
 - ensure that parents and young people are clearly aware of the implications of the visit and that parental approval has been obtained. (see Appendix 6);
 - ensure that the overall party size be restricted to that which is manageable in the circumstances. Large parties often create special supervisory problems and should be sub-divided for activities, wherever possible;
 - ensure that staff have specific abilities to cope with all planned activities;
 - ensure that all staff who will be expected to drive mini-buses are appropriately qualified and prepared to undertake this role (see Section9);
 - determine aims for the visit which are commensurate with the needs of the young people, as described in purpose of visit;
 - consider carefully whether his/her personal abilities and those of accompanying adults are appropriate to the visit and
 - ensure there is adequate first aid cover and knowledge is appropriate for the visit.
- It is desirable for mixed parties of young people to be accompanied by adults of both sexes. This is clearly increasingly important for upper juniors and secondary age children and essential for secondary residential visits. If possible two adults should accompany a group so that if one adult is ill or has to deal with an emergency the other adult can assume responsibility. For residential visits this is essential. Where staff work with young people on a one to one basis on day visits, a lone working policy must be in place which takes account of the 'Visits & Journeys Guidance' & the risk assessment should include appropriate control measures

- The ratios recommended for different types of visit are identified in Section 4. These are **MINIMUM** supervisory ratios; **ACTUAL** ratios of staff to young people will normally be in excess of this, but will depend on a variety of factors :
 - group age and size;
 - nature of the visit;
 - time of year, eg. winter sports, field trips and
 - group and staff experience, etc.
- The judgement as to the final staffing ratio is part of the risk assessment process.
- The use of establishment staff other than teachers, suitable parents or other adult helpers should be considered. Adults other than staff based at the establishment, can make a valuable contribution to the success of the visit, provided that:
 - they have the competence to take on the roles and responsibilities required;
 - each individual is approved by both the Headteacher and visit leader;
 - they have been carefully briefed on the scope of their responsibility and
 - volunteers are chosen for the specific contribution they can make.
- These adult helpers may be included in the staff young people ratio provided they are acceptable to the Headteacher in the role, which they will be required to fill.
- Headteacher/EVC should be aware of the potential for conflict if a parent of one of the young people on the visit is included as a volunteer helper.

3.8 COSTING AND FINANCE

- The financial implications of the venture require detailed consideration at an early stage. Where the visit is being organised through an external provider there may simply be an all-in charge per person to consider but see insurance Section 8 and exclusions and contingencies below.
- Ventures organised by the establishment will have many cost components. These could include:
 - travel;
 - access and entry charges;
 - refreshments en route;
 - excursions;
 - accommodation;
 - food;
 - site fees;
 - insurance;
 - equipment and specialist resources.
- Unexpected expenditure may be required and it is wise to arrange for contingency sum, normally through the establishment or club fund. Appropriate insurance will normally cover the eventual repayment of these monies but on-the-spot payments may be required. On foreign visits these sums can be substantial.

- The nature of the visit will determine what proportion, if any, of the cost of the visit may be charged to participants under the Charging Regulations (see Section 10).
- Even the simplest of ventures requires the keeping of precise records of income and expenditure.

3.9 INSURANCE

- Visit Leaders should obtain details of any personal insurance cover provided by, for example, a tour operator and parents should be informed of this cover. It is strongly advised that they are each provided with a copy of the schedule.
- A summary of the Authority's Establishments 'Journeys Insurance' cover is detailed in Section 8. Further details are available from Authority Insurance Officer.

3.10 PARENTAL INFORMATION AND CONSENT

- Visit Leaders must ensure that parents/carers and students are aware, at the outset, that inclusion on the trip/visit will be dependent on students maintaining an acceptable level of behaviour in school. It will also be dependent on students achieving at least 90% attendance in school. Each case will be viewed on its own merits and there may, in very rare cases, be extenuating circumstances to consider.
- Final approval, regarding students with medical conditions attending trips, lies with the school. The school reserves the right to remove a student from a trip based on medical grounds and in the interest of the health and safety of all students on the trip. Parents/carers would then need to obtain a letter from the GP confirming the medical condition and that the student is unfit to travel. Should parents/carers be unable or unwilling to secure a letter from the GP, then they may forfeit any monies paid to date.
- Activities which take place in the immediate locality of the establishment and which are part of the establishment's curriculum e.g. traffic surveys, field work, sporting activities should not require written parental approval on each occasion. A useful procedure is to obtain written permission from all parents, at the start of the year, for all such activity. These records should be carefully kept on file. It will be necessary, however, to notify parents of any visits which involve, for example, possible late arrival home.
- Day visits involving, for example, adventurous activities, a full day away from establishment, special lunch arrangements, special clothing requirements, travel and possible costs, all require written information to parents and, in the case of activities involving an element of danger their written agreement.
- Journeys abroad or extended residential stays in Britain require full and detailed written information for parents. Such information should be comprehensive whilst

retaining an appropriate amount of flexibility to cope with a change of circumstance.

It is important that this information should identify:

- expected standards of behaviour and conduct of young people and
 - general arrangements for the supervision of young people, including any circumstances in which young people may be left unaccompanied.
- Information should be sent as far in advance of the journey as practicable and be followed up by a parents' meeting to clarify details
 - Include the following information:
 - dates and times of departure and return;
 - destination with full address;
 - activities planned;
 - significant findings from risk assessment;
 - name of travel company and method of travel;
 - cost and what it does and does not cover;
 - advice on pocket money;
 - methods of payment and cancellation arrangements/penalties;
 - insurance cover, what it covers - be unambiguous (a photocopy of the schedule is useful);
 - advice on pocket money and allocation/care on journey;
 - accompanying staff;
 - emergency contact arrangements;
 - items prohibited on journey;
 - a request for written information regarding special medical problems and their treatment/medication, consent for emergency medical treatment and details of special dietary requirements (see Appendix 6);
 - personal clothing list;
 - code of conduct with details relating to standards of behaviour including rules on smoking and alcoholic drinks and
 - the nature of the supervision must be made clear. Parents should be aware if there are proposed times when their children will not be directly supervised.

3.11 DISABILITY AND ACCESS ISSUES

- Establishments will be aware of their duties, under the Disability and Equalities Legislation, to be proactive in ensuring that all young peoples have access to all establishment activities and that they have made all reasonable adjustments to facilitate this.
- Students with special needs or disabilities require additional consideration; their inclusion may have staffing and programme implications. Some or all of the following considerations may apply:
 - environmental factors may increase the 'risk' level above that applying to
 - other members in the group;
 - a higher level of staffing will normally be needed and it may be necessary
 - to include specialist staff to facilitate access and provide adequate
 - supervision, communication and encouragement;
 - whilst travelling, arrange more frequent stops, employ extra supervision

- and be particularly vigilant over travel sickness;
 - medication and diet requirements should be known and monitored;
 - check on the suitability of buildings and terrain for those with physical disabilities and high risk behaviours;
 - ensure that activities offered are appropriate to the student and take into account wider access needs, students with certain conditions may require additional or alternative activities and
 - students who experience serious medical conditions or extremely challenging behaviours associated with their conditions may require an individual risk assessment to be undertaken.
- Establishments should, at the planning stage, involve parents in any discussions about the inclusion of young people in a visit who have serious medical conditions or extremely challenging behaviours. After appropriate risk assessment and discussions with the parents the establishment should decide if the visit is suitable to meet the needs of the young person.

3.12 PROGRAMME

- A detailed programme should be established with adequate and effective supervision.
- 'Down time' has the potential for incident and should be limited or structured according to the age and maturity of young people and to the location of the visit.
- Be aware of being diverted unnecessarily from the planned programme. Do not be led astray by group enthusiasm into unplanned situations. Departure from the programme should only be made after full consideration of the safety and off-site implications.
- In this context it is helpful to have an alternative programme, planned in advance and commensurate with the purpose of the visit, to cope with unforeseen circumstances.

3.13 MEDICAL ARRANGEMENTS

- Special medical requirements of individuals should be known and catered for (see Appendix 6).
- First aid knowledge in the group and equipment carried should be appropriate to the nature of the visit. (see Appendix 12).
- The location of professional medical help should be known to all staff and to group members when appropriate.
- In large groups it is helpful, especially on camps or overseas visits, to include an adult with appropriate first aid or nursing skills. They should have a minimum of emergency first aid.

- Visits to remote areas require sound, up to date knowledge of first aid and emergency treatment.
- Particular health risks associated with the proposed location e.g. water contamination (see Appendix 13) should be considered and appropriate action taken.

3.14 SAFETY ISSUES

- A thorough understanding of matters affecting safety is essential for all accompanying staff. It is, therefore, important that all staff are engaged in the risk assessment for the visit and are aware of the potential hazards and controls to be put in place. It may be helpful to refer to the specific activity advice in Section 12 with reference to adventurous activities, field visits, camps etc.
- General safety issues for consideration are:
 - areas, times and activities of potential risk;
 - standards of behaviour and conduct;
 - organisation (communication, meeting times, group movement skills);
 - supervision arrangements;
 - duty rotas;
 - emergency procedures and first aid arrangements and
 - implications of weather change.
- The special risks associated with transport, particularly by minibus or private car, need serious consideration. See regulations and guidelines: Section 9 : The transport of children by mini bus and car.

3.15 COMMUNICATION

- It is essential that a nominal roll of the parents of all party members, including next of kin of supervisory adults, be left at establishment with two named members of staff. These staff are to act as Emergency Contacts, and must be accessible by telephone at all hours, for the duration of the visit.
- These Emergency Contacts must be provided with the home telephone numbers of the Headteacher and a nominated Deputy and that of the relevant Education Officer, for daytime access, and the Council Control Room number for out of hours contact.
- In the unlikely event of a major emergency the Emergency Procedures, detailed in Section 6 should be initiated. All accompanying adults should carry a copy of these procedures at all times.
- Large groups should consider establishing a network of parental contact to speed communication.

- Effective communication between staff and young people when on the visit is crucial to the proper management of the off-site experience. It also has a major bearing on the safety and well-being of young people. Arrangements appropriate to the nature of the visit should be made to ensure efficient communication e.g. regular meeting times, notice board, briefings.

3.16 CLOTHING AND EQUIPMENT

- Clothing, footwear and equipment appropriate to the visit should be considered at the early planning stages.
- Unsuitable clothing can markedly detract from the off-site value of the visit and may prove hazardous in exposed situations.
- A detailed kit list should be sent to parents well before departure. For adventure activities, operation in remote areas or in adverse weather conditions these items must be checked before departure.
- In remote situations spare clothing and group emergency equipment appropriate to the nature of the environment must be carried.

3.17 MOBILE PHONES PROTOCOL

- Although mobile telephones can provide a vital link between young people and their parents, they can also create difficulties particularly camera phones. There have been occasions when young people have taken indecent photographs of other young people. Misuse of a phone in this way could lead to a young person being sent home.
- All establishments should have a policy for the use of mobile telephones by young people. Clear instructions should be given to them if the decision is taken for them to take phones aboard, and included in the Code of Conduct.
- Generally advised that access is limited and controlled.

DURING THE VISIT

3.18 ASSEMBLY, DEPARTURE JOURNEY

- Meet in good time, allow for packing of vehicle, allow for the time-consuming attention of parents/friends. Delegate tasks of supervising luggage, group equipment and the all important head-count. A check list of important items/issues is helpful.
- Remind the group about the behavioural guidelines previously established, relevant to the particular journey about: eating, drinking, other people, litter etc.
- If on a ship or at an airport, group members may easily become detached from the main group. All members should know what to do in the event of becoming 'lost'. Arrange a definite, easily recognisable 'base'. Younger children should carry a

card, with salient details, to help the re-establishment of group contact. Head counts should be made frequently.

- Be prepared for travel sickness and beware of the risk of losing valuable documents, e.g. passports.
- Arrange appropriate refreshment stops and ensure adequate supervision. **Count them.**
 - **Ferry crossings are potentially hazardous** and an area of high risk. Leaders must ensure that the level of supervision is appropriate to the age and nature of the group. The following guidance should be followed:
consideration must be given to the likely danger areas on board for the particular group.
 - These areas may alter if weather conditions change.
 - In particular, great care and diligent supervision must be exercised if the group is allowed on deck;
 - under no circumstance should young people be allowed on deck by themselves;
 - clear policy regarding sub-groups for supervision and the location of the party leader needs to be established;
 - on no account should a group be left on its own for the duration of a crossing;
 - groups should not be allowed on deck during the hours of darkness or in poor weather;
 - group management will be eased if a firm base/meeting point for the group is identified and
 - all in the group must have been briefed about:
 - (a) What to do in the case of an emergency;
 - (b) The location of 'muster stations';
 - (c) Becoming disorientated on board;
 - (d) Feeling unwell.

3.19 ON ARRIVAL

- Depending on the type of visit this may require considerable patience, adaptability and organisation. Establish a temporary base for people, luggage and equipment whilst liaison with centre/camp management is made.
- Introduce resident staff and give a briefing to young people relating to:
 - toilets and other immediately required facilities;
 - room/tent allocation;
 - luggage arrangements;
 - facilities;
 - routines, rules, duties, responsibilities;
 - expectations of behaviour;
 - security and fire routines and drill and
 - recreation facilities.

- Where problems are perceived with the arrangements, an objective discussion and co-operative approach with the management will normally be most effective. Talk through issues, rather than complain. If you are unhappy about fire precautions, or arrangements for safety or security, make your point firmly with the management and insist on improvements.

3.20 FIRE

- Rules with regard to smoking, matches etc., should be established; smoking in bedrooms, other upstairs rooms and corridors or tents is prohibited.
- Rules relating to the locking of rooms overnight will need consideration. It may generally be wiser to insist that rooms remain unlocked, however consideration should be given to young people and staff room allocation and access by the general public.
- On arrival the accommodation should be checked thoroughly to ascertain: the availability of warning alarm procedures and location/use of equipment, evacuations procedures and emergency exits.
- Insist that an adequate fire drill be carried out at the earliest opportunity; this must be before bed-time on the day of arrival.

3.21 GROUP CONTROL

- Group control should be maintained at all times; it is better to be over-directive initially, one can always relax. Control is facilitated by:
 - clear, unambiguous instructions with regard to where, how, when;
 - a regular roll-call or head-count, especially at key points during the day;
 - some means of group identification (identical hats, lapel badges etc.);
 - a recognised recall system (whistle etc.);
 - issuing each child with a card giving accommodation address and a request for assistance in the language of the country (especially useful with younger children) and
 - positioning an adult-at-head and tail of any line, and at intermediate points where necessary.
- Establish a daily routine with regard to briefings which should include:
 - potential dangers;
 - safety rules (give reasons);
 - expected conduct;
 - rendezvous points;
 - action in event of being separated or in an emergency and
 - clothing, food and weather.

3.22 GROUP SIZE

- Work groups should be kept manageable in size, appropriate to the conditions. Large groups are often difficult to manage, and should be avoided in most outdoor situations. Always consider sub-dividing the party, each sub-group with an appropriately experienced adult.

3.23 PARTICIPATION IN ‘ANCILLARY’ ACTIVITIES

- Frequently on visits, establishments organise or permit participation in activities which are not central to the visit e.g. swimming/paddling. Whilst adding appreciably to the enjoyment and atmosphere of the visit such activities may carry a substantial degree of risk. Leaders are advised to plan and organise accordingly.
- Swimming and paddling:
These activities should normally take place in recognised sites which have adequate and competent supervision;
 - Informal, un-supervised swimming or paddling must not be permitted and
 - Staff supervised swimming sessions are acceptable provided that:
 - (a) the site has no abnormal hazard and is suited to the age and ability of the swimmers;
 - (b) due consideration be given to water and air temperatures and wind chill;
 - (c) the supervising staff are able and willing to effect a rescue in the situation and conditions prevailing and
 - (d) the supervising staff are familiar with and practised in resuscitation techniques (see also guidance under swimming Section 11).

3.24 ‘DOWN TIME’ ARRANGEMENTS

- ‘Down time’ arrangements need supervision, the level of which is dependent on young age and maturity and the circumstances. Leaders should know the whereabouts of the group (within stated limits) and young peoples should have no doubts whatsoever about: (i) the rules, (ii) sanctions, in the event of misbehaviour.
- ‘Down time’ needs organising. Young people or staff organised games, competitions etc., are important in avoiding boredom and consequential behavioural problems. Such activities also add enormously to the value of the visit.
- Young people in the older age ranges may reasonably expect and will appreciate less formal arrangements of down time. However, behavioural expectations, sanctions and rules regarding alcohol should be established and adhered to.
- Never allow young people to go off alone. Insist on minimum group size and the need for mutual support.

3.25 HOMESICKNESS, ACCIDENTS AND ILLNESS

- Homesickness requires that the leader follows a balanced approach. It is recommended that any sufferer be kept away from the telephone.
- Parental contact can exacerbate the situation, especially if they decide to visit. If the condition is not self-curing within a reasonable time the young people may have to be returned home. Before doing this discuss the issue fully with a parent.
- Accidents and illness may require the application of first aid but proper medical assistance should be sought in appropriate cases. In cases of hospitalisation sufferers should be accompanied by an adult they know and arrangements made for frequent visits.
- Accidents involving injury to an individual, young people or adult, require that the party leader (or other adult at the scene) make a contemporaneous, written record of the exact circumstances of the incident, listing all relevant factors, including diagrams where helpful. Copies of this record should be kept on file. Accident report forms should be completed (see Appendix 13)
- In the event of major accidents including fatal or serious injury the Emergency Procedures detailed in Section 6 should be applied.

3.26 THE RETURN JOURNEY

- Brief the group about the return journey and involve them fully in any preparations. If the exact time of departure is uncertain plan activities which purposefully occupy the group.
- Leave nothing behind, particularly litter. Thank all resident staff involved in your stay.
- Where customs controls are involved, check on duty-free concessions beforehand and inform the group about illegal imports. Failure to conform to customs duty regulations can be both costly and embarrassing.
- If a significant delay occurs, measures must be taken to inform parents of the delay, to assure them and to give some indication of the expected, amended return time. Your Emergency Contact will prove invaluable in this eventuality.

AFTER THE VISIT

3.27 REVIEWING THE VISIT

- The importance of an appropriate review cannot be over emphasised; its main purpose being to identify strengths and weaknesses of arrangements so as to improve the efficiency of future visits. Pressures on return to establishment will tend to over-ride this vital aspect; review time should therefore be considered during the early planning stages.

- The scale, nature and the outcome of the visit will determine the scope and structure of the review. Will the review be by the leader alone or involve all staff? Will it include young people? The Head? The Governors? Parents?
- Review of achievement of objectives and of safety, as a minimum, should be made for every activity session. Complex extended visits should additional review all elements.
- Off-site visits offer young people considerable opportunity to develop and exhibit attitudes and abilities not readily seen in the establishment. This is particularly true of residential experience. Visit leaders should consider the potentially significant contribution to Records of Achievement and organise/review accordingly.

SECTION 4: CATEGORIES OF VISIT AND ACTIVITIES, APPROVAL AND RATIOS

4.1 CATEGORIES OF VISITS

- The term 'off-site visits' encompasses a very wide range of activities that vary enormously in their duration and complexity. This policy takes account of that diversity by stipulating quite different levels of planning and supervision for each type of activity.
- VISITS ARE SUB-DIVIDED INTO FOUR GROUPS:**

Category of Visits	Type of activities
Group 1	Day visits in local areas (within 20-30 mins of the Home Base Establishment) <ul style="list-style-type: none"> timetabled visits e.g. swimming pools, local parks. visits to local establishments e.g. combined work and sports local surveys,
Group 2	Day visits more distant (more than 20-30 mins away from the Home Base Establishment) <ul style="list-style-type: none"> Journeys distinguished by an added difficulty an emergency would make. e.g. visits to theatres/concerts and to museums.
Group 3	All day visits/journeys involving potentially hazardous/adventurous activities. <ul style="list-style-type: none"> visits for field studies involving water or within close proximity to open water. visits involving adventurous activity e.g. canoeing, climbing, skiing visits to theme/adventure parks e.g. Gullivers World, Alton Towers visits to farms, zoos or safari parks
Group 4	Residential visits for all activities within and outside the UK <ul style="list-style-type: none"> visits to residential centres. e.g. Kingswood. visits abroad: historical study / language/ sports activities visits entirely organised by the establishment. e.g. using a youth hostel/hotel as a base for activities. visits involving exchanges.

4.2 APPROVAL REQUIREMENTS FOR VISITS

Group 1 (see Appendix 7)

- **This type of visit does not require written LA approval**
- Establishments should state in their policy the range of visits they would define within Group 1 and set suitable lead times to allow for effective planning.
- The policy should also make clear the processes by which parents will be informed that their children are engaging in these activities.
- For this type of activity there is no need for establishments to complete the Authority Off-Site Visit Form. (OSVF)
- The EVC must ensure that appropriate risk assessments and Section A of the monitoring form are completed prior to the visit. These should be held by the Education Visits Co-ordinator. NB. For group 1 activities, the monitoring form may be signed by the EVC.
- It is recommended that parents are asked for their prior agreement in principle to young people being out of the establishment for this type of activity, and that parents are notified in advance of all non-routine occasions when young people will be out of establishment.

Group 2 (see Appendix 7)

- **This type of visit does not require written LA approval**
- For this type of activity the OSVF will need to be completed but should be retained by the Education Visits Co-ordinator. It should be retained for at least 12 months after the end of the activity. This is to enable the Authority to monitor standards and procedures in the use of OSVF forms, as a part of its duty of supervision.
- The EVC must ensure that appropriate risk assessments and Section A of the monitoring form are completed prior to the visit. These should be held at by the Education Visits Co-ordinator. NB. For group 2 activities, the monitoring form may be signed by the EVC.
- Parental agreement should be specifically obtained.

Group 3 (see Appendix 7)

- **This type of visit must not take place without the written approval of the LA.**
- For this type of activity the OSVF will need to be completed and must be

forwarded to the LA for approval. This should be sent to the authority, in the first instance, at the planning stage and at the very least 2 months in advance to give the LA sufficient time to perform its duty of care.

- Parental agreement should be specifically obtained for the activity.
- 28 days before the event any up dated OSVF * must be forwarded to the authority together with the authority monitoring form, completed risk assessment form and list of young people and staff with their emergency contacts.

* The Education Visits Co-ordinator should decide whether such changes alter the nature of the visit to such an extent that the visit becomes a new visit (consult the relevant LA officer for advice if unsure)

Group 4 (see Appendix 7)

- **This type of visit must not take place without the written approval of the LA.**
- For this type of activity the OSVF will need to be completed and must be forwarded to the LA for approval. This must be sent to the authority, in the first instance, at the planning stage and at the very least 6 months in advance if the visit is abroad and at least 3 months if within the UK to give the LA sufficient time to perform its duty of care.
- Parental agreement should be specifically obtained for the activity.
- 28 days before the event any up dated OSVF* should be forwarded to the authority together with the authority monitoring form, completed risk assessment form and list of young people and staff with emergency contacts.

* The Education Visits Co-ordinator should decide whether such changes alter the nature of the visit to such an extent that the visit becomes a new visit (consult the relevant LA officer for advice if unsure)

Summary

- A planning checklist can be found at appendix 7 to assist EVCs and Visit Leaders with the various stages of planning and approval.
- The Headteacher is responsible for ensuring visits are in conformity with the requirements of authority policy.
- The Headteacher should ensure that governors are informed in advance of all residential visits being planned.

4.3 SUPERVISION REQUIREMENTS FOR DIFFERENT CATEGORIES OF VISIT

- The Authority Policy on minimum levels of supervision are detailed below. It will be

for the headteacher to decide whether the particular circumstances of any visit require levels of supervision above the minimum requirement. The risk assessment process will help inform this decision and will take into account the following factors:

- sex, age and ability of group;
- young people with special educational or medical needs;
- nature of the activities;
- experience of the adults in managing educational visits and journeys;
- duration and nature of the journey;
- type of accommodation (if applicable);
- competence of staff, both general and for specific activities.
- requirements of the organisation or venue to be visited;
- behaviour of young people and
- first aid provision.

4.4 SUPERVISION RATIOS FOR DIFFERENT CATEGORIES OF VISIT

- The following ratios relate to the categories of visits listed in above:

Visit Groups 1 and 2: (Day visits)

Age Group	Recommended Minimum Ratio	
Early Years	1 adult : 3	young people
Years 1-3	1 adult : 6	young people
Years 4-6	1 adult : 10 - 15 young people	
Year 7 onwards	1 adult : 15 - 20 young people	

- There should always be a minimum of 2 adults
- In the case of schools, there should always be a minimum of one teacher in charge who takes overall responsibility for the trip. This responsibility can be indirect supervision, although the visit leader should have attended visit leader training and be an employee of the school.
- The decision to use staffing ratios that do not meet these recommendations should be based on a risk assessment of the activity. (see Section 5)
- The school swimming programme requires a minimum of two adults to accompany the group on the coach transport.

Visit Group 3: (Hazardous and Adventure Visits - Day visits)

Early Years & Years 1 - 3	-	see ratios above
Year 4 onwards	-	1 adult : 10 young people

- There should always be a minimum of 2 adults.
- There should always be a minimum of one teacher/trained visit leader employed by the establishment in charge of the visit.
- An additional adult is required for ever additional 10 young people.
- Typically staff leading adventure activities will be qualified through a National Governing Body Award (e.g. British Canoe Union). These bodies suggest ratios for the various activities and staff are strongly advised to use these recommendations as the basis for deciding the number of young people with whom they will work. (see section 11)
- In addition, consideration must be given to the following factors:
 - the nature of the activity;
 - age and experience of the group involved;
 - any special medical or educational needs of group members;
 - the prevailing and anticipated weather conditions;
 - the location of the activity;
 - experience of the staff and
 - supervision of 'other' group members.

Visits Group 4: (residential visits home and abroad)

Early Years & Years 1 - 3	-	see ratios above
Year 4 onwards	-	1 adult : 10 young people

- There should always be a minimum of 2 adults.
- The visit leader must be a teacher or a member of staff who has attended the Authority Visit Leader Training. When the numbers of young people on the visit is 20 or more and visit involves a school there must be a teacher as the visit leader.
- The status and quality of the additional adult supporting the teacher/trained visit leader is a critical factor in determining the number of participants, and should be determined by the Headteacher/EVC. It is essential they have the skills appropriate to the activity.
- For each additional teacher/other adult, add a maximum of 10 additional young people.
- It is desirable for mixed parties to be accompanied by adults of both sexes. This is clearly important for upper juniors and essential for secondary residential visits.

• 4.5 CATEGORIES OF ACTIVITIES

- This guidance is provided by the DCSF.

- **This Section identifies where the type of activity determines the visit grouping.** Those most common in establishments include, climbing, canoeing, sailing and moorland walking.
- **Category A**
These comprise activities which present no significant risk and which may be supervised by a member of staff deemed competent either by the EVC or Head of Establishment, as appropriate. There is no need for National Governing Body (NGB) or other accreditation, though the activities should be conducted following standard LA procedures. Visits within Groups 1 and 2 above would typically be made up from activities within this category. Further examples might include:
 - walking in parks or on non remote country paths;
 - field studies in environments presenting no technical hazards;
 - town visits
 - sporting fixtures
- **Category B**
These comprise some higher risk or higher profile activities. Visits within Group 3 would typically be made up from activities within this category. Safe supervision requires that, as a minimum, the leader should be a trained visit leader and have undergone additional familiarisation or induction specific to the activity or location. Examples might include:
 - camping locally;
 - farm visits, zoos, safari parks;
 - cycling;
 - walking in non-remote country;
 - field studies involving water or activities within close proximity to open water;
 - visits to theme parks;
 - fishing/angling and
 - Go Karting
- Anyone contemplating leading Category B activities should always check such status with the LA through their EVC beforehand. Advice on farm visits, coastal visits and swimming in open water is available in "A Handbook for Group Leaders" (Ref: DfCSF/0566/2002)
- **Category C**
This is the most demanding category and is typified by the list below:
Airborne activities;
Camping, wild or remote;
Canoeing and kayaking ;
Canyoning;
Caving (including mines and quarries);
Coasteering;
Climbing (including climbing walls);
Combined rock and water activities;
Field study courses in mountainous terrain;
Mountain and moorland walking;
Mountain biking (moorland or mountainous terrain);

Pony trekking;
Power boat/jet skiing;
Rafting;
River running;
Ropes courses;
Sailing;
Skiing;
Sub aqua/snorkeling;
Surfing;
Water skiing;
Windsurfing;

- Evidence of competence to lead such activities usually takes the form of a National Governing Body award.
- This list is not all-inclusive. Assault Courses, Rope Courses (High & Low), Para/Kite surfing, Banana and Bongo (tube) Riding all require careful consideration and risk assessments. Many of these hybrid or new activities have yet to develop a National Governing Body System of Instructor Qualifications or training and may have limited documented good practice manuals.
- This situation is changing and reference should be made to the LA Officer. It is, therefore, very important that suitable and detailed checks should be made into the operational standards, experience and related qualifications of providers and the staff supervising these activities.

4.6 EXTERNAL PROVIDERS

- When engaging the services of an external provider to deliver an activity or provide facilities, the visit leader should ensure that an external providers questionnaire is completed if that provider is not named on the Local Authority external providers list.
- Certain adventure activities fall under the remit the Adventure Activities Licensing Service (AALS), depending on whether they are in scope or not. The Licensing Regulations came into effect in April 1996 and require providers of adventure activities to hold a licence to run certain adventure activities described as being 'in scope'. Upon their application, the government-appointed licensing authority inspects providers. Following a satisfactory inspection, they are issued with a licence, which is reviewed regularly.
- The Licensing Regulations apply only to providers who are:
 - providing activities to those under the age of 18 and
 - receiving payment for that provision.
- The Scheme does not cover activities which are offered:
 - by establishment staff to their own young people;
 - to young people accompanied by their parents/guardians;
 - outside England, Scotland and Wales and
 - by voluntary associations (e.g. scouts, canoe clubs) to their own

members.

4.7 ACTIVITIES COVERED BY THE LICENSING SCHEME

- The activities which are in scope are caving, climbing, trekking and watersports.

Caving includes potholing, cave diving and mine exploration	Covers virtually all underground activities except visits to show caves and tourist mines.
Climbing includes climbing, abseiling, traversing and scrambling	Covers most activities involving movement over difficult terrain which requires use of hands and feet and where safety requires use of climbing equipment or climbing skills and techniques. Does not include purpose-built, man-made climbing walls/abseil towers but does include other structures such as railway viaducts.
Trekking includes walking, running, pony trekking, mountain biking, off-piste skiing and related activities	Includes mountain or moorland country which is remote i.e. more than 30 minutes travelling time from the nearest refuge or accessible road. Trekking thus includes all travel which takes place. a) either on moorland regardless of its height above sea level. b) or on any land above 600 metres and where the nearest refuge or accessible road is more than 30 minutes away. This distance must never exceed 2.5 km and must be over a safe route not involving steep ground or unfordable rivers.
Watersports includes canoeing, sailing, rafting and related activities but does not include rowing boats, surfing, water skiing or rafts towed or propelled by power. Sailing includes all craft mainly propelled by wind but not larger sailing craft requiring a certificate under the Merchant Shipping Act 1995.	Includes any activities on the sea or any tidal waters as well as inland waters where any part of the water is more than 50m from the nearest land. (islands do not count as land within this definition) or where the water is made turbulent by fast-flowing currents, rapids, weirs or waterfalls.

4.8 ACTIVITIES NOT COVERED BY THE LICENSING SCHEME

- Surfing, snorkeling, sub aqua, climbing walls, abseil towers, powerboating, rowing, archery, cycling on roads, tall ships sailing .

4.9 IMPLICATIONS FOR VISIT LEADERS

- Be aware that not all adventure activities need a licence. See above.
- Also be aware that adventure activities in certain locations do not require a licence.

- Ensure that you use a licensed provider of adventure activities when:
 - your group members are under 18 years of age;
 - the provider is operating in return for payment and
 - the activity is in scope i.e. the nature and location of the activity fall within the guidelines above.

4.10 ADVENTURE ACTIVITIES LED BY ESTABLISHMENT STAFF

- The technical competence of these individuals is usually evidenced through a National Governing Body (NGB) qualification.
- The level of qualification determines the area where the holder may operate so that the higher the award, the more demanding an environment the holder may work in.

4.11 THIRD PARTY VISIT LEADERS

N.B. The 'Third Party Visit Leader' protocol only applies when there are no teachers or trained visit leaders present on the visit from the school at which the pupils are registered. Where such staff are present, the normal approval process should be followed.

Where a school/college or service within Services to People acts as the visit leader for a visit involving young people from another school/service within the Council, the provider should be regarded as a 'Third Party Visit Leader'.

Situations involving a 'Third Party Visit Leader' would fall into two broad groups:

1. the 'Third Party Visit Leader' is providing a visit for children and young people from one other school/college or service e.g. Services for Young People leading a visit for a group of pupils from one high school
2. the 'Third Party Visit Leader' is providing a visit for children and young people from two or more other schools/colleges or services e.g. Stockport College leading a visit involving pupils from six high schools as part of a 14 -19 Diploma course

For each of these two situations, the following approval procedures should be applied:

1. The 'Third Party Visit Leader' may complete & sign the OSVF, monitoring form and risk assessment in conjunction with the partner school/college. The 'Third Party Visit Leader' should sign the risk assessment. For group 3 & 4 visits, all appropriate forms should then be forwarded to the Local Authority for approval as usual. The 'Visit Approved' email will then be sent to both parties once approved.
2. The 'Third Party Visit Leader' may complete, sign and submit all appropriate forms on behalf of the other schools/colleges, **providing they have received a signed 'Third Party Visit Leader Form' (Appendix 16) from each participating school/college for that visit.** The 'Third Party Visit Leader' should then provide

all parties with copies of all approval documentation. For group 3 & 4 visits, all appropriate forms should then be forwarded to the Local Authority by the 'Third Party Visit Leader' for approval as usual. The 'Third Party Visit Leader' should retain all copies of the 'Third Party Visit Leader Form' on file. The 'Visit Approved' email will then be sent to all parties once approved.

SECTION 5: RISK ASSESSMENT

5.1 LEGAL REQUIREMENT

- Risk assessment and risk management are legal requirements. For off-site 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 those with 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.
- It is essential that risk assessments be recorded and reviewed.

5.2 3 LEVELS OF RISK ASSESSMENT

- **Generic** risk assessments which are likely to apply to the activity wherever and whenever it takes place.
- **Visit/site specific** risk assessment which will differ from place to place and group to group and
- **Ongoing (dynamic)** risk assessments that take account of changes such as weather, illness of staff/young people or the unavailability of a preferred activity.

5.3 GENERIC RISK ASSESSMENT

- Providers of services will provide generic risk assessments for the activities they offer.
- The LA has a range of sample generic risk assessments for different activities undertaken by establishments. These generic risk assessment inform/supplement the health and safety policy of the LA and associated procedures. E.g. Swimming Guidelines. There are generic risk assessments for adventurous activities in Section 11.

5.4 VISIT/SITE SPECIFIC RISK ASSESSMENT

- By their very nature, generic risk assessments cannot take into account the individual risks and hazards of every situation or venue. Therefore visit/site specific assessments must be made to ensure that risks peculiar to that journey or visit are as low as reasonably practicable.
- These are usually undertaken by the establishment and should be completed well before the visit.

- They should be used to inform good practice and provide the basis for safe operating procedures and might include:
 - specific health conditions in the group;
 - behaviour of young people;
 - safety of group in public places (toilets, service stations etc) on journeys to activities;
 - crossing roads;
 - control of group during transportation and at the venue;
 - known predictable site hazards (identified during pre-visit) e.g. unloading on side of busy road/rooming allocation on a residential visit);
 - activity arrangements;
 - group management decisions and
 - alternative plans.

5.5 ONGOING RISK ASSESSMENT

- Visit or group leaders have responsibilities for carrying out ongoing risk assessment 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 e.g. tides, potential for flooding and direct observation etc. They are not usually recorded until after the visit and should be reviewed to inform future planning
- The Visit Leader and group leaders must recognise their responsibilities to intervene, raise concerns or stop activities at any stage, if they have concerns over safety standards of colleagues or providers, or if circumstances change.
Examples might be:
 - group tiredness;
 - illness within the group or misbehaviour issues with other groups at same venue;
 - change in weather and
 - potential threats to participants from other groups or the public.
- Visit Leaders must not sanction activities that are not in keeping with the plan to which the initial approval by their establishment or the Authority was given; e.g. young people undertaking activities within groups 1 or 2 must not participate in hazardous activities, which fall into group 3. (See Section 4 Categories of activities).

5.6 UNDERTAKING RISK ASSESSMENT

- A risk assessment for a visit need not be complex but it should be comprehensive.
- It does not generally require technical formulae or professional health and safety expertise but specialised information for some visits may be necessary, and

Section 5 : Risk Assessment

Headteachers should ensure that the person assessing the risks is competent to do so. Specialist advice is available through the LA.

- A formal assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them. Young people must not be placed in situations that expose them to an unacceptable level of risk. Safety must always be the prime consideration. **If the risks cannot be contained then the visit must not take place.**
- The risk assessment should be based on the following considerations:
 - what are the hazards?
 - who might be affected by them?
 - what safety measures need to be in place to reduce risks to an acceptable level?
 - can the visit leader put the safety measures in place? and
 - what steps will be taken in an emergency?
- The following factors are important when assessing the risks:
 - the type of visit/activity and the level at which it is being undertaken;
 - the location, routes and modes of transport;
 - the competence, experience and qualifications of supervisory staff;
 - the ratios of teachers and supervisory staff to young peoples;
 - the group members' age, competence, fitness, temperament and the suitability of the activity;
 - the special educational or medical needs of the young people;
 - the quality and suitability of available equipment;
 - seasonal considerations, weather and timing;
 - emergency procedures. How to cope when a young people becomes unable or unwilling to continue;
 - the need to monitor the risks throughout the visit and
 - the need to monitor the young people at night.

5.7 RECORDING RISK ASSESSMENT

- The person/team carrying out the risk assessment should record it and, from the outcome, formulate a set of procedures for the safe management of the visit. (see Appendix 4)
- These procedures must be agreed and shared with all staff on the visit, thereby enabling them to avoid or reduce the risks.
- The Headteacher and governing body should also be given a copy so that approval, as necessary, can be given with a clear understanding that effective planning has taken place. For group 3 and 4 activities the LA must be provided with this information.
- Frequent visits to local venues such as swimming pools sporting events or fixtures may not need a risk assessment every time. Nevertheless, it is essential not to become complacent. An assessment of the risks of such visits should be made at

regular intervals and careful monitoring should take place. The visit leader and other staff should monitor the risks throughout the visit and take appropriate action as necessary.

5.8 INVOLVING YOUNG PEOPLE IN RISK ASSESSMENT

- Young people involved in risk assessments are likely to have a safer, more responsible approach to off-site activities and will have improved their risk management skills essential for adult life.
- It is sound practice to involve all young people in risk assessment and risk management to a degree that is appropriate to their age, experience and abilities.
- Young people should learn to identify risks and be encouraged to decide on ways to manage those risks.
- As an example, very young children are taught about the dangers of traffic and crossing the road and learn about the Green Cross Code. Similarly, they learn about germs and hygiene and should be encouraged to apply this knowledge to off-site activities such as farm visits.
- Older students involved in off-site activities should identify risks relevant to their situations and be encouraged to develop risk-control measures. Examples of this might include getting lost or separated and being in remote locations with distant supervision (such as the Duke of Edinburgh's Award Scheme).
- In short, risk assessment and risk management is not done to participants, but with them. It should be viewed as an essential process in which all participants on the visit are involved.
- For further information on Ongoing Risk Assessment, see 'A Handbook for Group Leaders' (Ref: DfCSF/0566/2002)
- For further information on involving pupils in Risk Assessment, see 'Safety Education – Guidance for schools' (Ref: DfCSF/0161/20002).

5.9 EXTERNAL PROVIDERS/TOUR OPERATORS

- Before booking a visit, the visit leader should obtain written details of all relevant external providers risk assessments and ensure all adults accompanying the visit are familiar with their contents. The visit leader should also ensure the completion of the Authority External Providers Questionnaire. (see Appendix 8)
- This information may come from the provider in the form of a 'AALS Risk Management Summary'
- When using external providers, the visit leader must ensure that risk assessments

Section 5 : Risk Assessment

relating to travel and the management and supervision of the young people, at all times, are completed.

6 EMERGENCY PROCEDURES

6.1 INTRODUCTION

- Despite good planning and leadership, unforeseen emergencies or accidents may arise. On such occasions leaders may need the support, advice and management skills of the Headteacher, Governing Body and the Services to People Incidents Management Team.
- Most emergencies can be resolved by an on-the-spot response by the visit leader. However in the event of a serious incident, which could range from an injury or illness requiring medical treatment to a fatality, or an incident involving serious threat to the group, the following procedures should be followed. The procedures outlined below should be read in conjunction with the Services to People 'Critical Incident Guidelines'.
- Emergency procedures are an essential part of planning an educational visit. The following emergency procedures are designed to ensure the rapid transfer of information, enlist services and help, and to deal with the probable attention of the media.
- All staff should have available a copy of these procedures and appropriate information (telephone numbers for example) on all visits. It is strongly recommended that a summary of the process below forms part of the documentation pack carried by the leader and that it be available at all reasonable times during the visit.
- The leader must ensure that these procedures are implemented as quickly and efficiently as possible in order to facilitate help and support for young people, parents and staff.

6.2 PREPARATION BEFORE THE VISIT

- Two home Emergency Contacts should be identified. These will usually be the Headteacher and a deputy. Such Emergency Contacts should not be parents of children on the visit.
- These contacts must ensure that between them they provide 24 hour per day access by telephone and both contacts must have:
 - office and home telephone numbers of the Services to People Incidents Management Team.
 - Out of hours, the contact should be with the Stockport Town Hall Control Room which will be able to reach Incident Management Team (see section 6.5);

Section 6 : Emergency Procedures

- a full list of names, addresses and telephone numbers of parents of all young peoples and the next of kin of all adults on the visit.
 - an identical list should be taken on the visit by the Visit Leader and
 - where parents are away from home during the visit, or where there is no home telephone, alternative emergency contact arrangements should be made for such young peoples.
- All adults who will be supervising young people during the visit should be briefed as to the above procedure.
 - Young people information pertinent to emergency hospital treatment should be obtained, using the Parental Information Form in appendix 6. This information should be carried by the Visit Leader and another by the supervising teacher.
 - A written summary of these Emergency Procedures should be part of the Visit Leader's reference pack. (see preparation for visits Section 3)

6.3 IN THE EVENT OF AN ACCIDENT OR EMERGENCY

Ascertain nature and extent of emergency

- There may be emergencies which require on-the-spot response by the leader.
- Render first aid and comfort casualty(ies) as appropriate.
- Call the emergency services as required, giving essential information about the nature of the emergency, the location and the condition of the party.

Control and supervision of the group

- Immediately inform all group staff of the problem; share it; clarify actions to be taken.
- Make sure all group members are accounted for, are safe from danger and are well looked after.
- Establish the names and numbers of people involved in the incident and, if injured, the nature and extent of the injuries.
- Ensure that the injured are accompanied to hospital wherever possible by a member of staff.
- Clarify with the rest of the group what has happened and your consequent course of action.

Information and communication

- Do not allow use of young peoples' mobiles phones until your Emergency Contact at establishment or centre has been alerted, with precise details.
- Do not release names of involved or injured participants other than to official sources such as police, medical services.

Section 6 : Emergency Procedures

- All accidents involving children are matters of legitimate public concern and are, therefore, likely to attract the attention of the media. Media response to a major incident is often immediate. Leaders should avoid any direct dealings with the media. Any media contact should be referred to the Town Hall Marketing and Communication Unit. (see Appendix 5 Emergency Contact List)
- If the incident involves serious injury or any recourse to emergency services or in the case of any emergency which arises abroad, the Emergency Contact should alert the Headteacher or designated deputy who should then contact the appropriate Services to People Officer and Chair of Governors. They will then jointly determine the need to initiate the C&YPD Critical Incident Procedures.
- When notifying the establishment Emergency Contact, be prepared to provide the following information:
 - nature, date and time of incident
 - location of incident;
 - details of injuries;
 - names of any individuals involved;
 - action taken so far and
 - telephone numbers for future communication.
- The appropriate Services to People Officer can be contacted through the Emergency Contacts list. Out of office hours the contact should be made with the Control Room 0161 474 5555. They will be able to contact the appropriate Officer.
- Once the initial facts are clear and a press release agreed, the Marketing and Communication Unit will act as a base for media reception and as a channel for communication.
- Contact with relatives should be as early as possible. It is vital to ensure parental contact, whenever possible, before news spreads through the media. This would normally be done through the Headteacher, deputy or other designated person at the establishment or centre.
- Complete and submit form SAIR 102 as soon as possible (see appendix 13)

6.4. CARE OF THE GROUP

- Immediately following a serious incident it is highly likely that group members and staff will be in a state of shock. It is therefore important to ensure their well being and to provide them with security and protection from media attention.
- All involved may need help in coping with possible shock and trauma, which may last for many weeks. Support and counselling may be necessary; in this event the Local Authority services will be of significant help. (see LA Critical Incident Guidelines)

6.5 EMERGENCY CONTACT NUMBERS

Contact	Office	Mobile	Home
Andrew Webb	0161 474 3808	07800 618800	0151 421 1549
Donna Sager	0161 474 3802	07891 949407	0161 973 8322
Richard Bates	0161 474 3928	07800 617955	0161 432 4337
Pat Morgan	0161 474 3917	07800 617942	01260 274368
Barry Kirkman	0161 474 3060	07800 617943	01204 495819
Control Room	0161 474 5555	-	-
Marketing & Communications	0161 474 3060	-	-

Media Contacts			
John Spittlehouse	0161 474 3064	07800 617 509	
John Pasiecznik	0161 474 3060	07800 617 508	

6.6 REDUCING THE CHANCE OF FUTURE OCCURANCE

- Following an accident or near miss, form SAIR 102 must be submitted and all risk assessments reviewed. Where an accident or near miss has occurred within an activity covered by an external providers risk assessment, the provider should be informed.

All SAIR 102 forms relating to educational visits & journeys should be submitted to Russ Boaler, 3rd Floor Stopford House, Town Hall, Stockport SK1 3XE

7 EXCHANGE VISITS

7.1 INTRODUCTION

- This additional guidance should be read in conjunction with the LA's generic guidance for off-site visits. (see Section 3)
- Exchange visits differ from other visits in that students are not directly supervised by teachers whilst they are with host families; exchanges therefore require thorough and carefully planned risk management that addresses the issues related to indirect supervision.
- It is essential that expectations and assurances are established for parties involved, pupils, teachers, host families and schools and these should be reciprocal with the exchange group as far as is reasonably practical.

7.2 VISIT LEADER AND STAFF COMPETENCE

- The majority of the exchange visits are language based and should include language staff as party leaders. For other types of visits it is important that there is someone who can act in the interests of the party who is available 24 hours and is able to communicate fluently.
- Visit leaders should ensure that 24-hour access is available to a competent person that has all the necessary background knowledge of the host culture.
- The ratios for this type of visit should be in line with residential visits and there should be a minimum of two staff per visit which must include staff for each sex for mixed groups.

7.3 HOST FAMILIES

- There is clearly a need to take every reasonable step to ensure the safety and well being of pupils when they stay with families. The vetting of host families is crucial to ensuring the safety and protection of children.
- The vetting of host families when visiting children stay with the family of our pupils is crucial to ensuring the safety and protection of the pupils and where possible protecting the reputation of host family members. This should include:
 - CRB Checks for all members of the family over the age of 16;
 - verification of family structure;
 - code of conduct;
 - home visit checks if possible / where deemed desirable;
 - information gathering and sharing;
 - sleeping arrangements;
 - family activities and
 - transportation including drivers.

- Host families should complete the 'Host Family Information Form'. (see Appendix 9)
- Where visits are abroad and organised through a travel company the agency should have responsibility for vetting the host families. Schools should check that these procedures meet the authority recommendations above.
- Where schools make their own arrangements they need to be clear about procedures in the relevant country for vetting the suitability of host families. The exact equivalent to a CRB check is unlikely to be available in all countries and the visit leader in this case should ensure that the host school or establishment or agency has a vetting procedure in place to assess the suitability of home placements. A copy of the European version of the 'Host Family Information Form' should be sent to the exchange school. (see Appendix 10)
- "If a host school or placing agency does not have appropriate measures in place for carrying out checks to ensure the health, safety and welfare of the exchange pupils the group leader should seek further assurances **and/or reconsider whether the visit should take place.**' (HASPEV 1998)

7.4 MONITORING OF ARRANGEMENTS

- Throughout the visit the leaders retain full responsibility for their pupils even if the pupils are remotely supervised within the host family. This will require suitable and sufficient procedures in place to monitor the home stay on a sample basis, including arrangements for effective communication with pupils and hosts together with observation of accommodation if possible, work placements and other locations used during the visit.

7.5 RISK MANAGEMENT

- In addition to assessing the risks inherent in any educational visit (see Section 5) there are additional risks relating to exchange visits that will require extra consideration. In order to reduce the possibility of harm it will be necessary to consider additional control measures.
- These might include:
 - matching families and students with due regard to gender, diet, religious belief, special needs etc;
 - completing host family stay information form;
 - contingency plans in place to move a pupil at short notice;
 - safety and well being of the pupils and includes appropriate drivers and transport whilst with host family;
 - ensuring that pupils and host families are aware of a 24 hour contact number and are fully briefed on procedures should a problem arise;
 - daily contact with pupils and an agreed keyword that they can use and which means 'I want you to visit me immediately';
 - access to phone or mobile phone to call or text messages to staff;
 - students briefing on personal safety and written guidance on topic and

- acceptable and unacceptable activities on 'family days' have been discussed and parental agreement sought prior to the visit.
- Where a visit is arranged for the first time a preliminary visit may reassure all parties and provide details and photographs for a parents' presentation. It is a control measure in itself as well as being an opportunity to consider a specific risk assessment first hand. A pre visit is thus strongly recommended. The issues raised above should be considered during this visit.
- Contingency plans should include alternative accommodation arrangements for example if it becomes necessary to move a young person from their host family.

7.6 PREPARATION OF PARENTS AND PUPILS

Parents:

- It is essential that parents are fully appraised about the visit in order to make informed decisions and should include:
 - as detailed a programme of the entire visit as is possible, including family days and acceptable activities that may be provided by the host families;
 - an explanation of to what extent pupils may, or may not be supervised by accompanying staff and how they can communicate with those staff;
 - procedures in case students are not happy in their host family homes;
 - expectations regarding behaviour of pupils, including circumstances in which parents should be prepared for their children to be sent home early or to be responsible for the collection of their children;
 - expectations regarding downtime, 'curfew' times, bed times, alcohol, smoking etc. Statistically 'downtime' accounts for a disproportionate levels of accidents and mishaps.
- It is recommended that the amount of downtime is reduced to a minimum and considered carefully.

Pupils:

- It is strongly recommended that pupils are provided with a copy of the Child Safe Leaflet 'Travel safe' ... Advice for Children and Young People 2001 and that they and their parents read this.
- Pupils should be made aware of the 'The Child-Safe Travel-Safe Code' and the Guidelines for Children and Young People on Homestays.

7.7 PUPILS WITH SPECIFIC NEEDS

- It is recognised that young people with special needs are more vulnerable than others and therefore face additional risks whilst visiting abroad. These individuals however, also have the right to have their horizons expanded through travelling abroad.

- In order to make such exchanges possible the same general guidelines for visits apply but in addition the Visit Leader will have to put in place more stringent checks and balances. This should include:
 - an advanced planning visit is essential for visits involving pupils with SEN;
 - a higher ratio of adults/carers ;
 - all staff supervising visit aware of pupils' medical needs and medical emergency procedures and
 - assessing suitability of host family, ramps lifts, wide doorways, adapted toilets, experience of hosting/working with young people with specific needs etc.

7.8 EMERGENCY PROCEDURES

- There should be an emergency procedures plan which reflects the 'Authority Critical Incident Plan' (see Section 6)
- For this type of visit it should include alternative accommodation arrangements.

7.9 INSURANCE

- Personal travel insurance is essential for visits of this type. This is usually organised via a tour company with whom travel is arranged or through the LA. Visit Leaders are advised to check their level of cover if through a tour company.
- The Schools Journey Insurance only covers activities organised by the school under their direct supervision of the teacher. It does not cover any activities undertaken with the host families. Parents should be made aware of these limitations before being asked to complete a form detailing which non supervised activities they will allow their child to take part in.

8. LEGAL AND INSURANCE MATTERS

8.1 INTRODUCTION

- The potential for misadventure exists on all off-site activities. That the number of accidents are few is a tribute to the high standards of care and professionalism of the many teachers and youth workers leading such activities and the support given by Headteachers and other senior staff in establishments. Even fewer incidents lead to any form of litigation. Nevertheless organisers of off-visits are understandably concerned to know that their legal position would be in the event of serious accident or injury to one of their pupils. It is hoped that the following notes may be helpful.

8.2 STATUTORY LAW

- The following Acts and Regulations have implications for Headteachers and others with responsibility for areas of the school or other premises, or for equipment used in these areas. Those that have this responsibility are legally required to make themselves aware of the legal obligations under these Acts. Relevant information is contained within the Services to People Health and Safety Policy Manual.
 - The Health and Safety at Work Etc Act 1974
 - The Health and Safety (First Aid) Regulations 1981
 - The Occupiers Liabilities Act 1957 and 1984
 - Management of Health and Safety at Work Regulations 1999
- The same Acts/laws place obligations on owners or occupiers of sites to which pupils may be taken as part of an educational visit.

8.3 COMMON LAW

- To contravene common law there must be a notion of negligence. Negligence can only be established where there exists a 'duty of care', where damage has occurred to someone to whom that duty of care extends, and where that damage has occurred to someone to whom that duty of care extends, and where that damage is a reasonable, foreseeable consequence of the negligence.
- The duty of care that applies to a staff in charge of pupils under the age of 18 is that which is understood by the term 'in loco parentis'. In order to fulfil their obligations in loco parentis teachers and leaders must:
 - ensure that their actions are compatible with those expected of a careful and prudent parent;
 - ensure that their actions take account of the age and known propensities of particular children;
 - exercise sound judgement, commensurate with their knowledge, experience and training;
 - ensure that their actions are in line with well developed and accepted practice.

Section 8 : Legal and Insurance Matters

- Provided that staff are considered to have fulfilled these obligations, he or she should be in a position to defend him/herself against any claims of negligence arising from an accident to a pupil in his/her care.
- In deciding whether staff have exercised sound judgement, a court would take account of their knowledge, experience and training. In general a higher standard is expected of the more experienced. In particular, a higher standard is expected of a qualified teacher or youth worker than an adult helper. If an accident happened as a result of negligence or lack of training and experience of the teacher or youth worker not only would they be liable in law but the LA would also be liable as his/her employer provided that he/she was acting in the course of his/her employment at the time that the incident happened.
- In order to establish what constitutes 'well developed and accepted practice', it is normal for parties to the proceedings to call expert witnesses recommended, for example, by the National Governing Body of the activity concerned. Where an Local Authority has issued regulations and guidance on safe practice, then the teacher/youth worker would also be expected to be familiar with this and take all reasonable steps to act in accordance with this guidance.
- In order to meet its legal obligations and to safeguard its staff, the Authority holds third party and employer's liability policies through which it insures its legal liability for accidental injury, fatal or otherwise, to any person, or loss or damage to property arising through negligence of itself or its staff.

8.4 INSURANCES CENTRALLY PROVIDED BY THE LA

- The Authority's legal liability may be defined as being legally answerable for something carelessly or negligently done or omitted and may arise in connection with the actions of an employee or the ownership or occupation of property or land.
- The Authority takes out insurance policies to protect itself, schools and youth groups against financial consequences if claims for damages are successfully brought against them by the Injured Party. Liability risks are normally divided into Employer Liability (for injury to employees) and Third Party - also called Public Liability - for injury/damage to all persons.

8.5 EMPLOYER'S LIABILITY

- This policy covers the legal liability of the Authority to its staff. If in the course of his/her employment as employee suffers death, bodily injury or contracts a disease for which the Authority is held to be liable, the employee may sue for damages.
- If actions are brought against Governors, Managers or Trustees of schools, the policy shall indemnify them as it would the Council.
- The indemnity provided by this policy is unlimited.

8.6 THIRD PARTY OR PUBLIC LIABILITY

- In law, the Authority is responsible for its employees if, in the course of their duties, the actions of its employees results in physical injury to any person or illness, fatal or otherwise or accidental loss or damage to property and the injured person sues for damages
- This policy also indemnifies volunteers for claims arising from voluntary activities or supervision of sporting events, clubs, camps, journeys etc., that are not directly required by the duties imposed by a contract of service.
- This policy also indemnifies voluntary workers, volunteers and co-opted persons.

8.7 UNINSURED RISKS

- The Authority does not affect insurance for injury to any employee, volunteer or pupil who sustain injury due to mischance or accident, and is not proven negligence, in connection with the Authority's activities.
- The Authority does not accept responsibility for loss or damage to personal property belonging to employees, volunteers and pupils. All property is considered to be brought onto the premises at the owner's risk. This applies generally to property held there during the day or night. The exception to this rule is where property is handed to the staff for safekeeping or when the pupil's property is confiscated during lessons.

8.8 RECOMMENDED ADDITIONAL INSURANCE

- It is important for the organisers of school and youth club visits and journeys to:
 - obtain parental consent (see Appendix 6);
 - consider taking out additional insurance, including personal accident cover for participants appropriate to the nature of the visit.
- Recommended insurance content for journeys within the UK:
 - expenses that may be incurred by one of the organisers staying behind with a sick member detained at a distant centre;
 - additional expenses in transporting home any sick or injured person on medical advice or, in the event of death, the body or ashes of such a person;
 - expenses incurred by the parent or guardian of a sick or injured person travelling to visit such a person on medical advice;
 - additional expenses incurred through the enforced extension or curtailment of, or a forced change in the planned itinerary of the journey, by reason of strike, riot or civil commotion;
 - loss and/or damage to personal luggage and loss of money;
 - loss of deposits owing to compulsory abandonment of the proposed holiday or journey and

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- personal accident compensation in the event of any member of the party sustaining permanent disabling injury or death.
- Additionally, when travelling in Europe you are required to be in possession of European Health Insurance Card (EHIC-Card). This new card allows EU nationals to obtain the same level of health care as a local resident in a member country when travelling. (see website: www.travelhealth.co.uk/advice/ehic.htm)
- For further advice on insurance matters contact the Insurance Officer in Business Services

8.9 SCHOOL JOURNEY INSURANCE (including personal accident)

- The Authority offers an insurance scheme to meet the above recommendations. Schools can buy into this policy.
- On completion of the off-site visit form (see Appendix 1) including the request for insurance Section the Authority will make necessary arrangements available for EU countries.
- A summary of the School Journey Insurance Scheme can be found at the end of this Section.
- For visits and journeys organised through a private company the leader should check that the insurance included in the package meets the Authority minimum cover outlined in the summary of 'School Journey Insurance Scheme'.

8.10 USE OF MINIBUSES AND PRIVATELY OWNED CARS

See Section 9 'Transport of Children by Minibus and Car



SCHOOL JOURNEY INSURANCE SCHEME SUMMARY OF COVER

SCHOOL JOURNEY INSURANCE SCHEME SUMMARY OF COVER

This policy is updated on an annual basis

Please visit Office Online for the most up-to-date information which is stored in the Forms Data & Guidance Area > Visits & Journeys Guidance/Forms

03 – School Journey Insurance Scheme Summary of Cover

<https://scwd.stockport.gov.uk/cypd/content/Forms/forms.aspx?bid=16>

If you have any queries regarding the policy cover or require further details please contact the insurance team as follows:

**Insurance Team Leader:
Marie Shaw**

**Insurance Officers:
Jane Hulse Adele
Savage**

**Sarah Cook (Wed, Thurs and Fri)
Claire Maude (Mon, Tues and Wed)**

**Address: 2nd Floor, Stopford House,
Piccadilly, Stockport, SK1 3XE Tel:
0161 474 4031/0**

Email: insurance@stockport.gov.uk

9 THE TRANSPORT OF CHILDREN BY MINIBUS AND CAR

9.1 MINIBUSES:

DRIVER and PASSENGER ISSUES - Regulations and guidance

- These guidelines have been produced to promote the safe use of school minibuses for the benefit of passengers, drivers and other road users. It is designed to ensure that appropriate practices are developed and introduced to enhance the safety of those people who are at risk when travelling in minibuses.
- **DRIVERS MUST**
 - Be over 21 years of age and hold a current driving licence with the entitlement category D1: all convictions and medical conditions must be disclosed to the Headteacher as failure to do so could invalidate insurance cover and could render the driver liable to disciplinary action.
 - Have passed the Stockport Council Driver Assessment Test and hold a Council driving permit. This permit is valid for three years.
 - At the commencement of the journey there must be a seatbelt available for all passengers and the driver must insist that all passengers wear their seat belts. All vehicle doors must be checked they are correctly secured.
 - Be confident in their ability to undertake the particular journey. Driver **MUST** not embark on long journeys if there is any doubt about their capacity to drive (for instance: fatigue following a full day's work or illness).
 - For any journey with pupils, an additional responsible adult should be available to act in a supervisory capacity. For long journeys it is strongly recommended that 2 drivers will share the journey.
 - For long journeys adopt a procedure whereby the party leader contacts a designated base confirming departure (if appropriate) and then safe arrival. If there is a significant delay during the journey the designated base should be notified.
 - Assure themselves that the following vehicle safety checks have been carried out:
 - general condition of vehicle;
 - the vehicle has fuel and if it's diesel or petrol;
 - check the horn is working;
 - check/top up the radiator;
 - pressure and condition of all tyres;
 - footbrake operation;
 - handbrake operation;
 - driving and indicator lights;
 - satisfactory operation of wipers and washers;
 - cleanliness of all windows, particularly the windscreen;
 - adjustment of internal and external mirrors;
 - that a first aid kit and fire extinguisher are available and

Section 9 : The Transport of Children by Minibus and Car

- check the vehicle has a tax disk and permit
- Report to the Designated Person at school or centre, go through the vehicle log for any deficiencies identified in the above check so that they can be remedied before use.
- In the event of an accident, conform with the following procedure:
 - STOP if you damage property, including road signs, or injure persons or most domestic animals;
 - do NOT admit liability for the accident to any other party. This is for the insurance company to decide;
 - give your own and minibus owner's name and address to anyone who has reasonable grounds for requiring them;
 - report the accident to the police as soon as practicable and within 24 hours;
 - report the accident to your Designated Person without delay using the appropriate form;
 - carry an Emergency Contact number clearly displayed in the vehicle whilst driving and
 - that the number of passengers carried is governed by the number of seats available and it is required that each passenger has a seat.

9.2 OPERATING GUIDELINES

- LA Schools and youth centres should find the following summary a useful guide to their effective operation of such vehicles.
- As part of their operating and management procedures Schools should:
 - designate a specific person to be responsible for all administration and arrange maintenance of its minibuses
 - ensure that the minibus is serviced in line with manufacturer's recommendations and inspected at the recommended intervals for a minibus if operated through the Authority's operators licensing conditions normally require that the vehicles are inspected six times each year. There is a legal requirement for vehicles to be inspected twice yearly to obtain a Minibus Permit
 - should have the vehicle maintained by the Councils contractor which is Translinc
 - check that the MOT test certificate (if applicable), insurance, road tax and minibuses permit are current. The permit and tax disc must be clearly displayed in the vehicle's front windscreen
 - check that each driver has a current driving licence, valid council driving permit, that all convictions and medical conditions are disclosed to the insurance company
 - ensure that an Emergency Contact number is displayed in the vehicle, provide a fire extinguisher and first aid kit in the vehicle.

9.3 VEHICLE AND EQUIPMENT

- Schools are strongly advised to buy diesel vehicles when acquiring or replacing minibuses. Fire potential in the event of an accident is significantly reduced by using diesel engines and there are major advantages in the use of diesel vehicles in respect of fuel consumption and maintenance.
- Harness and diagonal seat belts should be fitted to all new vehicles. Seats should be strong enough to anchor each harness or diagonal seat belt to the structure of the vehicle and have semi-high backs to protect against whiplash injuries.
- Crew' type minibuses should not be used and those that are in use should be re-fitted with forward facing seats and seat belts.
- Where wheelchair users take advantages of minibus travel adequate wheelchair passenger restraints should be fitted. All staff should know how to use safety equipment.
- For advice and guidance on the purchase and adaptation of minibuses contact the Council's Transport Services on 482 7226

9.4 USE OF PRIVATE CARS

- Private cars of both staff and voluntary helpers e.g. governors or parents are often used to assist with school activities. Headteachers must take reasonable precautions and checks to satisfy themselves that such drivers and vehicles are suitable for the proposed use.
- When pupils are in the care of staff they have a duty to ensure that pupils are safely allocated to the volunteer parent. It is not the responsibility of the school staff to check the volunteers driving competence or roadworthiness of their car. However, it is recommended that Headteachers who wish to encourage parental involvement should inform parents that volunteers have an obligation to ensure that:
 - they are fit to drive and hold a full driving license
 - the vehicle is taxed, is MOT'd (where applicable) and that they hold adequate **business** insurance cover.
- Parents should be informed if their children are to be carried in other parents' cars and for those parents who do not wish to have their children transported in this manner the opportunity should be given to make their wishes clear.
- New regulations governing the use of child car seats are now in force. Children 3 years to 135cms in height (and under 12 years) must use a correct child restraint when using seat belts. A booster cushion to British Standard 3254 meets this new regulation and may be used for children 22 kilo grams and up.

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- There are three exemptions from this regulation if the right child restraint is not available:
 - in a taxi;
 - for an occasional journey over a short distance and
 - where two occupied child seats in the rear prevent the fitment of a third child seat.

9.5 INSURANCE IMPLICATIONS

- The responsibility for the insurance of private vehicles rests with the owner or driver concerned. The LA cannot provide insurance to protect the interests of the driver if an accident were to happen.
- Volunteers who are employees must have a 'business use' extension to their 'domestic and pleasure' policy. It is strongly recommended that Headteachers will either check this themselves or designate someone to verify that employees have such cover.
- For non employees there is no similar 'business use' requirement since normally 'social, domestic and pleasure' cover is sufficient. However, where a volunteer is undertaking regular journeys, the driver should check his/her insurance cover.
- To clarify issues before using such volunteer drivers schools should issue to them a copy of the Draft Letter, included at the end of this Section.

DRAFT LETTER TO PARENTS

Dear Parent/Guardian

INSURANCE OF VEHICLES OF PARENTS OR OTHER VOLUNTEERS USED TO TRANSPORT CHILDREN TO SPORTING FUNCTIONS AND OFF-SITE VISITS

Stockport LA has a third party policy by which it insures its legal liability to pay compensation for accidental injury to any person or loss or damage to property. This policy covers all authorised educational activities run by the Authority but specifically excludes motor vehicle risks. Where privately owned vehicles are used, the responsibility for insurance of the vehicle rests with the owner and driver concerned. The Authority cannot provide insurance to protect the interests of the car owner/driver in the event of an accident.

In drawing this point to your attention, I am seeking only to inform you of the limits of the Authority's insurance provision. With the single exception of vehicles used by employees of the Authority where additional cover would be required, the majority of private policies held which permit use for social, domestic and pleasure purposes should be sufficient to permit occasional voluntary use in connection with school functions. If you are in doubt you are advised to check the position with your own insurance company or broker.

If you wish to continue using your vehicle to transport children to sporting functions and on educational visits on a regular basis, I would suggest that you contact your Insurance Company or Broker so as to ensure that they are aware of this use of the vehicle and can give you written confirmation that your policy provides the necessary third party liability cover.

For the avoidance of any misunderstandings and to protect the interests of all concerned the advice of the legal and insurance officers of the Authority has been sought on your behalf. Your past assistance with transport for school functions has been very much appreciated and I hope that you will feel able to continue this invaluable service to the school.

Yours sincerely

Headteacher

10. CHARGES FOR SCHOOL ACTIVITIES and REMISSION OF CHARGES

10.1 INTRODUCTION

- This appendix summarises the details given in the 1988 Education Reform Act and amended by the 1996 Act.
- To assist schools in the preparation of their charging policy the Authority published a 'model policy'. (See Internal Audit- Procedural Note).
- A school may not charge for anything unless it draws up a statement of general policy on charging.

10.2 THE LEGAL POSITION

- Schools cannot charge for school-time activities except for board and lodging on residential courses.
- When a non-school organisation arranges an activity to take place during school hours and parents want their child to take part in the activity such organisations may charge parents
- Schools may invite, but not require, parents to make voluntary contributions to make school funds go further.
- Charging may be made for activities that happen outside school hours except when these activities are specifically required by external examination syllabus or national curriculum legislation

10.3 ACTIVITIES PARTLY IN SCHOOL TIME

- The Act prescribes guidance on determining whether an activity is deemed to take place in or out of school hours as follows:

Non-residential activities:

- If 50% or more of the period spent on the activity occurs during school hours then the activity is deemed to take place in school hours;
- Where less than 50% of the period falls during school hours then the activity is deemed to take place outside school hours and
- Time spent on travel can only be counted if travel itself only occurs during school hours. School hours do not include the mid-day break.

Residential visits:

- For residential visits the calculation is based on the number of days taken up by the activity, including travel, relative to the number of school sessions the participant would have attended if the activity had not taken place;

- For calculation – a school day is normally divided into two sessions, a half day means any period of twelve hours ending with noon or midnight and
- If the number of sessions missed by the participant is less than 50% of the number of half days taken up by the activity then the visit is deemed to take place outside school hours. If the number of sessions is 50% or more of the number of half days then the visit is deemed to take place during school hours.

10.4 VOLUNTARY CONTRIBUTIONS

- In asking for voluntary contributions for activities schools must make it clear to the parents that there is no obligation to contribute and that pupils will not be treated differently according to whether or not their parents have made a contribution.
- There is no limit on the level of voluntary contribution, nor is there any restriction on the way in which such contributions may be used. Thus voluntary contributions can be used to subsidise students of lesser means and to pay the travel and accommodation costs of accompanying teachers.
- The importance of voluntary contributions is that parents must be made aware of the purpose for the request, and must be warned if the receipt of insufficient contributions is likely to cause the cancellation of the venture.

REMISSIONS

- Most schools operate their own remissions policy. The discretion to remit in whole or part of any charge is vested in the Headteacher.
- The Act requires board and lodging costs on residential trips will be charged to all pupils except to those parents in receipt of income support, jobseeker's allowance (income based), child tax credit (but only when the recipient does not also receive working tax credit and has an annual income of less than £13,230), support under part VI of the Immigration and Asylum Act 1999 or disability working allowance. includes delivery of the national curriculum or part of the syllabus of a public examination.

11. OUTDOOR and ADVENTUROUS ACTIVITIES

11.1 Introduction

- Outdoor and Adventurous Activities (OAA) can make a significant contribution to the development of young people, in particular to their personal and social education. These activities encourage self confidence and self reliance and often require them to work as a team and value the contribution of others. To be successful in OAA requires young people to work co-operatively, communicate effectively and reflect on their actions.
- Part of the value of this approach lies in the spirit of adventure, of apparent risk and the satisfactory conclusion of an expedition or activity in the face of natural hazards and difficulties that invariably take place in natural environments, often in remote open country areas and are strongly influenced by the weather.
- This Section outlines the safety considerations to be followed to ensure that OAA are carried out safely in all Stockport Establishments. It should be read in conjunction with Section 4 which identifies different types of OAA, the use of external providers and the activities that fall within the scope of the Adventure Activities Licensing Service (AALS). See also Section 5 on External Providers.
- If there is any doubt as to the requirements involved in delivering visits of this nature then you should contact the LA Outdoor Education Adviser at the early stages of planning.

11.2 GENERAL CONSIDERATIONS

- The majority of OAA and some Field Studies (depending on the chosen site or environment) can be described as 'Relatively High Risk' because to take part and move through an environment in reasonable safety calls for specialised skills and knowledge without which there is likely to be undue risk.
- Suitably experienced and qualified leaders are best able to make specific judgements relating to the activity in the light of the prevailing circumstances. **It is expected that visit leaders hold a relevant National Governing Body award for the activity they are leading.** Where qualifications are specified, the Head/EVC should ensure that any staff running activities produce evidence of their qualification(s), and copies are kept by the establishment.
- Qualifications held by staff must be currently valid with the National Body, including: Paid membership where required, valid first aid, evidence of recent and current practice and or revalidation.

Leaders must consider and apply as necessary, operational and safety procedures appropriate to the activity in question. Leaders should consider the following factors in relation to the particular activity:

Staff Competence

- A key role of the head of establishment or delegated staff member is to ensure that activities are supervised by people of suitable competence. In leading adventure activities, teachers or other establishment staff will have the great advantage of knowing their pupils or other participants well. But, unlike centre instructors, they may not regularly instruct an activity nor be as familiar with the activity site. This could affect their awareness of specific risks.
- For some activities, establishment staff may need to hold a National Governing Body leader or instructor qualification. But paper qualifications will need to be supplemented by the verification of other qualities (such as maturity, general supervision skills, ability to supervise different types of group, relevant experience). For other activities, establishment staff may have their competence ratified in-house by a suitably competent person, if their employer considers that appropriate.
- For all OAA's the visit leader (and /or assistant) must hold a current first aid certificate and carry a suitable first aid kit.

The Group

- Group size should reflect the difficulty and seriousness of the venue and activity;
- Group members should each have received sufficient prior training to ensure that the proposed activity forms a natural progression;
- The selected activity should be appropriate to the age, maturity and fitness of all members of the group and
- Care should be taken to ensure that the skills, abilities and experience level of any accompanying adults are significantly above those of the group members.

Suitability of Site

- Factors influencing the choice of site will include:
 - The experience of the group
 - Its familiarity to the leader and
 - The time of year, weather, daylight hours and time available
- Areas chosen for an activity at introductory level should normally be local, safe and seldom subject to dramatic weather change.

Weather

- The effects of weather can be crucial to enjoyment, learning and safety. Leaders should obtain and act on appropriate local, recent forecasts;
- The compounding effects of altitude and geographical features should be understood, the implications of weather on route, clothing and equipment should be considered and
- The sudden or significant change in water level whether tidal or inland has been a key factor in many incidents.

Equipment and Clothing (Specialist equipment is available for loan from the LA Central Stores 0161 2181147)

- All parties should be clothed and equipped appropriate to the nature of:
 - The activity and its location
 - The time of year and expected weather
 - having the right equipment is not in itself enough; all party members should be familiar with its use through appropriate training;
 - First aid and survival equipment carried needs to be appropriate to the activity, location, remoteness and time of year. Leaders may need to plan for:
 - Comfort and care of a casualty and the group;
 - The provision of emergency food and drink and
 - Emergency signalling of assistance.

Staffing Levels

- Supervision levels should be appropriate to:
 - The venture, time of year and prevailing conditions
 - The specific activity and the skill levels involved
 - The level of risk and the experience of individual leaders.
- Should meet the nationally recognised specific activity guidelines. However, experienced leaders will be best able to judge manageable ratios in the light of the varying circumstances in which they operate.

Care of the Environment

The use of outdoor activities (particularly by organised groups) has been put under close scrutiny in recent years as a result of the environmental impact that many of these activities have on the delicate and vulnerable natural resources of our rural and wild country areas. If outdoor education is to be sustainable, it is essential that care and concern for the environment should be considered and encouraged at every stage. This should include: the need for considerate behaviour; adherence to the Country Code (and codes specific to field work); the removal of litter; the preservation of flora and fauna; and the prevention of footpath erosion. Leaders should be aware that many plants and animals are legally protected under the Wildlife and Countryside Act 1981.

11.3 RISK ASSESSMENT

- An assessment of actual and potential risks of the proposed venture must be undertaken in the early planning stages. Such assessment should take account of all the above factors. (See Section 5).
- Young people undertaking activities should be involved in the process of risk assessment. Examples of this practice are given at the rear of the DfES booklet 'Standards of LA's in Overseeing Educational Visits. (See Section 5).
- Guidance/generic risk assessments for different OAA are provided on the following pages. These are intended to give leaders assistance in completing their own risk assessment for specific activities at specific sites. These are for guidance only and

should not replace the process of risk assessment which should be undertaken by all colleagues involved in the visit and the young people.

- New activities appear on a regular basis and are not covered in the guidance. These activities usually take time to establish a National Governing Body and thus a code of safe practice. The principles of risk assessment should be applied in the same way as other established activities.

11.4 Remotely Supervised Activities

- **For all activities involving remote supervision of young people, it is strongly recommended that all staff, including teachers attend visit leader training.**
- **Parents must be made aware that their child will be remotely supervised when requesting their consent.**
- Some activities – such as the Duke of Edinburgh’s Awards Expedition Section – require pupils to be working in small groups without direct supervision. These activities are encouraged for older young people, as they are invaluable for developing a young person’s independence and investigative skills.
- The withdrawal of direct supervision should be a gradual, process (such as the four stage process outlined below) and should only be done when young people have been properly prepared.
- **A supervisor should:**
 - (i) Accompany the party;
 - (ii) Shadow the party;
 - (iii) Check regularly at agreed locations;
 - (iv) Check occasionally at agreed locations.
- In general, parties should:
 - Be sufficiently trained and assessed as competent for the level of activity undertaken, including first aid and emergency procedures;
 - have clear and understood boundaries;
 - operate an effective method of communication between the party and the supervisor and the establishment;
 - have a supervisor in the party’s area, able to offer assistance reasonably promptly in the event of an emergency;
 - have a recognisable point at which the activity is completed and
 - have clear arrangements to abandon the activity if necessary.
- The head of establishment should consider carefully the potential hazard of such activities and whether it is appropriate that these are remotely supervised.
- The nature of the Duke of Edinburgh’s Award means that there will certainly be occasions when groups working for this award are unaccompanied; **this fact should be made clear to the pupils parent when seeking their consent.** Leaders must be familiar with the guidance offered in the D of E’s ‘Expedition Handbook’.

11.5.1 GENERIC RISK ASSESSMENT FOR ALL OUTDOOR ACTIVITIES

ACTIVITY	This should be read in conjunction with each individual activity risk assessment.
HAZARDS	<ul style="list-style-type: none"> • Road traffic accidents • Unplanned entry into water – drowning • Getting lost • Weather conditions • Abuse from members of the public • Substance abuse/alcohol/drugs.
RATIOS	<ul style="list-style-type: none"> • The ratio of instructors to participants will vary according to the experience and abilities of the participants and the activity. • There should always be a minimum of two staff.
QUALIFICATIONS	<ul style="list-style-type: none"> • Minimum of Emergency First Aid Training • Approved Minibus driver • Relevant National Governing Body Award or Statement of Competence from appropriately qualified person.

CONTROL MEASURES: Any activity should be planned with the following considered:

- The use of appropriately competent and qualified staff to manage the group.
- Weather conditions forecast and prevailing.
- Relevant local knowledge.
- Experience of accompanying staff.
- Age, ability and previous experience of all participants.
- Pupils with special needs, medical conditions or requiring particular attention.
- Staff to pupil ratio, defined groups and head counts.
- Times and extent of tides if coastal activity.
- Swimming ability in activity in, on or near water and must only take place as a planned activity which parents have been notified of and consented to.
- Communication strategies for groups/base/back to school.
- Appropriate PPE and clothing e.g. waterproofs footwear.
- Young people involved in the risk management process.

NOTES:

- Fatal accidents to young people in or near water. Particularly hazardous (and not allowed) is unplanned entry into water. Appropriate Control Measure should be in place to reduce the chance of such an occurrence.
- The process of risk assessment is essential and the written risk assessment should be a record of that process.
- This activity is **Group 3** and therefore requires prior approval from the LA.

11.5.2 DRY SLOPE SKIING

ACTIVITY	Dry Slope Skiing
HAZARDS	<ul style="list-style-type: none"> Falls/collisions Ski tow Hand and thumb injuries See also generic hazards
RATIOS	<p>1 : 10 minimum of 2 staff</p> <ul style="list-style-type: none"> This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs, if weather conditions are not favorable on the day. Refer to latest National Governing Body Guidelines for changes to recommended ratios and practice. Always have appropriately competent second adult to accompany the group
QUALIFICATIONS	<ul style="list-style-type: none"> Artificial Ski Slope Instructor (www.snowsportscotland.org.uk)

CONTROL MEASURES: Any activity should be planned with the following considered:

- It is recommended that a member of Stockport Council staff should accompany lesson groups (or if not, observes the lesson to ensure appropriate behaviour).
- Before the start of the session young people must be reminded of the safety precautions to be followed.
- Young people should warm up before skiing.
- The use of mittens or gloves and long sleeve clothing is essential.

NOTES:

- Pupils may overestimate their skiing ability and should not head straight to the top of the slope at the start of the session.
- This activity is **Group 3** and therefore requires prior approval from the LA.

11.5.3 PISTE SKIING

ACTIVITY	Piste Skiing
HAZARDS	<ul style="list-style-type: none"> Falls/collisions Skiing too fast / without appropriate control Cold related injuries Avalanches Sun burn Getting lost
RATIOS	<p>1 : 10 minimum of 2 staff</p> <ul style="list-style-type: none"> This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs, if weather conditions are not favorable on the day. Refer to latest National Governing Body Guidelines for changes to recommended ratios and practice. Always have appropriately competent second adult to accompany the group.
QUALIFICATIONS	<ul style="list-style-type: none"> A member of staff intending to organize (but not instruct, lead or supervise on snow) must hold the Ski Course Organiser Award (Formerly SCO1) minimum for one of party leaders. (visit www.snowsportscotland.org.uk for details) Alpine Ski Course Leader recommended for Visit Leader. BASI 3 (min) or instructor approved by the local ski school.

CONTROL MEASURES:

- Before start of the session young people must be reminded of the safety precautions to be followed.
- Young people should warm up before skiing and relevant contingency measures should be in place to deal with any participants feeling ill.
- The use of appropriate cold weather clothing including mittens or gloves is essential.
- Pupils should not ski unsupervised.
- Only qualified instructors can adjust bindings.
- Young people should be made familiar with the Ski Code, 'piste etiquette' and what action to take in the event of an accident.
- Assembly points should be identified for group meeting.
- Contingency plan if student becomes separated from ski group.

NOTES:

- Visit Leaders are recommended to opt for full instructional provision of 4 or 5 hours a day.
- The use of helmets is now highly recommended by all participants including staff. and **must** be worn where local laws or regulations dictate this.
- Helmets should be correctly fitted and appropriate for purpose. Such helmets are now readily available to buy or rent and their provision should be 'costed' into the overall package, not as an optional extra.
- Many accidents occur outside of skiing activities. Tobogganing, sledging, ice skating, 'poly bagging' have their own associated safety issues which should be considered before their inclusion.

- Serious accidents have occurred as a result of misuse of hotel balconies, they also provide potential unauthorized entrance and exit for young people and unwelcome visitors.
 - This activity is category 3 and therefore requires prior approval from the LA.
- Staff supervised ski lessons:** The following guidelines must be applied:
- Most staff supervised sessions take place following formal lessons towards the end of the skiing day. It is essential to recognize young peoples' fatigue.
 - The maximum number of students in such a group should be 5.
 - Sessions should only be undertaken on local, easy slopes familiar to students and leaders and should be of short duration when good weather conditions prevail.
 - Where skiing supervision is from a static position then that leader should have sight of the whole slope and ski tow and students who fail to ski under control should be excluded from the session.
 - Under no circumstances should groups be taken off piste, on pistes unfamiliar to young people or leaders or on expeditions from piste to piste.
 - Most staff will not be qualified to instruct and should avoid any attempt to introduce new skills.
 - Teachers who wish to ski with their groups beyond the above definitions should hold the Snowsport - Alpine Ski Course Leader Award. (for snowboarding the Snowboard Leader Award)
 - Students should not be allowed to ski alone.

Waiver forms

Due to the need for unacceptable liability waiver requirements, some resorts must not be used. Currently this is likely to include the following resorts: Vail, Beaver Creek, Breckenridge, Keystone and Heavenly Lake Tahoe. For other resorts in USA and Canada, the group leader must check the liability position prior to making a commitment and should seek advice of the LA adviser before booking.

11.5.4 ROCK CLIMBING and ABSEILING

ACTIVITY	ROCK CLIMBING & ABSEILING
HAZARDS	<ul style="list-style-type: none"> Falls, objects falling Incorrect belay technique /use of belay device / poor peer belaying Equipment failure
RATIOS	<p>1:8 Supervising single pitch minimum of 2 staff 1:3 Multi Pitch minimum of 2 staff</p> <ul style="list-style-type: none"> This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs if weather conditions are not favorable on the day. Refer to latest National Governing Body Guidelines for changes to recommended ratios and practice. Always have appropriately competent second adult to accompany the group.
QUALIFICATIONS	<ul style="list-style-type: none"> Indoor and Artificial Walls: Single Pitch Award (SPA) or Climbing Wall Leaders Award (CWA) Single pitch climbs on non remote or non tidal cliffs: SPA Multi-pitch climbs, remote or tidal cliffs: Mountain Instructors Award
CONTROL MEASURES:	
<ul style="list-style-type: none"> Before commencement of the session, pupils must be briefed of the safety precautions to be followed. Pupils should warm up before climbing. Jewellery and rings must be removed, long hair tied back to avoid entrapment in belay and abseil devices. Any loose objects such as mobile phones be stowed safely to prevent them being accidentally dropped on others. Approved protective helmets should be worn when appropriate. A releasable abseil rope system must be used with abseiling sessions, together with a secondary safety system for the participant. Non-participants must not wait directly under the crag nor be in the 'arrival' area for abseilers. Standard operating procedures of the activity apply (BMC, MLTB). Only appropriate protective equipments that has been regularly checked and maintained by an appropriately competent person to be used by all participants. Careful supervision of belaying should take place with novices ensuring that a mistake by a participant would not result in the climber being allowed to fall. 	
NOTES:	
<ul style="list-style-type: none"> Serious accidents and fatalities have occurred as a result of accidentally clipping main climbing rope into gear loops sewn on harnesses. Few, if any belay devices can be considered foolproof. There are a number of accidents and near misses recorded with the use or misuse of gri-gris for instance. Staff should only employ equipment that they are satisfied they understand and can use correctly to safeguard participants. This activity is Group 3 and therefore requires prior approval from the LA. 	

11.5.5 HILLWALKING, (Strictly) SUMMER & INTERMEDIATE

ACTIVITY	HILLWALKING (STRICTLY) SUMMER & INTERMEDIATE
HAZARDS	<ul style="list-style-type: none"> • Falls • Stone Fall • Getting Lost • Sudden changes in weather conditions • Lightening • Hypothermia/ Hyperthermia
RATIOS	<p>1:8 minimum of 2 staff</p> <ul style="list-style-type: none"> • This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. • It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs, if weather conditions are not favorable on the day. • Refer to latest National Governing Body Guidelines for changes to recommended ratios and practice. • Always have appropriately competent second adult to accompany the group.
QUALIFICATIONS	<ul style="list-style-type: none"> • Basic Expedition Leader Award (BEL) for lowland terrain. • Walking Group Leader (WGL) for remote upland and hill terrain. • Mountain Leader (MLS) for mountain terrain
CONTROL MEASURES:	
<ul style="list-style-type: none"> • Careful route selection and appropriate supervision levels. • Detailed weather forecast. • Appropriate protective clothing. • Maps, compasses and the ability to use them in poor visibility. 	
<p>NOTES:</p> <ul style="list-style-type: none"> • Strictly summer would exclude occasions when snow or freezing conditions were either prevalent or forecast. Strictly Intermediate would include occasions when some snow (e.g. avoidable patches or light dusting) or brief freezing conditions were prevalent or forecast. • Unaccompanied walks (or 'remote supervision' expeditions such as those undertaken by Duke of Edinburgh's Award Expedition groups) are seen as a separate and distinct activity. As such they will require further strategies regarding preparation and route choice. • The group must carry their own emergency equipment. • The group must have clear and concise instructions for emergency procedures and have emergency contact numbers. These in turn must be permanently manned by a person who has a clear idea of the necessary action to be taken. • It is good practice for each group member to have a waterproof card with contact numbers and the names of the other group members plus an emergency action plan. • Mobile phones are frequently out of range in the hills and although useful at times, must thus be regarded as another layer of cover. • D of E training walks and expeditions must be also approved via the Stockport D of E Operating Authority office. • This activity is Group 3 and therefore requires prior approval from the LA. 	

11.5.6 MOUNTAIN WALKING, STRICTLY WINTER

ACTIVITY	MOUNTAIN WALKING, STRICTLY WINTER CONDITIONS
HAZARDS	<ul style="list-style-type: none"> • Falls • Cold related injuries • Avalanches • Getting lost • Snow blindness • Benightment
RATIOS	<p>1:6 minimum of 2 staff</p> <ul style="list-style-type: none"> • This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. • It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs if weather conditions are not favorable on the day. • Refer to latest National Governing Body Guidelines for changes to recommended ratios and practice. • Always have appropriately competent second adult to accompany the group.
QUALIFICATIONS	<ul style="list-style-type: none"> • Winter Mountain Leader (MLW)

CONTROL MEASURES:

- All measure relating to summer condition plus:
- Avalanche report.
- Appropriate protective winter clothing.
- Ice axe, crampons and the ability to use them safely and appropriately.

NOTES:

- The safe use of ice axe and crampons must be taught before venturing into terrain where they may be necessary to make safe progress. Participants in 'snow craft' training sessions must wear helmets and the site carefully selected for a safe run out for ice axe braking practice.
- The British climate is dangerously unpredictable. At sea level winter conditions can be present as early as October and remain until May. Such weather conditions can occur at any time of year on the higher ground whilst there are occasional mild periods in winter which are free from snow and ice conditions.
- Climatic and underfoot conditions during the winter months are compounded by short daylight hours and the consequent implications for route length and group fitness.
- 'Winter conditions' is when the skills of the Winter Mountain Leader holder are required or may be required.
- This activity is **Group 3** and thus requires prior approval from the LA.

11.5.7 WINTER CLIMBING

ACTIVITY	WINTER CLIMBING
HAZARDS	<ul style="list-style-type: none"> • Falls • Belay failures • Cold related injuries • Avalanches • Getting lost • Snow blindness • Benightment
RATIOS	<p>1:3 Gully climbing grades 1-3 minimum of 2 staff</p> <ul style="list-style-type: none"> • This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. • It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs if weather conditions are not favorable on the day. • Refer to latest National Governing Body Guidelines for changes to recommended ratios and practice. • Always have appropriately competent second adult to accompany the group.
QUALIFICATIONS	<ul style="list-style-type: none"> • Mountain Instructor Certificate • British Mountain Guide

CONTROL MEASURES:

- Detailed weather forecast, weather history and avalanche report if available.
- Helmets for all participants.
- Appropriate protective clothing.
- Ice axe, crampons and the ability to use them safely and appropriately.

NOTES

- This activity is **Group 3** and thus requires prior approval from the LA even if the Party Leader is qualified.

11.5.8 COMBINED WATER/ROCK ACTIVITIES

ACTIVITY	COMBINED WATER/ ROCK ACTIVITIES: Combined water/rock activities are activities where hazards associated with rock environment may at times combine or alternate with those of a water environment. Examples may include Coasteering and Gorge Walking although advice here may well be as relevant to some field studies visits.
HAZARDS	<ul style="list-style-type: none"> • Impact with something solid • Drowning • Sudden changes in weather conditions • Sudden changes in water levels • Hypothermia • Belay failure with tensioned ropes
RATIOS	<p>1 to 10 minimum of 2 staff</p> <ul style="list-style-type: none"> • This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. • It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs if weather conditions are not favorable on the day. • Refer to latest National Governing Body Guidelines for changes to recommended ratios and practice. • Always have appropriately competent second adult to accompany the group.
QUALIFICATIONS	<ul style="list-style-type: none"> • Mountain Instructor Award for technical gorges/ sea level traverses. • A lifesaving award if entry into deep water is likely.

CONTROL MEASURES:

- Detailed weather forecast and water level report if available.
- Appropriate protective clothing.
- Appropriate helmets for all participants.
- Buoyancy aids for all venues where a fall into deep water is possible.
- Judicious belay selection and care constructing Tyrolean traverses.

NOTES:

- These activities can require a depth of expertise, experience and technical ability in more than one activity.
- Where entry into water is likely, leaders must carefully consider methods of safeguarding and retrieving any participant in the water
- This activity is **Group 3** and thus requires prior approval from the LA even if the Party Leader is qualified.

11.5.9 MOUNTAIN AND OFF ROAD BIKING

ACTIVITY	MOUNTAIN AND OFF ROAD BIKING
HAZARDS	<ul style="list-style-type: none"> • Falls • Collisions • Traffic
RATIOS	<p>1:10 minimum of 2 staff</p> <ul style="list-style-type: none"> • This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. • It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs if weather conditions are not favorable on the day. • Refer to latest National Governing Body Guidelines for changes to recommended ratios and practice. Always have appropriately competent second adult to accompany the group.
QUALIFICATIONS	<ul style="list-style-type: none"> • No single nationally agreed award at time of writing. • Contact the Outdoor Education Advisor
CONTROL MEASURES:	
<ul style="list-style-type: none"> • All participants must wear helmets. • Appropriate protective clothing, guards/ pads, gloves are recommended. • Careful route selection appropriate to the entire group. • Strict group control, methods shared with all participants before departure • Caution on long downhill Sections. • Initial practical test of group ability and bike safety before departure from start point. • Safety checks to include brakes, wheels and headsets. • Leadership ability, experience and technical skills higher than those required for the chosen route. • Follow the Country Code and Mountain Biking Code. 	
NOTES:	
<ul style="list-style-type: none"> • This activity carries a significantly higher likelihood of risk of injury. It is often falsely assumed that if an individual can ride a bike then they can ride off road safely. • Effective group control is more difficult than with other activities. • The term 'mountain' biking can give a false impression of the terrain best suited to this activity. • Leaders planning to cycle with groups in wild country areas must hold the relevant walking leadership award for the terrain i.e. WGL or Summer ML. • Mountain Biking may be perceived as having greater environmental impact than other activities. It is important to cycle only on designated bridle paths and byways and not to contravene local agreements. • The Forestry Commission has created a variety of mountain bike trails in a number of forest areas. These are generally well planned, graded and mapped. • This activity comes under the AALS regulations if it takes place in 'remote country' (defined as above 600m and/or over 30 minutes traveling time from the nearest road or refuge). • This activity is Group 3 and thus requires prior approval from the LA even if the Party Leader is qualified. 	

11.5.10 UNDERGROUND EXPLORATION

ACTIVITY	UNDERGROUND EXPLORATION
HAZARDS	<ul style="list-style-type: none"> • Falls, trips • Rock fall • Getting lost • Bad Air poisoning • Exposure to radon • Rapid change in water levels • Drowning • Light failure • Failure of props, stopes, false floors etc
RATIOS	<p>1:6 minimum of 2 staff</p> <ul style="list-style-type: none"> • This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. • It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs if weather conditions are not favorable on the day. • Refer to latest National Governing Body Guidelines for changes to recommended ratios and practice. • Always have appropriately competent second adult to accompany the group.
QUALIFICATIONS	<ul style="list-style-type: none"> • Cave Leader Award, Level 1 or 2 as appropriate. • Mine Leader Award • Cave Instructor Certificate

CONTROL MEASURES:

- Detailed weather forecast and water level prediction
- Local knowledge
- Familiarity of venue to leader
- Appropriate protective clothing
- Reserve method of lighting
- Extreme caution in old mineral mines
- Limited exposure in high radon areas.

NOTES

- This activity is **Group 3** and thus requires prior approval from the LA even if the Party Leader is qualified.

11.5.11 CAMPING

ACTIVITY	CAMPING: This can take several forms from large scale multi day standing camps, single overnight remote backpacking expeditions and bivouacking.
HAZARDS	<ul style="list-style-type: none"> • Burns & Scalds • Hypothermia/ Hyperthermia • Slips, trips & falls • Head injuries from falls with heavy sacks • Excessive loads • Sickness/ hygiene related illness • Abuse/ inappropriate contact with strangers
RATIOS	<p>1 :10 minimum of 2 staff</p> <ul style="list-style-type: none"> • This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded that a suitably qualified and experienced person makes that decision. • It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs if weather conditions are not favorable on the day. • Refer to latest National Governing Body Guidelines for changes to recommended ratios and practice. • Always have appropriately competent second adult to accompany the group. • Mixed parties should be accompanied by staff of both sexes.
QUALIFICATIONS	<ul style="list-style-type: none"> • BEL if lowland terrain, or suitably experienced • WGL in Moorland, Hill Country • ML if in mountainous area

CONTROL MEASURES:

- Detailed weather forecast.
- Clear instructions and demonstration of the use of stoves and appropriate levels of staff supervision whilst in use by participants.
- Serviceable tents, sleeping bags and ground insulation.
- Careful selection of campsite taking into consideration other users, likelihood of flooding.
- In remote areas, careful briefing regarding areas for drinking water, personal washing, washing dishes and visiting the loo.
- Careful briefing emphasising the importance of personal and food hygiene and the implications of not following such advice.

NOTES:

- There is a perceived risk of group lowland camping being vulnerable to intrusion by unwanted visitors. Reasonable steps should be taken to reduce this possibility.
- Different upland or ecologically sensitive areas may have their own policy regarding the management of human waste and it would be prudent to check this prior to the trip.
- Instructions should be given on hygiene to cover all aspects of sewage and rubbish disposal and waste pits and personal hygiene
- Perhaps the greatest hazard is of fire and the group leader should establish safety procedures and a risk assessment of which all campers are made aware.
- No cooking should be allowed in the tents.

- With fixed camps, the kitchen area is particularly at risk and should have its own water and sand buckets to hand.
- All containers of inflammable liquids should be so marked and safely stored. A recent serious accident highlighted the dangers of re-fuelling a 'Trangia' stove with methylated spirit whilst still alight. Meths containers are now available with a non-return valve and these must replace existing 'Sigg' bottles or any container used for re-fuelling without a non-return valve.
- Adequate separation between tents is important.
- Prohibit running and ball games in the vicinity of stoves and tents.
- Cooking inside lightweight tents should be avoided whenever possible. When it is necessary, appropriate safeguards should be taken.
- Stoves should not be stored in sleeping areas in tents.
- Only gas canisters with self-sealing valves should be used with gas lighting and gas stoves. Extreme caution is exercised when changing canisters and this should only be done in the open air, and away from lit stoves.
- This activity is **Group 3** and thus requires prior approval from the LA even if the Party Leader is qualified.

11.5.12 ORIENTEERING

ACTIVITY	ORIENTEERING: This is an activity which blends navigational and physical skills. Orienteering activities can take place in a variety of venues and at different levels of expertise
HAZARDS	<ul style="list-style-type: none"> • Falls, trips • Cuts, Scratches, abrasions • Getting lost • Traffic • Abuse/ inappropriate contact with strangers • Personal clothing
RATIOS	<p>1 : 30 In schools grounds minimum of 2 staff 1 : 10 In local parks minimum of 2 staff 1 : 8 in more remote areas minimum of 2 staff</p> <ul style="list-style-type: none"> • This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. • It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs if weather conditions are not favorable on the day. • Refer to latest National Governing Body Guidelines for changes to recommended ratios and practice. • Always have appropriately competent second adult to accompany the group in local parks and remote areas
QUALIFICATIONS	<ul style="list-style-type: none"> • TOPS training for school grounds and Local Park recommended. • BOF Instructor for woodland, forest, and larger areas recommended.

CONTROL MEASURES:

- Weather forecast
- Appropriate protective clothing, long trousers and long sleeves for forest 'Orienteering'
- Distinctive sound signal for 'return to base'
- Participants have whistles, watches and return to base times
- Type of event to match venue and group ability
- Groups of two or three initially, not a solo event from outset

NOTES:

- Star course events will give immediate feedback as to Young People's ability and thus reduce the likelihood of getting lost.
- Briefing should include cut off times, emergency procedures, relocation strategy, out of bound areas etc.
- The following established courses are available in the Borough:
 - Lyme Park - 0166 3762023
 - Woodbank Park - 0161 477 0907
 - Brabyns Park, Marple - 0161 477 0970
 - Bruntwood Park - 0161 428 3019

Maps available for loan from the LA Central Stores 0161 2181147.

11.5.13 HORSE RIDING AND PONY TREKKING

ACTIVITY	HORSE RIDING AND PONY TREKKING
HAZARDS	<ul style="list-style-type: none"> Falls Collisions Traffic Bites Hygiene
RATIOS	<p>1 : 10 minimum of 2 staff</p> <ul style="list-style-type: none"> This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs if weather conditions are not favorable on the day. Refer to latest National Governing Body Guidelines for changes to recommended ratios and practice. Always have appropriately competent second adult to accompany the group in local parks and remote areas.
QUALIFICATIONS	<ul style="list-style-type: none"> BHS Instructor

CONTROL MEASURES:

- All participants must wear helmets
- Appropriate protective clothing
- Approved BHS provider and or a member of Association of British Riding Schools
- Careful route selection appropriate to the entire group

NOTES:

- This activity comes under the AALS regulations if it takes place in 'remote country' (defined as above 600m and/or over 30 minutes traveling time from the nearest road or refuge).
- The provider should be registered with and inspected by the Environmental Health Officer at the Local Council.
- This activity is **Group 3** and therefore requires prior approval from the LA.

11.5.14 FIELD STUDIES

ACTIVITY	FIELD STUDIES: This takes a variety of forms with groups operating in urban environments, river valleys, wild country and coastal locations See section 8 where the activity may involve contact with steep ground and or water.
HAZARDS	<ul style="list-style-type: none"> • Falls or falling objects • Animal bites or crush injuries • Prevailing Weather conditions - Hypothermia/ Hyperthermia • Rise in water levels, rivers or incoming tides • Cave ins of digs in sand dunes and similar Diseases such as Weils and Ecoli and Gastroenteritis • Road or Rail Traffic • Large crowds / general public / inappropriate contact with strangers
RATIOS	<p>1 : 10 minimum of 2 staff</p> <ul style="list-style-type: none"> • This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. • It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs if weather conditions are not favorable on the day. • Refer to latest National Governing Body Guidelines for changes to recommended ratios and practice. • Always have appropriately competent second adult to accompany the group.
QUALIFICATIONS	<ul style="list-style-type: none"> • Appropriate experience • NGB Award when appropriate such as visiting 'remote country' (defined as above 600m and/or over 30 minutes traveling time from the nearest road or refuge). • Current First Aid

CONTROL MEASURES:

- Party management appropriate to location
- Detailed weather forecast including tide times for coastal locations
- Helmets for all participants near cliff areas
- Eye protection if using geology hammers
- Appropriate protective clothing and footwear
- Extreme caution with river studies in anything other than ankle deep Water.
- Briefing, re: dangers of road traffic etc – Consider use of high visibility vests
- Care with high walls on castle and fortified town visits
- Be prepared to change planned activity in adverse conditions – Plan B
- Care with equipment, ranging poles etc.
- Whenever possible unaccompanied pupils should operate in groups of four and be clear what action to take if an incident occurs.
- Establish a clear easily identifiable 'Base' to return to if lost or in need of help.
- Ensure that appropriate hand washing facilities are available to reduce the risk of transmitting diseases.

NOTES:

- A number of recent accidents and fatalities have reflected a total underestimation of the power of water and the effect of sudden immersion. River study sites should be carefully chosen beforehand and not used if water levels rise in a short period of time. Depths should alternatively be made from bridges with due regard for the dangers of leaning over railings.
- Seek advice from the Coastguard, Life Guard or District Council
- The impact of fieldwork groups is an issue in more environmentally sensitive areas. The digging of soil pits and use of geology hammers on rocks for instance should be avoided, particularly in sensitive areas.
- Specific advice relating to Farm visits is available from Natural England - **NE262 - Farm Visits: The Great Outdoor Classroom**
- Specific advice relating to Field studies can be found in the document Code of Practice for Field Studies – National Association of Field Studies Officers
- This activity is **Group 3** and thus requires prior approval from the LA.

11.5.15 WATER ACTIVITIES - KAYAKING AND CANOEING

ACTIVITY	KAYAKING & CANOEING: Canoeing offers opportunities for developing a spirit of adventure, for acquiring the skills of handling small craft and exploring new environments. It can take place on canals and sheltered inland waters, large open lakes and the sea and rivers
HAZARDS	<ul style="list-style-type: none"> • Drowning • Lifting Injuries • Slips, trips and falls • Hypothermia • Drifting offshore • Collision with fixed objects • Trailer accidents • Sudden changes in weather and water levels
RATIOS	<p>1 : 10 Sheltered inland waters minimum of 2 staff 1 : 8 Large lochs minimum of 2 staff 1 : 6 Sea journeys minimum of 2 staff 1 : 8 Surf minimum of 2 staff 1 : 8 White water (Grade II) minimum of 2 staff</p> <ul style="list-style-type: none"> • This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. • It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs if weather conditions are not favorable on the day. • Refer to latest National Governing Body Guidelines for changes to recommended ratios and practice. • Always have appropriately competent second adult to accompany the group.
QUALIFICATIONS	<p>Very Sheltered Inland Waters BCU/UKCC Level 1 Coach Sheltered inland waters BCU/UKCC Level 2 Coach Large lochs BCU/UKCC Level 3 Coach Sea Journeys BCU/UKCC Level 3 Sea Coach Surf BCU/UKCC Level 3 Surf White water BCU/UKCC Level 3 Coach</p>

CONTROL MEASURES:

- All boats should be fitted with buoyancy which ensures that the boat floats horizontally in the event of capsizing. Toggles should be fitted fore and aft. Kayaks footrests should be fitted and prevent the canoeist sliding forward on impact.
- All fittings should be secure and clean from sharp edges that could cause injury.
- Buoyancy Aids/ Lifejackets as appropriate.
- All participants should wear adequate clothing or wet suit if necessary.
- Water confidence of participants ascertained
- Helmets recommended for all sessions with risk of collisions with others or fixed objects
- Detailed weather forecast
- Throw lines and or Tow lines carried when appropriate
- Careful handling of trailers and lifting heavy weights
- Rafted open boats can provide a stable platform for initial paddling sessions or to cater for

young people with particular needs. However, capsizes of rafted open boats, although unlikely, can present more problems in righting and emptying.

NOTES:

- Detailed weather forecast should help ensure avoiding offshore winds on open water
- Local access agreements must be adhered to
- Follow the relevant guidance for surfing if running a kayak surf session
- This activity is **Group 3** and therefore requires prior approval from the LA even.

11.5.16 WATER ACTIVITIES - DINGHY SAILING

ACTIVITY	DINGHY SAILING: Sailing is a long established component of OAA and provides opportunities to develop physical skills as well of the skills of planning, and communicating.
HAZARDS	<ul style="list-style-type: none"> • Drowning • Capsizes, entrapment • Lifting injuries • Head injuries (especially from booms) • Trapped fingers (winches etc) • Slips, trips and falls • Hypothermia • Drifting offshore • Collision with fixed objects • Trailer accidents • Rope burns • Sudden changes in weather and water conditions
RATIOS	<p>1:6 minimum of 2 staff</p> <ul style="list-style-type: none"> • This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. • It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs if weather conditions are not favorable on the day. • Refer to latest National Governing Body Guidelines for changes to recommended ratios and practice. • Always have appropriately competent second adult to accompany the group.
QUALIFICATIONS	<ul style="list-style-type: none"> • RYA Dinghy Instructor

CONTROL MEASURES:

- All boats should be checked before use
- Detailed weather forecast
- Appropriate protective clothing
- Buoyancy Aids/ Lifejackets as appropriate
- Water confidence of participants ascertained
- Capsize should be part of basic training and should be practiced thoroughly.
- Helmets recommended for single handed crafts with risk of collisions with boom (e.g. Toppers, Lasers)
- Defined and agreed sailing area
- Effective fleet communication with a simple communication system easily visible/audible established.
- Safety boat should be on the water and ready for use at all times. It should be staffed by competent staff to drive it and carry out a rescue.

NOTES:

- This activity is **Group 3** and therefore requires prior approval from the LA.

11.5.17 WATER ACTIVITIES – POWER BOATING

ACTIVITY	POWERBOATING
HAZARDS	<ul style="list-style-type: none"> • Drowning • Capsizes, entrapment • Lifting injuries • Engine & propeller injuries • Slips, trips and falls • Hypothermia • Engine failure • Drifting offshore • Sudden changes in weather and water conditions • Collision with fixed objects • Trailer accidents
RATIOS	<p>1:6 minimum of 2 staff 1:12 if used for cover for sailing fleet</p> <ul style="list-style-type: none"> • Also dependant on size and safe working load of craft. This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. • It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs if weather conditions are not favorable on the day. • Refer to latest National Governing Body Guidelines for changes to recommended ratios and practice. • Always have appropriately competent second adult to accompany the group.
QUALIFICATIONS	<ul style="list-style-type: none"> • RYA Powerboat Level 2
CONTROL MEASURES:	
<ul style="list-style-type: none"> • Detailed weather forecast • Buoyancy Aids/ Lifejackets as appropriate • Regular servicing and safety checks • Cut engine on approach to swimmers • Flare pack and emergency kit in waterproof container if used on open water/ sea • Spare means of propelling the boat • Appropriate protective clothing • Kill cords used every time engine is started • Effective method of communication with shore and with fleet • Ensure seaworthiness of craft • Do not exceed safe load 	
NOTES:	
<ul style="list-style-type: none"> • The safety role of powerboats may mislead groups and leaders into thinking they are inherently safe. Powerboats have the potential to increase the level of risk unless used with extreme caution. • Water trapped in the hull of a Dory was a contributory factor in a capsize and drowning in Portsmouth harbor, September 1969 It is the responsibility of the visit leader to ensure any craft or equipment used is serviceable. • This activity is Group 3 and therefore requires prior approval from the LA. 	

11.5.18 WATER ACTIVITIES – WINDSURFING

ACTIVITY	WINDSURFING
HAZARDS	<ul style="list-style-type: none"> • Drowning • Hitting the boom/ mast • Lifting injuries • Slips, trips and falls • Hypothermia • Drifting offshore • Sudden changes in weather and water conditions • Collision with fixed objects • Trailer accidents
RATIOS	<p>1: 6 minimum of 2 staff</p> <ul style="list-style-type: none"> • This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. • It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs if weather conditions are not favorable on the day. • Refer to latest National Governing Body Guidelines for changes to recommended ratio and practice. • Always have appropriately competent second adult to accompany the group
QUALIFICATIONS	<ul style="list-style-type: none"> • RYA Windsurfing Instructor

CONTROL MEASURES:

- Detailed weather forecast
- Appropriate protective clothing
- Buoyancy Aids/ Lifejackets as appropriate
- Water confidence of participants ascertained
- Defined and agreed sailing area
- Effective communication with shore and with fleet.

NOTES:

- This activity is **Group 3** and therefore requires prior approval from the LA.

11.5.19 WATER ACTIVITIES – SURFING

ACTIVITY	SURFING
HAZARDS	<ul style="list-style-type: none"> • Drowning • Slips, trips and falls • Hypothermia • Drifting offshore • Sudden changes in weather and water conditions • Rip currents • Undertow • Collision with fixed objects, rocks, other people etc
RATIOS	<p>1:10 minimum of 2 staff</p> <ul style="list-style-type: none"> • This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. • It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs if weather conditions are not favorable on the day. • Refer to latest National Governing Body Guidelines for changes to recommended ratio and practice. • Always have appropriately competent second adult to accompany the group.
QUALIFICATIONS	<ul style="list-style-type: none"> • BSA Level 1 Coach

CONTROL MEASURES:

- Detailed weather forecast
- Appropriate protective clothing, steamers, footwear etc
- Buoyancy Aids
- Water confidence of participants ascertained
- Defined and agreed surfing area
- Effective communication
- Foam boards for novices
- Ankle leashes
- Careful briefing
- Effective form of rescue available on beach (extra board, throw line etc)

NOTES:

- An effective form of rescue must be at hand
- Water quality can vary around the coast. Check via local knowledge, surfing websites
- Small waves under 1" are ideal for novices
- This activity is **Group 3** and therefore requires prior approval from the LA.

11.5.20 WATER ACTIVITIES – IMPROVISED RAFTING

ACTIVITY	IMPROVISED RAFTING
HAZARDS	<ul style="list-style-type: none"> • Drowning • Capsizes, entrapment • Lifting injuries • Head injuries • Slips, trips and falls • Hypothermia • Drifting offshore • Collision with fixed objects
RATIOS	<p>1:10 minimum of 2 staff</p> <ul style="list-style-type: none"> • This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. • It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs if weather conditions are not favorable on the day. • Refer to latest National Governing Body Guidelines for changes to recommended ratios and practice. • Always have appropriately competent second adult to accompany the group.
QUALIFICATIONS	<ul style="list-style-type: none"> • Suitable transferable skills e.g. BCU Level 2 coach and in house training from a technical advisor.
CONTROL MEASURES:	
<ul style="list-style-type: none"> • Detailed weather forecast • Appropriate protective clothing • Buoyancy Aids/ Lifejackets as appropriate • Water confidence of participants ascertained • Helmets to be worn by all • Defined and agreed rafting area • Effective communication • Effective safety cover and agreed procedures • Care should be taken to ensure that participants do not run the risk of entanglement in the structure particularly in the event of a capsize. Supervision should be such that should this occur rapid assistance can be deployed. 	
NOTES:	
<ul style="list-style-type: none"> • This is perceived as a relatively low-key activity and thus not requiring technical skill nor experience on the part of the leader/ instructor. However, the potential risk is as great as with other water activities. • Participants may get over enthusiastic or ‘carried away’ whilst rafting. It is important to maintain effective communication to get immediate attention of all participants should a problem occur. • This activity is Group 3 and therefore requires prior approval from the LA. 	

11.5.21 SWIMMING ACTIVITIES – OPEN WATER

ACTIVITY	OPEN WATER SWIMMING/ SWIMMING POOLS WITH NO LIFEGUARDS: Open water swimming is a potentially high risk activity. The conditions in which this activity is undertaken will vary considerably but great care in supervision is always required. Local knowledge of local water is also vitally important
HAZARDS	<ul style="list-style-type: none"> • Drowning • Cramp • Effects of cold/ Hypothermia • Drifting offshore • Cuts, stings and bites (Weaver fish etc)
RATIOS	<p>1:8 minimum 2 staff</p> <ul style="list-style-type: none"> • This ratio is recommended, not required. It is however required, if the leader/young person ratio is to be exceeded, that a suitably qualified and experienced person makes that decision. • It may be appropriate to reduce teacher young person ratio: for e.g. if group members have particular behavioral problems or physical needs if weather conditions are not favorable on the day. • Refer to latest National Governing Body Guidelines for changes to recommended ratios and practice. • Always have appropriately competent second adult to accompany the group.
QUALIFICATIONS	<ul style="list-style-type: none"> • National Beach Lifeguard • National Rescue Award for Swimming Teachers and Coaches • Aquatic Rescue Test for Outdoor Activity Supervisors • Emergency Response Open Water • The RLSS are in the process of drafting a site specific award, more relevant to supervising this activity • Current First Aid (and resuscitation)

CONTROL MEASURES:

- Conduct the activity in suitable conditions
- Water should be free from pollution
- Local knowledge is essential
- A tightly defined, controllable area should be identified
- Good water clarity is essential
- Swimming in up to waist deep water only
- Diving should not be permitted
- No eating for at least 60 minutes beforehand
- Lifesaving equipment to hand, throwline, floats etc plus a whistle
- First aid kit to hand including bivi bag/ space blanket
- Non swimmers must be identified and excluded
- Careful briefing including distress signals and 'everyone out' signal
- Must chose a location where there is official lifeguard cover
- Young people counted into and out of the water
- If the party is staying at a location with a swimming pool where no life guard provision is made (e.g. some overseas hotels), one of the party must hold the National Rescue Award for swimming teachers and coaches or equivalent life guarding qualification.

NOTES:

- Swimming in open water is potentially hazardous, requires very careful assessment by a qualified person and must always be adequately supervised. A disproportionate number of recent fatalities on school visits have been drownings. (8 out of 12 deaths since September 2000). Few of these had been planned swimming activities and thus had not been adequately risk assessed before hand. **Swimming must only take place as a planned activity, which parents have been notified of and consented to. A specific risk assessment must be carried out.**
- Swimming in the sea increases problems caused by variable factors such as currents, rips, waves and longshore drift.
- People that are good swimmers in pools are not necessarily as capable in open cold water. Sudden immersion can have a disabling effect and strong swimmers do drown.
- As with other outdoor activities, parents should be informed and their approval sought prior to the visit.
- This activity is **Group 3** and therefore requires prior approval from the LA.

Outlined below is advice and guidance for Visit Leaders who may be leading visits that involve supporting the following activities but are not delivering the session themselves:

11.5.22 High Ropes Courses

ACTIVITY	<p>This is any adventure course where users are attached to ropes at a height above the ground, often up to 40 feet high, with various exercises that allow individuals to physically challenge themselves. High ropes courses are normally used in conjunction with climbing ropes, safety harnesses, helmets and other equipment more commonly associated with rock climbing. They can either be of the pole variety or tree based.</p> <p>Each participant can face his or her own level of challenge (even assisting others at 0ft from the ground!) They are able to try things they never would have thought themselves capable of doing in a safe, supportive and learning environment. It develops trust, self-confidence, teamwork and leadership skills. It is also test of balance and skill, relying on support from friends to complete the course. High ropes elements can be personal and/or team based challenges and usually involve some degree of perceived risk. Usually only found at campsites or outdoor activity centres as specialist qualified staff are required to ensure the safety of the young people. Activities that are akin but at a lower level are confidence courses, assault courses and crate climbing.</p>
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NOTES:

- The LA Recommends use of venues that adopt a continual belay set up.
- Visit leaders should ensure that they have appropriate levels of competent staff available to supervise the young people at all times during the visit.
- This activity is **Group 3** and therefore requires prior approval from the LA.

11.5.23 Go-Karting and Quad Biking

ACTIVITY	Go-Karting is a variant of open-wheel motor sport with small, open, four-wheeled vehicles called karts, go-karts, depending on the design. They are usually raced on scaled-down circuits. Quad Biking involves participants riding solo on All-terrain vehicles around a set course of obstacles or over a journey, usually in moorland country.
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NOTES:

- The potential for serious injury exist in this activity where participants fail to follow the rules outlined by the provider. **The visit leader should take all reasonable steps to ensure that all participants are aware of and abide by the conditions of use set by any activity provider.**
- HSE have produced a booklet, Go Karts: Guidance on Safe Operation and Use (ISBN 0 7176 1752 1) is available for guidance on 'good practice' in the sport.

Many providers require forms to be completed either by Visit Leaders or parents of participants or both. In some cases these require confirmation of health & behaviour standards (code of conduct) and warn about the level of risk for participants. Additionally, some operators require an Indemnity Release Form/Statement to be completed. The LA strongly advise that any form which seeks to release the operator of indemnity for their own negligence, should not be signed by any employee of the LA, nor, as a responsible LA, should we ask a parent to do so on our behalf.

It appears to be normal practice for these 'forms' to be handed to the VL upon arrival at the venue. Visit leaders are advised to carry out a preliminary visit well in advance, obtain copies of any forms to be completed and to ask the provider to complete the LA External Provider Questionnaire.

Off road riding of Motorcycles

- Relevant information can be gained from **Auto-Cycle Club**
- Provider must be certified by the Driving Standards Agency
- ACOP approved PPE to be worn at all times when riding.
- This activity is **Group 3** and therefore requires prior approval from the LA.

11.5.24 Paintballing

ACTIVITY	<p>Paintballing is a game in which players compete, in teams or individually, to eliminate opponents by hitting them with capsules containing paint (referred to as paintballs) from a device called a paintball marker. The game is regularly played at a sporting level with organized competition involving worldwide leagues, tournaments, professional teams, and players.</p> <p>Games are played on indoor or outdoor fields of varying sizes. A game field is scattered with natural or artificial terrain, which players use for strategic play. Rules for playing paintball vary, but can include capture the flag, elimination, defending or attacking a particular point or area, or capturing objects of interest hidden in the playing area. Depending on the variant played, games can last from seconds to hours, or even days in scenario play.</p>
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NOTES:

- The potential for serious injury exist in this activity where participants fail to follow the rules outlined by the provider. **The visit leader should take all reasonable steps to ensure that all participants are aware of and abide by the conditions of use set by the activity provider.**
- It is recommended that providers that adhere to the UK Paintball association guidelines are used by LA groups <http://www.ukpba.org.uk>
- This activity is **Group 3** and therefore requires prior approval from the LA.

11. 5.25 BMX Biking, Skateboarding

ACTIVITY	<p>BMX-ing is an increasingly popular activity that demands a high level of fitness; it can involve stunt riding on rough ground or over an obstacle course or organised formal racing.</p> <p>Skateboarding involves participants riding or performs tricks on a set of obstacles or ramp. This activity can be done for fun or involve a competitive element where participants compete against the clock and are judged on the complexity and style of tricks.</p>
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NOTES:

- Although there are no nationally accepted codes of practice available at this time the risks associated with such activities should be clear to any staff considering leading a visit to any venue that offers opportunity to engage in these activities. **The visit leader should take all reasonable steps to ensure that all participants are aware of these risks and abide by the conditions of use set by the venue provider.**
- An appropriate first aid kit and first aid qualified staff must be available at the visit site.
- This activity is **Group 3** and therefore requires prior approval from the LA.

11.5.26 Street Running - Parkour

ACTIVITY	This is a relatively new activity that involves participants running vaulting and bounding over obstacles at speed. A new National Governing Body – Parkour UK is currently being constituted and approved in line with recognized quality standards.
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NOTES:

- It is advised that until Parkour UK are able to train and provide suitably qualified Parkour coaches (and therefore be named on the 'Approved Register of Sports Coaches for Stockport Schools) that the activity should only be delivered by coaches with a British Gymnastics Level 2 Award and only in an indoor environment using appropriate equipment that is checked annually.
- This activity is **Group 3** and therefore requires prior approval from the LA.

11.5.27 Fishing

ACTIVITY	Fishing is an excellent activity for young people; it teaches them to concentrate, to interpret their surroundings, and to learn about triumph and disaster. It is something people can do in groups of any size, or enjoy by themselves. It nurtures responsibility and environmental citizenship and has been demonstrated to reduce youth offending and increase participation in schools dramatically.
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NOTES:

- Risks associated with the close proximity to water should be considered and steps taken to reduce the chance of injury or accident occurring to participants.
- Appropriate measure should be in place to ensure the participants are appropriately supervised.
- Area's where there is a risk of electrical arcing between the fishing pole and over-head cables should be avoided.
- This activity is **Group 3** and therefore requires prior approval from the LA.

11.5.28 Theme Parks

ACTIVITY	Amusement park and theme park are terms for a group of rides and other entertainment attractions assembled for the purpose of entertaining a large group of people. An amusement park is more elaborate than a simple city park or playground, usually providing attractions meant to cater to children, teenagers, and adults.
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NOTES:

- All school / service visits should have a clearly identified educational purpose. Head teachers and Governors should challenge visit leaders to identify this purpose where it is not evident. The potential hazards and organisational issues involved in Theme Park visits should be carefully weighed against any potential educational outcomes.
- Visit Leaders should bear in mind that the safety arrangements for many theme park rides rely on participants understanding and following written safety instructions. Whilst the machines involved have to meet required standards of design and maintenance, the operators cannot take into account the specific special needs and possibly unpredictable reactions of individuals.
- Furthermore there are risks associated with individuals or groups moving around theme parks if they are not under direct staff supervision, and these should also be considered. The impact of foreseeable problems such as breakdown of machinery (and possible delays in unloading passengers) should be planned for. Where risks cannot be controlled adequately (or if an effective risk assessment cannot be carried out) the visit must not proceed.
- This activity is **Group 3** and therefore requires prior approval from the LA.

11.6 NATIONAL GOVERNING BODIES

<p>British Mountaineering Council, 177-179 Burton Road West Didsbury Manchester M20 2BB</p> <p>☎ 0161 445 6111 office@thebmc.co.uk</p>	<p>British Orienteering Federation 'Ribersdale', BOF Dale Road North Darley Dale Matlock Derbyshire DE4 2JB</p> <p>☎ 01629 734042 info@britishorienteering.org.uk</p>
<p>Snowsport Scotland</p> <p>☎ 0131 445 4151 www.snowsportScotland.org.uk</p>	<p>Snowsport England</p> <p>☎ 0121 501 2314 www.englishski.org</p>
<p>National Caving Association. Training Committee Monommarsh House 27 Old Gloucester Road London WC15 3XX</p> <p>☎ +44 (0)2083925376 Rene.kinzett@nationalarchives.gov.uk</p>	<p>British Canoe Union John Dudridge House Adbolton Lane West Bridgford Nottingham NG2 4YA</p> <p>☎ 08453709500 info@bcu.org.uk</p>
<p>Royal Yachting Association, RYA House 22-24 Romsey Road Eastleigh SO5 9YA</p> <p>☎ 08453450400 enquiries@rya.org.uk</p>	<p>British Sub-Aqua Club, Telfords Quay Ellesmere Port South Wirral L65 4FY</p> <p>☎ 01513506200 info@bsac.com</p>
<p>British Surfing Association, Champions Yard Penzance Cornwall TR18 2TA</p> <p>01637876474 info@britsurf.co.uk</p>	<p>Amateur Life Saving Society, RLSS Mountbatten House Studley Warks B80 7NN</p> <p>01789773994 lifesavers@rlss.org.uk</p>
<p>Mountain Leader Training Board MLTB Siabod Cottage Capel Curig Conway LL24 0ET</p> <p>☎ 01690720314 info@mlte.org</p>	<p>Adventure Activities Licensing Service, Lambourne Crescent Cardiff Business Park Llanishen, Cardiff CF14 5GF</p> <p>☎ 02920755715 AALA@hse.gsi.gov.uk</p>
<p>BRITISH CYCLING UK Stuart Street Manchester M11 4DQ</p> <p>☎ 0161 274 2000 info@britishcycling.org.uk</p>	<p><u>Auto Cycle Union</u></p> <p>www.acu.org.uk</p>

11.7 OTHER USEFUL WEBSITES:

A Guide to Risk Assessment Requirements – (www.hse.gov.uk/pubns/indg218.pdf)

Avoiding ill health at open farms: Advice to farmers with teachers supplement -
Agricultural Information Sheet no.23 (revised 2002)

Five Steps to Risk Assessment - (www.hse.gov.uk/pubns/indg163.pdf)

Adventure activities centres; five steps to risk assessment (4.50)

Managing Health and Safety: Five Steps to Success -
(www.hse.gov.uk/pubns/indg275.pdf)

Managing Health and Safety in Swimming Pools revised edition 1999 (HSC 179 10.50)

Reducing Risk Protecting People 2001

Adventure Activities Industry Advisory Committee (AAIAC): *Statement of Risk Perception in Adventure and Outdoor Activities*

Everyone's Guide to RIDDOR 95 - HSE 31 - free leaflet or available in priced packs.
ISBN 0 7176 1077 2

Health Advice to Travellers Anywhere in the World - Available free from most Post Offices, travel agents and local libraries or Free Phone 0800 555777

Safe Practice in Physical Education - The Association for Physical Education -
(www.afpe.org.uk)

The Wales Tourist Board, Visit Scotland and the British Activity Holiday Association provide voluntary inspection schemes to complement licensing for providers of activities that are out of scope of licensing

Get Safe for Summer - Amateur Swimming Association - (www.asa-awards.co.uk)

Safety on British Beaches - Joint publication by the Royal Life Saving Society and the Royal Society for the Prevention of Accidents (RoSPA) 13.49. Available from RoSPA

Safe Supervision for Teaching and Coaching Swimming - Amateur Swimming Association and others. 2nd edition 2001 Tel: 01509 618700

Group Safety at Water Margins - Central Council for Physical Recreation -
(www.ccpr.org.uk)

Minibus Safety: A Code of Practice - RoSPA and others 2002 -
(www.rospace.com/pdfs/road/minibus.pdf)

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 - (www.rgs.org/eacpubs)

The Royal Geographical Society (with IBG)'s Expedition Advisory Centre, 1 Kensington Gore, London SW7 2AR provides advice, information and training to anyone planning an overseas expedition. Tel 020 7591 3030 - (www.rgs.org/eac)

The Duke of Edinburgh's Award has its own clear structure, procedures and guidelines - (www.theaward.org)

Guidance is produced by many of the voluntary youth organisations

Quality, Safety and Sustainability - Field Study Centres: A Code of Practice - National Association of Field Studies Officers (NAFSO) - (www.nafso.org.uk)

The Waterways Code (leaflet) and *The Waterways Code for Boaters* (video) are available from British Waterways - hq@britishwaterways.co.uk - Tel: 01923 201120

The Suzy Lamplugh Trust has produced a range of guidance on personal safety, including booklets, videos and training courses - (www.suzylamplugh.org)




**Services to People
Application for Provisional
Approval of Off-site Visits (OSVF)**

Please refer to the Services to People Visits and Journey Guidance to support you in completing this form.

1.	Name of School / Unit / Project			
2.	Visit Reference Number:	<i>Office use only</i> (Please quote in all future correspondence)		
3.	Dates of Visit:			
3.1	Departure:	Day:	Month:	Year: 20
3.2	Return: (if residential)	Day:	Month:	Year: 20
3.3	Departure Time:	am	pm	
3.4	Latest Return Time:	am	pm	
4.	Visit Leader:			
4.1	Please indicate leader status:	<input type="checkbox"/> Teacher <input type="checkbox"/> Trained visit Leader		
4.2	Deputy Leader:			
5.	Purpose of Visit:			
6.	Category of Visit:	<input type="checkbox"/> Group 2 <input type="checkbox"/> Group 3# (see below) <input type="checkbox"/> Group 4# (see below)		
	# This form must be sent to the LA for a Group 3 visit at the planning stage and at the very least 2 months in advance. For a Group 4 residential activity at least 6 months in advance if abroad and 3 months if within the UK.			
7.	Venue of the Visit:			
7.1	Address:	Postcode Telephone		
7.2	Additional Sheets attached:	<input type="checkbox"/> (e.g. Map - Please quote Visit Leader and Date on any attachments)		
8.	Activities to be undertaken:			
9.	Means of Transport:	<input type="checkbox"/> Coach* <input type="checkbox"/> Plane* <input type="checkbox"/> On Foot <input type="checkbox"/> Minibus* <input type="checkbox"/> Ferry* <input type="checkbox"/> Staff Car <input type="checkbox"/> Train <input type="checkbox"/> Taxi* <input type="checkbox"/> Parents Car		
9.1	*Name of Transport Company	Telephone		

Appendix 1 : Application for Provisional Approval for Off-Site Visit

10.	Number of Pupils on the Visit:	Year Group	Male	Female	Intended Staff to Pupil Ratio
		Early Years			
		Year 1 - 3			
		year 4 - 6			
		Year 7+			
11.	Number of Staff on the visit:		Teachers / Trained Visit Leader	Other Employed Staff	Other Its
		Male			
		Female			
12.	Are you working in partnership with a provider:	<input type="checkbox"/> Yes – Local Authority (<i>complete section 12.1</i>) <input type="checkbox"/> Yes - Private (<i>complete sections 12.1 and 12.2</i>) <input type="checkbox"/> No external provider being used			
12.1	Name of Provider:				
12.2	Address: (<i>If different from section 7</i>)	Postcode Telephone Number AALS Licence Ref No. (<i>if applicable</i>)			
13.	School/ Service Insurance Arrangements	Name of company: Address:			
14.	Duke of Edinburgh Expedition Form attached: (<i>if applicable</i>) <input type="checkbox"/>				

Signatures		
Visit Leader:		Date:
Education Visit Co-ordinator (<i>for Group 2 visits only</i>)		Date:
Headteacher / Area Manager / Service Manager: (<i>for Group 3 & 4 visits only</i>)		Date:
<p>I confirm that I have both seen & approved the original documentation in relation to this visit. I am satisfied that this visit meets the needs of this group and that the staff are competent to undertake this visit. Copies of all original documentation will be retained by the school/service in line with Stockport Council guidance.</p>		

To be completed by the Local Authority Officer for Group 3 and 4 Visits	
The Local Authority gives provisional approval for this visit: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Further action required for provisional approval:	

Date of Provisional Approval:

Signed:

Final approval will be confirmed via email when the LA receives the following documents, which should be returned via the Office Online website – submit a return function using return type “Visits & Journey’s Guidance”:

Monitoring form / Risk Assessment / Visits Contact List

Forms available via: www.stockport.gov.uk/cypd <https://e1.stockport.gov.uk>

All are required at least 28 days prior to the visit commencing failure to do so could prevent the Authority from being able to provide approval for this visit.

Please return this completed proforma via the Office Online website – submit a return function, using return type “Visits & Journey’s Guidance”.



Name of School / Unit / Service:		Purpose of Visit:	
Visit reference No:		Date of Visit:	/ / (dd/mm/yyyy)

Please Complete the relevant Sections:

Section A For ALL Visits:

1	The guidance provided in sections 1 - 11 in the Stockport Off-Visits Guidelines has been followed:	<input type="checkbox"/>
2	The visit is fully inclusive to all young people:	<input type="checkbox"/>
3	All staff are fully aware of their roles and responsibilities on this visit:	<input type="checkbox"/>
4	All staff are fully conversant with the visit 'Emergency Procedures' and a summary of these will be carried on the visit:	<input type="checkbox"/>
5	A full risk assessment has been undertaken for all aspects of the visit and all staff involved are aware of its content:	<input type="checkbox"/>
6	Parents have been informed of this visit and given consent in principle(Group 1 Visit) or Specifically (Groups 2 – 4 Visit)	<input type="checkbox"/> <input type="checkbox"/>
7	Parents have been requested to disclose medical information relating to the pupils that could aid in their care whilst engaging in the visit and the details of which have been considered in the risk management of the visits:	<input type="checkbox"/>
8	The Staff to Pupil ratio meets with current guidance:	<input type="checkbox"/>
9	The Visit Leader has briefed all staff and Volunteers involved fully as to their respective roles and is confident in their competence to conduct them:	<input type="checkbox"/>
10	Appropriate First Aid provision is available during the visit:	<input type="checkbox"/>
11	Please tick one of the following two options:	
	(i) A preliminary visit has been made to the venue:	<input type="checkbox"/>
	(ii) The Visit Leader feels that a preliminary visit is not necessary as it would not improve their ability to offer the participants protection from undue risk:	<input type="checkbox"/>
12	If travelling by coach pupils will wear seat belts at all times when the coach is in motion.	<input type="checkbox"/>
13	Where External Providers services have been engaged they have completed an External Providers questionnaire or are named on the LA list of pre checked external providers	<input type="checkbox"/>
14	Where appropriate the staff have access to local weather forecast information and are able to take action on it accordingly:	<input type="checkbox"/>
15	Where specialist equipment (e.g. Waterproofs or Boots) are required to safe guard participants the Visit Leader has ensured it is available and meets with any relevant standards:	<input type="checkbox"/>

Section B Group 3 and 4 Visits

16	If any part of the visit involves participants being at or near water the advice contained in 'Group Safety at the Water Margins' has been made available to supervising staff prior to the visit and any appropriate action taken in managing these risks:	<input type="checkbox"/>
17	The Governing Body or Area/Service Manager are fully informed of the aims and objectives of this visit and the activities involved:	<input type="checkbox"/>
18	Parents have been made aware of the insurance arrangements provided to meet the needs of the visit:	<input type="checkbox"/>

Section C For Group 4 Visits:

19	Parents have signed a medical consent form for each young person on the visit:	
20	All Staff and Volunteers supervising on the residential have been vetted through the CRB:	<input type="checkbox"/>
21	Appropriate measures have been taken to ensure the suitability of the accommodation:	<input type="checkbox"/>
Visit Leader Signature:		Date:
EVC Signature (for Group 1 & 2 visits only)		Date:
Headteacher or Area Service Manager (for Group 3 & 4 visits only)		Date:

Please return this completed proforma via the Office Online website – submit a return function, using return type “Visits & Journey’s Guidance”.



Risk assessment and risk management record

School/Unit/Project		Location/Purpose		
Visit Leader		Reference No		Date(s)

Identifying significant hazards – assessing the risk	Control measures – managing the risk
Group Transport Activity Arrangements Environment Accommodation Alternative plans (Plan ‘B’/Plan ‘C’) (NB. See appendix 17 for prompt sheet)	

Signed : Visit Leader: _____

Date: _____

Chair/Vice Chair of Governors: _____
(Schools Only Group 4 Visits)

Date: _____

Please return this completed proforma via the Office Online website – submit a return function, using return type “Visits & Journey’s Guidance”


Visit Contacts List

(The following contact information should be forwarded to the LA for Group 3 & 4 visits)

School/Unit/Project:	
Date of Visit:	
Visit Reference Number:	

Visit Leaders Contact Number during the visit:	
Home Base Emergency Contact 1:	
Home Base Emergency Contact 2:	

STAFF (Submitted to LA for Group 4 only)

	Name	Next of kin 1st Contact Tel No.	Next of kin 2nd Contact Tel No.	Relevant Medical Information
Visit Leader:				
Deputy Leader:				

YOUNG PEOPLE (Submitted to LA for Group 4 only)

	Name	1st Contact Tel No	2nd Contact Tel No	Relevant Medical information.
1				
2				
3				
4				
5				
6				
7				
8				

Appendix 4 Emergency Contact List

	Name	1 st Contact Tel No	2 nd Contact Tel No	Relevant Medical information.
9				
10				
11				
12				
13				
14				
15				
16				
17				
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38				

Please return this completed proforma via the Office Online website – submit a return function, using return type “Visits & Journey’s Guidance”.

OFF-SITE VISITS PARENTAL APPROVAL PRO-FORMA

Please complete ALL sections on this form

This Form is to be returned by (date):	
School or Youth Centre:	
Course or Activity:	
Date of Course/Activity:	

Pupil Details	
Surname:	
Forename(s):	
Date of Birth:	

Medical Information	Please indicate
Does your son/daughter have any illness or physical disability? If so please describe: _____	Yes / No

If medical treatment is required, please describe: _____	

To the best of your knowledge has she/he been in contact with any contagious or infectious disease during the past four weeks: If so, please give brief details: _____	Yes / No
Is he/she allergic to any medication? If so, please give brief details: _____	Yes / No

Has your son/daughter received a tetanus injection in the last 5 years?	Yes / No
Please indicate any special dietary requirements due to medical, religious or moral reasons. _____	

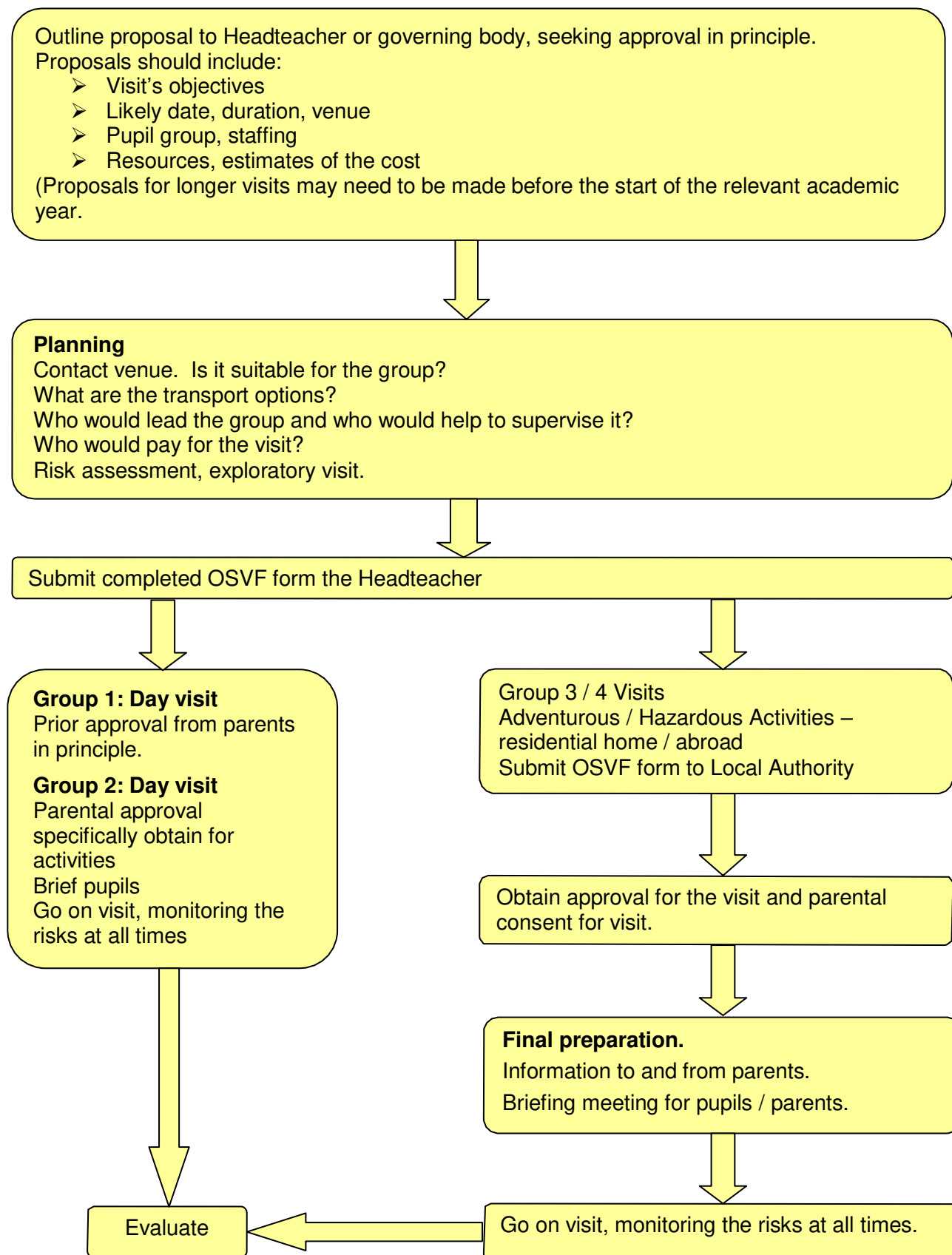
Appendix 5: Parental Approval Form

Home Contact Information	
Name:	
Address:	
Home Telephone No.	
Work Telephone No.	
Mobile Telephone No.	
Emergency contact information if different from that above	
Name:	
Address:	
Tel No.	
Mob No.	
Name of Family Doctor	
Telephone Nos.	
Address:	
Parental Declaration	
<p>I give permission for my daughter/son _____(insert name) to take part in the above activity as described, including all organised activities</p> <p>I undertake to inform the visit organiser or the Headteacher as soon as possible of any relevant change in medical circumstances occurring before the journey.</p> <p>I hereby authorised any accompanying member of staff of the school to give consent to such medical treatment as is considered necessary for my child by a qualified medical practitioner during the visit.</p> <p>I understand the extent and limitations of the insurance cover provided.</p>	
Signed Parent/Guardian:	
Date:	

Please complete all sections on this form

PLANNING A VISIT

This page charts the likely stages of planning a visit:





**Services to People
External Providers Questionnaire**

Establishments within Services to People must assure themselves of the suitability of any residential and activity facilities provided by external operators, before financial commitment to the venture.

Provisional bookings should be made subject to return of the Questionnaire.

Name of Company	
Name of Centre	
Communication Address	
Tel No.	
Email:	

1.	Does the above Company/Centre or Provider have any independent recognition or accreditation? If so, please indicate and forward copies of current certification:	Yes / No
2.	Does the Company/Centre or Provider have a written Code of Conduct for groups, available at the time of booking and to which visiting groups should adhere? If so, please provide a copy.	Yes / No
3.	Where applicable, do all facilities used comply with relevant statutory requirements e.g. Health and Safety at Work Etc Act 1974; Environmental Health and transport requirements?	Yes / No
4.	Are the premises used covered by a fire safety risk assessment?	Yes / No
5.	Will you provide on request names and addresses of recent user groups to whom reference can be made?	Yes / No
6.	Do you provide opportunities for preliminary visits?	Yes / No
7.	General Staffing:	
	(i) Do your designated supervisory staff have the experience and competence appropriate to work with the group in questions?	Yes / No
	(ii) Do you provide adequate and regular opportunities for liaison between your designated staff and those of the visiting group?	Yes / No
	(iii) Is there a clear definition of responsibilities for staffing of safety, supervision, programme and general welfare between your staff and those of the visiting group?	Yes / No
8.	Activity Staffing:	
	(i) Where adventurous activities are provided, are all staff who directly supervise each activity appropriately qualified under the relevant National Governing Body?	Yes / No
	(ii) Where no National Governing Body exists for a particular activity do you have a written Code of Practice for each such activity?	Yes / No
	(iii) What does this Code of Practice cover? - written procedural guidelines for staff? - instructor : student ratios? - an induction course? - in-house training to a prescribed syllabus?	Yes / No Yes / No Yes / No Yes / No

Appendix 7 : External Provider Questionnaire

	(iv) Are all staff that have direct access to pupils CRB checked?	
9.	Activity Equipment: (i) Do you have a written and prescribed system of safety checks?	Yes / No
	(ii) Do you have a written and prescribed maintenance programme?	Yes / No
	(iii) Is there sufficient equipment of appropriate size for the number of pupils in the group?	Yes / No
	(iv) Where national standards exist, does the equipment conform to those standards?	Yes / No
Please supply a copy of this Code of Practice with return of this Questionnaire		
10.	Do you hold a public liability insurance policy which will be current at the date of the proposed visit, both in relation to all directly provided and sub-contracted activity? Please give here the Limit of Indemnity: £ _____	Yes / No
11.	Are all activities offered covered by a full written risk assessment that is regularly reviewed (at least once per year)?	Yes / No
12.	Do you have a procedure for dealing with complaints?	Yes / No
13.	Please give any additional information which you think may be helpful to the visit leader. _____ _____ _____	Yes / No

Signed	
Name (Print)	
Date	
Position in Organisation	

Host Family Stay Information Form			
Name of Host Family:		Name of Guest:	
Address:		Address:	
Telephone Number:		Telephone Number:	
Mobile:		Mobile:	
Who lives at this residence?			
Names and relationship to host partner:			
Male Adult/s			
Female Adult/s			
Males under 18 (state ages)			
Females under 18 (state ages)			
Are there any regular visitors likely to have significant contact with your guest? Yes/No Please give names, gender, relationship to household and ages if under 18			
I confirm that:	Our guest will have their own bedroom:	Yes / No	
	Or will share with their exchange partner who is of same sex and similar age:	Yes / No	
	Our guest will have access to private toilet and bathroom facilities:	Yes / No	
	If our guest is vegetarian, vegan, has a nut allergy or dietary needs this can be accommodated:	Yes / No	
	When a private family vehicle is used to transport a young person, this will only take place when the vehicle is:	Roadworthy	Yes / No
		Appropriately insured	Yes / No
		Driven by a driver approved by both sides	Yes / No
Names of specified drivers:			
I confirm the statements made above are correct and I accept responsibility/duty of care for caring for this student in a safe and secure environment. I agree to any necessary checks.			
Signed:		Date:	

Informations concernant la famille d'accueil durant le séjour

Nom de la famille d'accueil:	Nom de la l'élève resident:		
Adresse:	Adresse:		
N° Tel:	N° Tel:		
N° Portable:	N° Portable:		
Noms et liens des personnes habitant dans la maison avec la personne responsable de l'enfant : Adultes homes: Adultes femmes: Garçons âgés de moins de 18 ans Filles âgées de moins de 18 ans			
Merci d'indiquer les noms, sexes, âges (si elles ont moins de 18 ans) et relations avec la famille des personnes susceptibles de rendre régulièrement visite à la famille :			
Je confirme que :	L'élèves aura sa proper chambre		Oui/Non
	La partagera avec son partenaire d'échange qui est du même sexe et du même âge:		Oui/Non
	L'élève aura accès à des toilettes/salle de bain privées:		Oui/Non
	Je m'engage à répondre aux besoins alimentaires particuliers de l'élève tels que : allergies, végétarien, végétaliens etc...		Oui/Non
	En cas d'utilisation d'un véhicule par la famille pour transporter l'élève le véhicule devra	Être en bon état	Oui/Non
		Être assuré	Oui/Non
		Être conduit par un conducteur approuvé par les deux familles	Oui/Non
Noms des conducteurs éventuels:			
Je soussigné(e) atteste l'exactitude des informations données ci-dessus et accepte de prendre la responsabilité de cet élève et de m'assurer qu'il/elle sera dans un environnement sain et sans danger.			
Signature:		Date:	

HEALTH ISSUES

INTRODUCTION

- Participation in activities at waterside locations, on water and in forest areas carries with it a small but significant health risk. Publicity surrounding such risks to health understandably gives parents, and all involved in the provision of such activities, cause for concern.
- The following guidance is provided to enable Visit Leaders to give positive advice and assurance to parents. That the degree of risk of serious illness in each case is very small indeed, given appropriate precautions, should be strongly emphasised.
- Each school or youth centre will need to decide how best such information is provided for parents. It is recommended that this should be done at a very early stage, preferably at the time of recruitment, and in sufficient detail to describe accurately the chance of contracting the illness and its nature, symptoms and treatment.

WEIL'S DISEASE

- Weil's disease is caused by an organism, carried in rat's urine, which is present in and on the banks of many rivers and lakes. Participation in all forms of water-based outdoor activity carries with it a very small risk of contracting the disease. Though rare it can be a serious illness requiring hospital treatment but, if diagnosed early, respond well to antibiotics.
- Simple protective and hygiene procedures can be taken to further reduce the already small chances of infection:
 - avoid intentional immersion, particularly in slow moving or stagnant waters;
 - wear protective footwear so as to reduce the chance of accidental cuts or abrasions;
 - cover any existing cuts with a waterproof plaster before participation;
 - wash and shower as soon as possible after the activity.

BLUE-GREEN ALGAE

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

POLLUTED WATER

- Some inland waterways, particularly those in lowland areas, show sewage-based pollution levels greater than that considered safe for bathing. Such risks are minimised

Appendix 10: Health Issues

where immersion is avoided or is rare. On waters where pollution levels are high, activities likely to lead to immersion e.g. deliberate canoe capsize should be avoided.

- Illness arising through such pollution is not likely to be severe. Where illness does occur following activity in or on such waters, parents should inform the provider of the activity who may decide to inform the appropriate authorities below and will then determine whether future activity should proceed.
- The appropriate office of the National Rivers Authority or the Environmental Health Department of the local Borough/District Council can give advice on pollution levels of waters in their local area,

LYME DISEASE

- Most forest areas contain ticks which normally live on sheep and deer. These pin-head sized insects can attach themselves to humans. In doing so there is a very small risk of them transmitting an infection called Lyme Disease.
- Symptoms are that the bite develops a red patch or circle which expands around the infected area. Flu-like symptoms may develop and, in extreme cases meningitis like symptoms may ensue. Lyme disease is treatable at any stage with antibiotics; the earlier it is diagnosed, the easier it is to treat.
- Basic precautionary measures can reduce the number of bites:
 - avoid thick habitats where possible;
 - wear long trousers, tucked in socks and
 - brush off clothing before entering accommodation

FIRST AID AND EQUIPMENT

- Although Health and Safety Regulations for first aid do not cover pupils, schools do hold a legal duty of care imposed under the common law principle of 'in loco parentis' that is to act as a caring and responsible parent might reasonably act towards his/her child. Additionally the Health and Safety at Work etc. Act 1974 as amended incorporate duties to none employees
- All leaders of visits should have a basic working knowledge of first aid. Small accidents can happen at any time and the action taken to deal with them can greatly affect the eventual outcome.
- It is recommended that the leader of a group or activity should, as a minimum requirement, have attended an 'Emergency First Aid Course'. Leaders of more advanced activities or those operating in more remote areas should be more appropriately qualified to deal with emergencies. For visits involving children in early years, at least one member of staff should hold a paediatric first aid qualification.
- Portable first aid kits should be available for educational visits. The content of these kits will relate to the type of activities undertaken and the level of staff training. Leaders of outdoor adventurous activities should consult their specialist governing body award for details of the first aid equipment recommended for the particular activity.
- The following is recommended by the HSE as the minimum first aid equipment that should be available:
 - a leaflet giving general advice on first aid;
 - 20 individually wrapped sterile adhesive dressings (assorted sizes);
 - two sterile eye pads;
 - four individually wrapped triangular bandages (preferably sterile);
 - six safety pins;
 - six medium sized individually wrapped sterile unmedicated wound dressings;
 - two large sterile individually wrapped unmedicated wound dressings;
 - one pair of disposable gloves
- Leaders should follow school policy on the dispensing of medicines. Records should be kept of all first aid treatment given. These records should include the name of the person treated, the date, time, the place of treatment and the treatment given.

Appendix 12 : Accident/Incident Report Form

STOCKPORT
METROPOLITAN BOROUGH COUNCIL

ACCIDENT/INCIDENT REPORT FORM
SAIR 102 (revised July 2012)

1. DETAILS ABOUT THE AFFECTED PERSON (If a written copy, please PRINT or write clearly)

Please tick status of person	Title:	Age:	Date of Birth:
Employee <input type="checkbox"/>	First name(s):		
Service-User/Client <input type="checkbox"/>	Surname:		
Pupil/Student <input type="checkbox"/>	Home Address:	Post Code:	
Trainee <input type="checkbox"/>	* Council employees please add the following details:		
Customer <input type="checkbox"/>	Occupation:		Tel No:
Contractor*(see below) <input type="checkbox"/>	Directorate / Company:		
Member of the Public <input type="checkbox"/>	Usual work base:		
Other <input type="checkbox"/>	Length of Service (approx years):		
<i>*If a 'contractor' please give name, address and contact telephone number of company/organisation:</i>			
Company name:			Tel No:
Address:			

2. WHERE DID THE ACCIDENT/INCIDENT OCCUR?

Name of Premises or Place:	
Address of Premises or Place:	
Location:(e.g. room number, stairs etc)	
Work or activity being undertaken:	

3. TYPE OF ACCIDENT/INCIDENT (please check appropriate box)

Injury involving work activities <input type="checkbox"/>	Physical assault – minor injury <input type="checkbox"/>
Road traffic accident <input type="checkbox"/>	Physical assault – major injury <input type="checkbox"/>
Verbal abuse without threat of violence <input type="checkbox"/>	Threatened violence with weapon <input type="checkbox"/>
Verbal abuse with the threat of violence <input type="checkbox"/>	Other <input type="checkbox"/>

4. DETAILS OF ACCIDENT/INCIDENT

Date of Accident:	Time (24 hr clock numeric):	Day of the Week:
Date Reported:	Time (24 hr clock numeric):	(if applicable) Date of entry in Accident Book:
Reported to whom:		Contact Tel No:
<p align="center">Circumstances of Accident/Incident</p> <p>Briefly describe how the accident/incident occurred. What was the person doing at the time? Add a diagram if it would help. Continue on a separate sheet if necessary. For cases of verbal abuse/violence give, where known, brief details of the assailant (e.g. their name)</p>		
If machinery/equipment / chemicals were/was involved please state name and type:		
Was the machine under power? <input type="checkbox"/> Yes <input type="checkbox"/> No		
If yes, what part caused the injury?		

Appendix 12 : Accident/Incident Report Form

5. NATURE OF ANY INJURY/INJURIES

What was the injury suffered (e.g. fracture, scald, cut etc. For injuries to eyes or limbs please state whether left or right was affected): Left / Right
e.g. Bruised Shin

Was first aid/medical treatment given?

☐ Yes
☐ No

Attend hospital?

☐ Yes
☐ No

Please give brief details of any treatment:

6. NAME & ADDRESS OF ANY WITNESSES

7. NAME OF PERSON MAKING THIS REPORT

Name in BLOCK LETTERS:

Date:

Tel No:

Signature (paper copy only):

Job Title:

8. TO BE COMPLETED BY MANAGER/SUPERVISOR

Was the person authorised to be at the location described? ☐ Yes ☐ No

Was the activity authorised? ☐ Yes ☐ No

Did the employee continue to work after the incident:

☐ Yes ☐ No

Was the member of the public taken straight to hospital:

☐ Yes ☐ No

Is the incident RIDDOR (Reporting of Injuries, Diseases & Dangerous Occurrences Regulations) reportable? ☐ Yes ☐ No

(e.g. Has it resulted in more than a 7 day absence, excluding the day of accident? Is it a major injury? Was a member of the public taken to hospital?)

Confirm a *copy* of the RIDDOR report form; [where it is applicable] has been attached / sent

☐ Yes

Note: The relevant Manager / Headteacher are responsible for making the RIDDOR report to the HSE. This reporting can be done by phone, fax or email

If you're unsure about RIDDOR reporting, please ring 474 3056 – we'd like to help.

Please state below action taken and/or recommendations to prevent a recurrence of this incident [NB: This area must be completed in all cases]:

I have checked the details given in this report. Where appropriate I can confirm that all applicable risk assessments / working systems have been/will be reviewed and amended where necessary.

Signature (paper copy only):

Job Title:

Date:

Name: (BLOCK LETTERS)

Tel No:

Senior Manager's Name or counter signature:

Date:

This form should be completed and forwarded as soon as possible to your line manager. The manager should follow Directorate/Company procedure & ensure an electronic copy of the report is received by the Occupational Safety & Health Unit. Any serious injury should be notified to the Health & Safety Unit without delay.

[mailto:HR Safety & Health Team <HRSafety&HealthTeam@stockport.gov.uk>](mailto:HRSafety&HealthTeam@stockport.gov.uk)

or by post to: Occupational Health & Safety Unit, Stockport Human Resources, 2nd Floor (South End) Stopford House, Piccadilly, SK1 3XE Tel no: 474 3056

REF: SAIR 102 *Privileged: Legal Advice and / or in Contemplation of Legal Proceeding*



The Duke of Edinburgh's Award Form

They are required 3 months prior to any expedition and 28 days prior to a Training Walk.



Evaluation of Visit form

To be completed by the Visit Leader

This form can be used to guide the reviewing process following a visit and should be used to inform future planning and Risk Management.

School / Unit / Project:	
Visit Leader:	
Date(s) of Visit:	
Venue:	
Provider Used:	
Purpose of Visit:	
LA Visit Reference Number:	

Please comment on the following features	Rating out of 10	Comments
Staffs ability to undertake their roles		
Provider's Pre-Visit Organisation		
Travel Arrangements		
Educational Content Provided		
Quality of Instruction and Learning		
Equipment		
Suitability of Environment		
Accommodation		
Food		
"Down Time" Supervision / Activities		
Courier / Representative		
"Close Calls" Not Involving Injury		

If you feel that the Authority should know about any other issues / problems arising out of the visit, please send the information to Russ Boaler, Consultant for PE, Sport & Physical Activity, Services to People, Town Hall, Stockport SK1 3XE

Please return this completed proforma via the Office Online website – submit a return function, using return type "Visits & Journey's Guidance".



Services to People THIRD PARTY VISIT LEADER FORM

This form should be completed by all schools/colleges that have pupils on a visit being provided by a Stockport Council third party visit leader and sent to that visit leader.

Please refer to the Services to People Visits and Journey Guidance to support you in completing this form.

1.	Name of School / Unit / Project			
2.	Dates of Visit:			
2.1	Departure:	Day:	Month:	Year: 20
2.2	Return: <i>(if residential)</i>	Day:	Month:	Year: 20
3.	Purpose of Visit:			
4.	Category of Visit:	<input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2 <input type="checkbox"/> Group 3 <input type="checkbox"/> Group 4		
5.	Venue of the Visit:			
6.	Activities to be undertaken:			
7.	Number of Pupils on the visit from this school/college:	Year Group	Male	Female
Early Years				
Year 1 – 3				
year 4 – 6				
Year 7+				
8.	Name of Internal Provider:			
9.	Insurance Arrangements	Name of company: Address:		

Signatures

Education Visit Co-ordinator <i>(for Group 1 & 2 visits only)</i>		Date:
Headteacher / Area Manager / Service Manager: <i>(for Group 3 & 4 visits only)</i>		Date:

Please return this completed proforma via the Office Online website – submit a return function, using return type “Visits & Journey’s Guidance”.



Risk assessment and risk management record

Name of School / Unit / Project		Location / Purpose		
Visit Leader		Reference No		Date(s)

Identifying significant hazards – assessing the risk	Control measures – managing the risk
<p>Group</p> <ul style="list-style-type: none"> • Number/Age • Staffing/Grouping of pupils • SEN • Behaviour <p>Transport</p> <ul style="list-style-type: none"> • Seat belts • Positioning of staff/pupils • Comfort stops (including supervision of pupils/headcounts) • Breakdown (management of group) • Supervision of pupils on ferries/trains/London Underground <p>Activity Arrangements</p> <ul style="list-style-type: none"> • Leader/staff experience/qualifications • Visit leader/staff led activities (lifesaving provision when swimming/ski course organiser award etc) • Receipt of relevant external providers risk assessments • Staffing of groups • Equipment/clothing • Remotely supervised activities (e.g. Duke of Edinburgh Award/older pupils permitted to walk around in small groups at theme parks etc) 	

Environment

- Suitability of site
- Weather
- Accommodation (fire procedures/night time security & communication)
- Contact with pupils staying with host families

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

- Critical incidents/emergencies
- Alternative activities

Signed : Visit Leader: _____

Date: _____

Chair/Vice Chair of Governors: _____
(Schools Only Group 4 Visits)

Date: _____

Please return this completed proforma via the Office Online website – submit a return function, using return type “Visits & Journey’s Guidance”.