

DEPARTMENT OF EDUCATION AND CHILDREN
Rheynn Ynsee as Paitchyn

Policy for Educational Visits and Overnight Stays

(Amended July 15 – version 5)

This policy is to be used in conjunction with the Department's
'Safety in Outdoor Education' guidance

Educational Visits and Overnight Stays Policy

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Table of Contents

Foreword by Chief Executive Officer, Department of Education and Children 6

1.	INTRODUCTION	7
1.7	Definitions	8
2.	POLICY STATEMENT	8
2.4	Ensuring Visit Safety	9
3.	RESPONSIBILITIES	9
3.5	The Department	10
3.9	The Governing Body	11
3.10	The Headteacher	11
3.13	The Educational Visit Co-ordinator	12
3.14	General Functions of the EVC	12
3.15	The Educational Visit Leader	12
3.17	Accompanying Adults Other Than Teachers	13
3.18	Parents and Pupils	14
4.	PLANNING, RISK ASSESSMENT AND REVIEW	14
4.1	Towards a Systematic Approach	14
4.3	Purpose of Visit	15
4.4	Approvals	15
4.8	Preliminary Visit and Research	16
4.12	Dealing With Risk	16
4.13	What is a Risk Assessment?	17
4.15	Types of Risk Assessment	17
4.22	Implementing the Chosen Precaution	18
4.25	Training	19
4.26	Debriefing, Reviewing and Updating	20
5.	STAFFING	20

5.1	Issues to Consider	20
5.4	Use of Accompanying Adults	21
5.6	Recommended Ratios	21
5.7	Local/Whole Day Visits	22
5.13	Off-Island Visits	23
5.14	Visits Including Adventurous Activities	23
5.15	Young People	23
5.16	Residential Centre Staff	23
5.17	Joint Visits	23
6.	CHARGES FOR SCHOOL ACTIVITIES	24
7.	INSURANCE	25
7.2	Building and Contents	25
7.3	Motor Vehicle Insurance	25
7.4	Employer's Liability	25
7.5	Public Liability	25
7.7	School Journeys	26
7.8	Schools Arranging Their Own Insurance	26
7.10	Claims	26
8.	PARENTAL INFO, PUPIL DETAILS & CONSENT	27
8.1	Approaches to Consider	27
8.5	Information	28
8.7	Special Needs	28
8.8	Preparing Pupils	29
8.9	Medical Arrangements	29
8.11	Communication	29
8.12	Clothing and Equipment	30
9.	DURING THE VISIT	30
9.1	Assembly, Departure and the Journey	30
9.5	On Arrival	30
9.7	Fire	31
9.9	Group Control	32
9.10	Group Size	32
9.11	Participation in 'Ancillary' Activities	32
9.12	Swimming on Educational Visits	32
9.14	Free-Time Arrangements	33
9.16	Homesickness, Accidents and Injuries	33
9.19	The Return Journey	34
10.	TYPES OF VISITS	34
10.1	Ensuring Visit Safety	34
10.4	General Activities	35
10.8	Regular Activities	35
10.9	Visits requiring notification to the Governors	35
10.10	Monitoring Visits	36
10.18	Special Cases	37
10.23	Staff Competence and Development	37
10.25	Land and Water Based Activities	38
10.26	Prohibited Activities	38

10.28	Wild Country Areas	39
11.	VISITS (INCLUDING THE UK)	40
11.2	Operators	40
11.4	Planning Your Own Visit	41
11.5	Planning and Preparation	41
11.6	Staffing the Visit	41
11.7	Preparing Pupils for Visits Abroad	42
11.8	Briefing Meeting for Parents	42
11.9	Vaccinations	42
11.10	Insurance	42
11.11	Foreign Legislation	42
11.12	Language Abilities	42
11.13	Visas/Passports	43
11.14	Nationality	43
11.15	Care Orders and Wards of Courts	43
11.16	Emergency Medical Procedures	43
11.20	Sun Protection	44
11.21	Paperwork	44
11.22	Info. Retained at the School	44
11.24	During the Visit	45
11.26	Emergencies	45
11.29	Travel By Air	45
12.	EXCHANGE VISITS	46
12.3	Vetting	46
13	EMERGENCY PROCEDURES	46
13.4	Control & Supervision of the Group at the Incident Scene	47
13.6	Educational Visit Leader or Deputy	47
13.7	Media Report and Group Welfare After Event	48
13.9	Reporting of Accidents	48
13.11	Accident Investigation Reports	48
13.13	Psychological Support	48
14.	TRANSPORT ARRANGEMENTS	49
14.3	Supervision	49
14.4	Minibuses	49
14.9	Emergency Provision	49
14.10	Seatbelt Requirements	50
14.12	Transporting Pupils in Private Cars	50
14.18	Using Public Transport	51
14.21	Driver's Hours	51

	Appendices	
1.	Advice To Governing Bodies	53
2.	Planning Checklist	55
3.	Outline Procedure For Reporting Accidents	58
4.	'Form C' – Parental Consent For An Educational Visit	59
5.	Emergency Contact Information	60
6.	'Form D' – Consent Form for Regular Activities	61
7.	Checklist For External Providers	62
8.	Suggested Letter To Drivers Transporting Pupils	64
9.	Safety Measures When Using Public Transport	66
10.	Sample Educational Visits Risk Assessment	69

Foreword

This document sets out policies for people with responsibilities for organising and managing educational visits within the Department, including schools, the Isle of Man College, youth centres, individual central services and our outdoor centre.

Guidance can be found in a separate document, 'Arranging Educational Visits'. This document has been developed to provide helpful and practical advice to governing bodies, Headteachers, managers, youth workers and teachers in the organisation of visits.

Educational visits provide a valuable opportunity for pupils and young people to encounter experiences which are not available to them in the classroom or youth centre. They can enable pupils and young persons to develop their initiative, resourcefulness and independence. However, it is essential that all such visits are carried out with the highest regard for the health and safety of those taking part in them.

The planning and control of visits must be exercised rigorously with commitment and clear management if we are to meet the increased expectations and legal demands now in force. This should not be seen to impede the exercise of informed professional judgement, and I am anxious that learning opportunity should not be unduly stifled.

The Department is the employer of staff in all provided and maintained schools, the Isle of Man College, its outdoor centre and youth centres and, as such, must formally require staff in these establishments to abide by the requirements set out in this policy.

Ronald Barr

**Chief Executive Officer
Department of Education and Children**

1. Introduction

- 1.1 The value of educational visits is widely acknowledged and the island's establishments provide a great variety of opportunities of benefit to young people. Activities can range from local visits during lesson time through to adventurous activities, residential courses and foreign travel. Often, these experiences will be remembered as a high point in a person's school life. The vast majority of educational visits pass entirely without incident or injury. However, working with young people out of school and youth centres brings significant additional responsibilities. Vigilance is required at all times. Even the most experienced Educational Visit Leader should never become complacent.
- 1.2 Good management and Health and Safety go hand in hand. The guidance booklet Arranging Educational Visits, has been deliberately written as a planning document and monitoring aid, so that health and safety will automatically be covered if the policy is followed.
- 1.3 This policy is meant to be enabling. It is not the intention that soundly planned activities should be curtailed because there is some residual risk that cannot be ruled out.
- 1.4 In health and safety law the Department cannot relinquish certain statutory obligations in respect of monitoring and control. In most cases, it is sufficient for establishments simply to follow this policy and monitor their own performance. However, on some high profile activities, the Department must be given the option of commenting if it is not to risk being negligent itself. In these special cases, whilst it may not be possible to avoid an accident entirely, it would be held indefensible if it emerged after an incident that the Department had not even been aware that the activity was taking place.
- 1.5 The principles described are intended to cover all types of visit. However, there is a world of difference between taking a group of closely supervised younger children for an environmental studies lesson in a local park and taking older groups on adventure activities on water or in the mountains. The level of risk assessed will determine the level and type of precaution most appropriate for a particular visit.
- 1.6 This document should be read in conjunction with the DEC Guidance Booklet, and the 2001 DfES' Health and Safety of Pupils on Educational visits – Good Practice Guide (HAPSEV) and additional advice from the UK Health and Safety Executive. Information can be accessed from <http://www.hse.gov.uk/education/visits.htm>

1.7 The following definitions are used in the document

Pupils – all children, young persons, students, etc, for whom the Department has responsibility.

Adults other than teachers – all adults who do not hold a recognised teaching qualification but who would help on a visit with the permission of the Headteacher.

Teachers – includes teachers, peripatetic employees, youth workers and others who are employed in a professional capacity.

Headteacher – includes all principals, centre heads, youth officers and staff who are in charge of an establishment or unit. In part - time youth clubs, the Headteacher will be the appropriate youth officer.

Educational Visits Co-ordinator (EVC) – a school must nominate an EVC to help staff plan and manage educational visits and liaise with the Department. The functions of EVC are listed in HASPEV supplement 1 (DfES/0564/2002). The EVC may be the Headteacher.

Educational Visits Leader (EVL) – the adult responsible for organising an educational visit. The functions of group leaders are listed in HASPEV supplement 3.

Governors – this term is used for governing bodies, management committees or any group who exercise a management function for the Department of Education and Children.

Visit – this term is used to describe an activity that takes place off the school site.

2. Policy Statement

- 2.1 It is Department policy that schools make prudent provision for activities off site. In this context, prudence involves balancing the educational benefits of proposed activities against the risks that may be present.
- 2.2 Recommendations in the guidance document are intended to help demonstrate what the Department considers to be an adequate approach to control of risk.
- 2.3 The aim is to achieve the control of risk locally wherever possible, without having to resort to overbearing and bureaucratic measures of reporting to the Department. Establishments operating according to this policy can assume that

they will be supported by the Department in any dispute that may arise. In summary the Department requires:

- The **principles** discussed in this document to be adopted for all visits. If there are queries or difficulties the school should resolve them through appropriate Department officers.
- Overview of arrangements for off-site activities to be held at **Senior Management level**.
- A nominated person for off-site visits to be identified to the Department in order to assist communication and updating. This person will be called the Educational Visits Co-ordinator (EVC).
- Compliance with the procedures for the notification and recording of visits.

Ensuring Visit Safety

2.4 The general principles for checking proposals for visits rests on:

- the actual activity
- the ability of the group
- where it is to be undertaken
- the ratio of supervising adults to pupils
- the competence of the leaders
- risks associated with the visit having been assessed.

2.5 Health and safety law requires that activities are appropriately monitored, but this monitoring only needs to be proportionate to the general level of risk to be expected. Therefore the Department will adopt the following policy for checking visits: **All visits will be notified using the EVOLVE online registration system.**

<http://www.educationvisits.im>

3. Responsibilities

- 3.1 Overall responsibility 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.
- 3.2 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.

- 3.3 The number and frequency of legal challenges to the Department continues to increase.
- 3.4 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.

The Department

- 3.5 The responsibilities and powers of the Department are detailed in the Education Act 2001 and it's associated Regulations. The Department will:
- map out an approach designed to ensure the health and safety of everyone affected, so far as is reasonably practicable;
 - aim to ensure that the arrangements it makes work in practice;
 - collect the experiences of schools to facilitate an assessment of quality and value for money of training providers;
 - share positive experiences and learn from mistakes;
 - expect to comment on visits which involve unusual or higher than normal risk.
- 3.7 Specific duties of the Department include:
- having a good understanding and knowledge of the legal responsibilities and the practical difficulties facing school groups in all venues or environments including the lower risk ones;
 - appointing an Outdoor Education Advisory Panel of experienced practitioners to annually review the policy for off site visits, and advise the Department of Education and Children.
 - monitoring the educational visits carried out by the Department's establishments; this will include visiting establishments on a sample basis and observing activities;
 - reviewing policies and procedures in the light of lessons learned and sharing good practice more widely;
 - monitoring the work of educational visit co-ordinators (see below) in establishments to help to identify training needs and appropriate levels of delegation;
 - requiring establishments to meet the necessary standards for notification and assessing the risks;
 - notifying establishments of the minimum adult : pupil ratios required and when schools may use competent adults other than competent establishment staff;
 - providing establishments with the Departments statement of policy and guidance.
 - ensuring that EVCs, group leaders, other establishment staff and other adults involved in educational visits are assessed as competent in their specific tasks;
 - ensuring that training is available for those who need that competence;

- making sure that arrangements are in place to obtain necessary Disclosure and Barring Service certificates for employment purposes;
 - making sure that arrangements are in place for informed parental consent;
- 3.8 The Department might seek and obtain the advice of other people, in whatever sector, who are competent in assessing the risks of a particular activity or type of visit.

The Governing Body

- 3.9 Governing Bodies, under their articles of government, have a responsibility for the general direction of the curriculum in their establishment. This extends to visits and journeys. Accordingly the Governing Body should be notified of Adventurous visits or those of a higher or more complex risk, and keep off - site visits under review.

The Headteacher

- 3.10 Headteachers should ensure that all educational visits have a clear and appropriate educational purpose, and are properly authorised in accordance with this policy.
- 3.11 The Headteacher is required to authorise **all visits**. This should be conditional upon adequate attention having been given to:
- planning, organisation and event timetabling;
 - competence, experience and suitability of leaders and supervisors;
 - capabilities and suitability of accompanying staff and other helpers;
 - leaders' knowledge of local circumstances to be experienced during the visit;
 - party size, age, aptitude and experience of pupils;
 - child protection issues;
 - medical needs of all members of the party and first aid provision;
 - supervisory ratios;
 - assessment of health or safety risks inherent in the project;
 - foreseeable emergency action and contingency plans which may be necessary;
 - insurance;
 - financial and travel arrangements;
 - informing parents of risks and safeguards and obtaining their approval;
 - effective communication arrangements with establishment base, especially in the event of a critical incident;
 - careful consideration of the visit by the establishment EVC;

These questions are asked as part of the online notification and approval system.

- 3.12 The Headteacher should review operating arrangements at least annually with staff who directly implement this policy or undertake visits. This review should provide the basis for a report to the Governing Body. A log of all activity relating to a specific establishment can be produced by the Department on request.

The Educational Visits Co-ordinator

- 3.13 In view of the detail and the number of activities involved, Headteachers may choose to nominate a member of staff as Educational Visits Co-ordinator (EVC). This person would be a focus for necessary information and advice for EVLs and keep everyone up to date with relevant requirements. The Educational Visits Co-ordinator would be the routine contact for dialogue with the Department and receive any circulars it might issue. Where the Headteacher has delegated responsibilities for approval of a visit to the EVC, overall responsibility remains with the Headteacher and it is the Headteacher who is assumed to have approved the visit when it appears in the on-line system.

General functions of the EVC

- 3.14 The functions of the EVC are to:
- liaise with the Department to ensure that educational visits meet the Department's requirements, including those of risk assessment;
 - support the head, manager and governors with approval and other decisions;
 - assign competent people to lead or otherwise supervise a visit;
 - assess the competence of leaders and others proposed for a visit. This will commonly be done with reference to accreditations from an awarding body. It may include practical observation or verification of experience;
 - organise the training of leaders and other adults going on a visit. This will commonly involve training in the use of the online notification and approval system or specific training for Educational Visits Leaders (see para. 3.15) and other training such as first aid, hazard awareness etc;
 - organise thorough induction of leaders and other adults taking pupils on a specific visit;
 - make sure that Police Vetting and Criminal Records Bureau disclosures for employment purposes are in place as necessary;
 - work with the group leader to obtain the consent or refusal of parents and to provide full details of the visit beforehand so that parents can consent or refuse consent on a fully informed basis;
 - organise the emergency arrangements and ensure there is an emergency contact for each visit. This should be someone who is not taking part in the visit;
 - review systems and, on occasion, monitor practice.

The Educational Visit Leader

- 3.15 The visit leader (EVL) should have overall responsibility for the supervision and conduct of the visit and hence for the health and safety of the group. In this regard, the EVL will be representing the Headteacher during the visit. In particular the EVL will:
- start the online notification and approval form;

- attach/upload an initial risk assessments, preferably based on a visit to site, or at least up-to-date site information. Apart from health and safety, this assessment should take account of child protection, financial risks, conduct and behaviour;
- ensure that the activities comply with regulations and Department guidance;
- identify the adult staff and helpers needed, ensure that the ratio of pupils to supervisors is appropriate and appoint a deputy;
- ensure that all accompanying adults, whether employees or volunteers, will be able to carry out allotted roles competently;
- ensure that group leaders are aware of their responsibilities and that any accompanying adults are also briefed;
- ensure that accompanying adults are not put in the position of having unsupervised access to children;
- supervise and support group leaders;
- make appropriate and adequate preparations for emergencies and ensure that all accompanying leaders are familiar with these procedures;
- 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-divided;
- during the visit:
 - meet the objectives of the visit;
 - ensure the overall maintenance of order and discipline;
 - make adequate arrangements for the safety and well-being of all pupils and accompanying adults at all times;
 - consider stopping the visit if the risk to the health or safety of the pupils is unacceptable, and have in place procedures for such an eventuality;
 - ensure the group leaders have details of the school contacts, accompanying adults and the pupils in their care;
 - review the visit and advise the Headteacher when adjustments must be made.

3.16 Teachers or adults who assume direct responsibility for a number of children during the visit must be made aware of and agree to the expectations of them on the visit. It is important that school staff are managed and supported. In particular, a teacher, or other adult, assuming direct responsibility for a number of children during the visit, must recognise his or her responsibility for:

- maintaining order and discipline;
- safeguarding the health, well-being and safety of those children;
- supervising any access that accompanying adults have to children;
- informing the EVL of any relevant incidents affecting pupils in his or her care.

Accompanying Adults Other Than Teachers

3.17 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 appreciate the principle of 'in loco parentis' will apply, though it is likely that courts would expect a greater level of care from teachers than from voluntary helpers;

- submit themselves to vetting through the Disclosure and Barring Service. Forms and advice are available from the Human Resources section at the Education Office. Volunteers that will be assisting with visits involving an overnight stay, must have an approved DBS certificate.

Parents and Pupils

- 3.18 Parents have rights to information in connection with visits but they also have responsibilities. Written information has the additional advantage in that it can be used by the school as proof of action taken in the event of a claim. The school should provide a summary of the hazards which may be experienced and how it proposes to counter them as part of the briefing for parents. Pupils could be put at risk if parents fail to co-operate.
- 3.19 Accordingly, parents must:
- disclose information about a student's emotional, psychological and physical health. This must be made as easy and confidential as possible so that parents will be encouraged to give, rather than withhold information;
 - provide appropriate clothing, food, etc, in line with pre-arranged briefings;
 - provide details of where they can be contacted in an emergency or if a party has to return earlier than planned. Arrangements for pick up and set down are just as important as rendezvous points during the visit.
- 3.20 Pupils should themselves take part in the assessment of risks and deciding appropriate precautions for the visit. Part of the Manx national curriculum and the personal, social and health education programme is aimed at teaching pupils how to cope with risks in life.
- 3.21 A key factor that could endanger a party is a failing in the anticipated level of reliability, common sense, trustworthiness and concentration of pupils.
- 3.22 Contingency plans are necessary for pupils who turn up without specified kit or whose behaviour endangers other group members.

4. Planning, Risk Assessment And Review

Towards A Systematic Approach

- 4.1 Planning needs to be systematic, consistent and appropriate. The general check list in Appendix 2 is recommended as a basis for further development in school. The online notification and approval process requires answers to specific

questions relating to planning and risks and will require EVLs to provide relevant information before being able to submit the visit for approval.

- 4.2 A major feature of planning relates to risk assessment. The analysis used in risk assessment can help to highlight problems not only related to health and safety but to financial probity or the standing of the school in public opinion. To gain maximum benefit, risk assessment should be applied at the outset and fine-tuned as the project unfolds. The process is defined below and an outline risk assessment form is available in Appendix 9. Risk assessments must be included in the online submission.

Purpose Of Visit

- 4.3 Aims and objectives of the visit should be clearly identified at an early stage. These should be relevant to pupil and curriculum needs, and take account of age, ability, previous experience and resources available. Clear, appropriate objectives will contribute significantly to pupil safety and well being as well as to the educational outcomes. They will ensure:
- an appropriate structure and discipline for the visit;
 - maximum pupil motivation;
 - a choice of environment and activity appropriate to pupil maturity and experience;
 - consideration of appropriate training, staffing and resources.

Approvals

- 4.4 Approval in principle should be sought from the EVC as soon as possible and before any financial commitment is made. Schools' policies will differ; leaders should check procedures and give adequate notice. Certain categories of activity, e.g. adventurous pursuits or visits abroad, will require the prior notification to the Governing Body and the Department. Establishments visiting the U.K. must ensure that they comply with the legal obligations of the Adventure Activities Licensing Regulations, 2004 (see Safety in Outdoor Education).
- 4.5 DEC requires notification of all visits via the online system www.educationvisits.im. Advice is also available where there is doubt about the nature of any visit, from the Awards Coordinator at the Youth Office or the Health and Safety Adviser at the Education Office.
- 4.6 Where commercial or external providers are used to deliver any of the activities listed on Chapter 10, early consultation is vital. In the U.K., some of these activities may be covered by the Adventure Activities Licensing Regulations, 2004, www.hse.gov.uk/aala/about-activities-licensing.htm. Organisers should avoid any financial commitment until clarification has been obtained.
- 4.7 When booking with any external provider, the organiser **must** ensure that any contracts and booking forms are signed **on behalf of the establishment** by

someone authorised to do so. A checklist to be used to assess external providers is included in Appendix 6.

Preliminary Visit and Research

- 4.8 A preliminary working visit, by the EVL is considered highly desirable on both educational and safety grounds. In some cases a preliminary visit is essential. Such cases will include:
- visits to be led by less experienced staff;
 - visits to unfamiliar terrain or locations, especially where activity is to be teacher-led;
 - work with very young pupils or those with special needs;
 - visits to locations where there may be special hazards.
- 4.9 Whether or not a visit is made, all means of researching the area should be explored. Sources of information in the U.K. include: district councils, tourist offices, National Parks' information services and LEAs. Check with the Awards Co-ordinator, another school may have valuable information they could share. 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. The organiser should ensure that the building has correct up to date first-aid and fire safety procedures.
- 4.10 A preliminary visit should seek to:
- check the appropriateness of the venue to pupils' needs and to the objectives of the visit;
 - check for potential hazards;
 - check timings (local services, lengths of walks, tides, etc.);
 - establish local contacts;
 - check accommodation, especially for fire-risk and evacuation;
 - agree in advance, between the EVL and centre staff, the division of supervisory responsibility;
 - obtain information on local services (locations of doctor, dentists, hospital, telephone, toilets);
 - ascertain an appropriate emergency action plan;
 - carry out risk assessments for all the activities to be undertaken;
 - confirm the competencies of local staff instructors who will be involved;
 - assess changes in all venues to be visited since previous visit.

- 4.11 A checklist to be used to assess external providers is provided in Appendix 6.

Dealing with Risk

- 4.12 The management of health and safety has undertaken a significant change of direction in recent years as the emphasis of legislation has moved from being

prescriptive to a flexible arrangement where, quite sensibly, the control measures must balance the risks involved in an activity. The onuses on deciding the measures have been partially given to the employer, although there is still plenty of guidance, and this process is known as risk assessment.

What is a Risk Assessment?

- 4.13 Risk assessment is nothing more than a careful examination of an activity in order to identify what could cause harm to the people who are involved (i.e. pupils, volunteers, employees, etc.), estimating the likelihood of the harm occurring and checking to ensure whether or not sufficient precautions are being taken to prevent it.
- 4.14 Don't be put off by the terminology of risk assessment; for example, words such as hazard, risk, control measure. A **Hazard**, is something with the potential to harm you. For example, mountain walking in remote areas. **Risk** is the chance or likelihood of the harm occurring. For example, inexperienced participants, poor weather, etc., and **Control Measures** are what you do to prevent someone being harmed. For example, making sure the participants have correct equipment, under the supervision of an experienced leader, etc.

Types of Risk Assessment

- 4.15 Risk assessments can be grouped into three main types:
- one-off / special or specific risk assessment;
 - generic risk assessment; and
 - dynamic / ongoing risk assessment.

One-Off / Specific Risk Assessment

- 4.16 These are risk assessments to cover a specific activity, special event or time outside of activities, and can be used in conjunction with generic risk assessments. One-off / specific risk assessments should inform school-based policies and procedures, with consideration of Department policies. These should be carried out by the school for each visit and if used on a visit to be repeated, they should be reviewed and amended to reflect the individual needs of the group involved.
- 4.17 Headteachers and managers should develop their own risk assessments for one-off or special activities and where generic risk assessments are not provided. When carrying out a risk assessment, it is important to bear in mind the HSEs "5 Steps to Risk Assessment". It is important to:
- look for the hazards;
 - decide who might be harmed and how;
 - evaluate the risks and decide whether existing precautions are adequate or more should be done;

- record your findings;
- review the assessment and revise it if necessary.

4.18 The aim should be to remove as much uncertainty about the likelihood and possible consequences of the hazards in question. In general, the resulting “risks” can be grouped under the following headings:

- environmental issues, e.g. weather, hazards specific to a site;
- equipment, e.g. clothing, ropes, buoyancy aids, helmets;
- travel, e.g. mode of travel, driving periods;
- method of working, e.g. specific techniques employed;
- competence/discipline: people are authorised on basis of checks;
- management/supervision, e.g. risk assessment, degree of monitoring, and overall control.

4.19 A sample risk assessment form is contained in Appendix 9.

Generic Risk Assessment

4.20 In order to deal effectively with educational establishments and to simplify the process as much as possible, the Department's Health and Safety Adviser has available a range of generic risk assessments for activities. These can be found in the resources section of the online system. Generic risk assessments are drawn up on the basis of a general assessment of risks and indicate the hazards and the protective and preventative measures necessary. However, any risk assessment must take account of the local circumstances, including any special needs of staff or pupils. If you are using a generic risk assessment provided by the Department, you need to demonstrate you have ownership of the document and if necessary, have adapted it to suit the particular visit to which it is attached. Generic risk assessments should include evidence that they have been considered, by including the name of the school, destination and date on the assessment form. Where forms are not attached to the on-line notification, they should be held on file and available when required in the audit process or following an incident.

Dynamic / Ongoing Risk Assessment

4.21 These are risk assessments which consist of judgements and decisions made as situations arise. For example, during an emergency or on an educational visit where circumstances change and a decision is taken to follow an alternative plan, etc. Dynamic risk assessments should be informed by existing establishment risk assessments and are not a substitute for the need to carry out a generic or one-off risk assessment before the event.

Implementing the Chosen Precautions

- 4.22 A risk assessment is of no use unless it is taken up by those directly involved in performing or managing the activity. A culture of co-operation and consultation is essential. Where **risk of injury** is possible, there must be a **written risk assessment** to show how precautions will be monitored, maintained and, where necessary, updated and phased in.
- 4.23 It is important that all staff involved in the activity are briefed, to ensure that they are aware of the principal risks identified in the risk assessment, and the steps that will be taken to minimise them.
- 4.24 Criteria for judging whether implementation is likely to be successful are:
- have significant risks been addressed?
 - are decisions on precautions consistently applied?
 - is the action proposed proportionate to the risk established?
 - has the assessment been sufficiently open so that people can follow the reasoning and abide by it?
 - has accountability been established and accepted? In the worst case, an incident may still occur despite the control measures. There is a tendency for people to want to pin blame. Those potentially in the "firing line" should have the reassurance in advance that if they are playing their agreed part in controlling the risk, they will be supported.
 - where freedom of action is appropriate, e.g. over weather conditions, do local operators/employees understand the limits of their discretion?
 - are people happily following the control measures?
 - are there any indications that more needs to be done?
 - has anything arisen from the procedure that could be improved on for dealing with risk control problems in future?
 - does the original assessment need to be updated in the light of experience?

Training

- 4.25 Training is vital that risks are adequately controlled by ensuring that individuals are prepared and competent. There are three minimum areas for training:
- specific training for EVCs;
 - specific training for EVLs;
 - training for employees, volunteers and pupils in the basic risk assessment: Despite the care in thinking things through there will always be something left to the discretion of the person actually performing the task. A basic grounding in the process of assessing risks can be a lifesaver in the field;
 - activity specific training preparation for the group to assist instant recognition of breaches of good practice. If everyone has a clear picture of what constitutes a major threat to maintaining precautions, oversights and indiscretions will be

spotted and corrected before they can do damage.

- Regular training opportunities are provided and the Awards Co-ordinator will inform the Department of which staff have undertaken training.

Debriefing, Reviewing and Up-Dating

- 4.26 The importance of an appropriate review cannot be over-emphasised. Its main purpose is to identify strengths and weaknesses of arrangements to improve the efficiency of future visits. Pressures on return to school will tend to override this vital aspect and time should therefore be planned in to make it happen. The scale of the review needs to be proportionate to the visit and any incidents, which may have occurred. It might involve the leader alone but profitable feedback might come from staff or pupils. Additionally, there may be circumstances where the Headteacher, manager, governors or parents need to be included.

5. Staffing

Issues To Consider

- 5.1 Education visits and journeys involve considerable responsibility on the part of teachers and, in the case of longer journeys, require a duty of care for pupils for 24 hours every day. To facilitate this, the EVL and EVC are **required** to:
- obtain the necessary approval for the visit;
 - notify Governors where the visit involves more significant or complex risks;
 - ensure that parents and pupils are clearly aware of the implications of the visit and that parental consent has been obtained;
 - ensure that the overall party size be restricted to that which is manageable in the circumstances. Large parties create special supervisory problems and should be sub-divided for activity purposes, wherever possible;
 - ensure that staff have specific abilities to cope with all planned activities;
 - ensure that all staff who will be expected to drive minibuses are appropriately trained, PPV licensed and prepared to undertake this role;
 - include **all** party members in the planning arrangements, including instances where children (other than pupils) attend with accompanying adults/teachers. They must be taken into account when considering ratios, suitability of activities and supervision arrangements.
- 5.2 Additionally, the EVL is recommended to:
- make sure that the aims for the visit are commensurate with the needs of the pupils and young persons;
 - check whether his/her personal abilities and those of accompanying adults are appropriate to the visit;

- ensure there is adequate first aid cover and knowledge is appropriate for the visit;
- be aware that small parties, with minimum staffing, are very vulnerable to staff illness or accident. This eventuality needs serious consideration at the early planning stage, especially for overseas or extended visits;
- have advance notice of any disabilities amongst staff, pertinent to their role on the visit or any part of it, e.g. a predisposition to serious travel sickness;
- allow for the likely reduction in effectiveness of any member of staff who is accompanied on the visit by a close relation. This may be particularly relevant in an emergency situation;
- draw up a list of teachers who are on duty through the evening and ensure that these staff remain able to cope with an emergency throughout the night;
- ensure that staffing numbers are based on the guidelines below.

5.3 The ratios in this chapter are recommended **minimum** supervisory ratios; actual ratios of adults to pupils will often be in excess of this, but will depend on a variety of factors – group age and size, nature of the visit, time of year, group and staff experience, etc. The use of ancillary staff, parents or other adult helpers should be considered.

Use of Accompanying Adults

- 5.4 Adults, other than staff based at the school or centre, can make a valuable contribution to the success of the visit. Adult helpers, other than teachers, may be included in the staff : pupil ratio provided:
- they are acceptable to the Headteacher in the role which they will be required to fill;
 - volunteers are chosen for the specific contribution they can make;
 - each individual is approved by both the Headteacher and EVL and is entered on the voluntary helpers list kept by the school;
 - they have been carefully briefed on the scope of their responsibility and are not put in the position of having unsupervised access to children;
 - the volunteers have an approved DBS certificate if they have substantial access to pupils;
 - where children other than pupils attend with accompanying adults, care is taken when considering ratios, suitability of activities and supervision arrangements.
- 5.5 Headteachers should be aware of the potential for conflict if a parent of one of the pupils on the visit is included as a volunteer helper.

Recommended Ratios

- 5.6 The ratios given below are to assist schools decide upon the appropriate level of supervision. If Headteachers adopt a lower adult : pupil ratio (less adult supervision) then they will need to satisfy themselves that the ratio is acceptable. For example, in the event of an accident, divergence from these recommendations may need to be justified.

Local / whole day visits

- 5.7 It is desirable for mixed parties of pupils to be accompanied by adults of both sexes. This is clearly increasingly important for upper juniors and secondary. 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. In every case one staff member included in the ratio must be a teacher.
- 5.8 The appropriate level of supervision will be dependent upon aspects such as:
- educational reasons for the excursion/activity;
 - age and ability of participants;
 - activities planned;
 - length of visit;
 - experience of the teacher or leader and other adults;
 - time of year and venue.
- 5.9 For non-residential visits the recommendations are:
- (i) to age 16 (Manx National Curriculum Years R - 11)
1 adult : 10 participants;
 - (ii) ages 16+
the level of supervision should normally be as defined as under paragraph (i) above, except for certain activities such as theatre visits or lectures where one supervising teacher may be acceptable.
- 5.10 For residential and extended excursions / activities, the recommendations are:
- (i) to age 11 (Manx National Curriculum Year 6)
1 adult : 8 participants;
 - (ii) age 12+
1 adult : 10 participants.
- 5.11 It is recommended that a minimum of 2 adults, at least one of whom must be a teacher accompany each visit. However, it is recognised that for some visits involving smaller numbers of older and more responsible pupils, a more flexible staffing ratio might be applied. The approval of visits where the responsibilities for the group lies with a single member of staff requires a risk benefit analysis to have been undertaken, and the inclusion of a specific risk assessment that takes account of the issues surrounding the visit attached to the notification. There may be some clear educational outcomes in accepting a lower staff ratio, for example with 6th form pupils who may be considering going to university. Parents should be made aware when an individual member of staff is leading a visit. The Department would recommend the lower staffing ratio is only applied to pupils over the age of 16.

- 5.12 There may be occasions when participants are not accompanied, although remaining under the supervision of a designated teacher, e.g. work experience and community service.

Off - Island Visits

- 5.13 For visits abroad the minimum staff : pupil ratio is 1 : 10 but there must always be 2 members of staff with a group. For single sex groups one adult must be of the same sex as the pupils. For mixed groups an adult member of each sex must be included. At least one staff member must be a teacher and larger parties must include at least one teacher for every 20 pupils.

Visits Including Adventurous Activities

- 5.14 Advice is available in the separate "Safety in Outdoor Education" document published by the Department. The Department will maintain a list of staff who hold valid National Governing Body (NGB) qualifications. Staff wishing to be added to the list must provide evidence in the form of original certificates or logbooks to the Head of Outdoor Centres at the Ardwhallan Outdoor Education Centre, West Baldwin, IM4 5EU. Schools should check this list if staff intend to lead activities for which NGB qualifications exist. Staff can upload their NGB qualifications in their own area of the online system.

Young People

- 5.15 Young people under 18 who are participating in the visit are counted as pupils in the above ratios, even where they are not on the roll of the school. Young people over 18 are also counted as pupils if they are still on the school roll, or if they are contemporaries of pupils on the school roll who are participating in the visit. In other cases young people over the age of 18 may be counted as staff at the Headteachers' discretion. Occasionally a young person may have a National Governing Body qualification that can add to the level of supervision of a group, e.g. kayaking.

Residential Centre Staff

- 5.16 In the case of residential visits to centres providing overnight duty staff, these duty staff may exceptionally be included in the ratios at the discretion of the Headteacher. However, care must be taken to ensure that centre staff have been Police checked, are willing and competent to undertake these duties and understand the responsibilities involved. For the journey to and from the centre the staff/pupil ratios prescribed in this chapter are mandatory.

Joint Visits

- 5.17 Occasionally, visits may be arranged which involve pupils from more than one school. In these instances, one teacher must be designated as the EVL. That person and the school he or she works at should take responsibility for making arrangements, undertaking risk assessments and initiating the online notification. The visit will not be approved within the online system until all the participating school Headteachers have approved their own schools participation.
- 5.18 In a case where there are no students on a combined visit from the establishment at which the EVL is employed, the Headteacher of that school will initially approve the trip on EVOLVE before it then passes to the EVCs and Heads of the other establishments for submission and approval. The EVL must obtain confirmation and details of the participants and staff attending from other establishments, together with confirmation that their Headteachers have agreed to the participation of their participants and staff through the EVOLVE online system. The EVL must send any information sheets and consent forms to the other establishments to pass on to participants and staff.

6. Charges For School Activities

- 6.1 Section 11 of the Education Act 2001 states that -

"(1) The Department may by regulations provide for the making of charges for or in respect of —

- (a) such descriptions of teaching provided for pupils, or
- (b) such descriptions of activities arranged for pupils,

at a provided school or maintained school (whether or not as part of the normal curriculum of the school) as are specified in the regulations.

(2) Except in accordance with regulations, no charge may be made by or on behalf of the Department or the governing body of a provided school or maintained school for any teaching provided for pupils at the school or any activity arranged for pupils at the school."

- 6.2 No such regulations have been made and the law as it stands at present therefore prohibits charges being made for compulsory school activities.
- 6.3 The intention of Section 11 is that charges are not made for teaching or activities that are compulsory for pupils. If, however, the activity or teaching is optional, the pupils may be asked to contribute to the cost. This clearly covers long established activities such as ski trips, other off - Island visits, etc. The key factor is that these activities must be optional and if the pupil is unable or unwilling to contribute to the cost then the school must either make alternative arrangements for the pupil to remain in school or pay for the pupil to join the visit.

7. Insurance

- 7.1 Whether you are a Department employee, a private individual, any other organisation looking after children, you assume a special responsibility, recognised in law, for the reasonable protection of those children in your care. Organisers of any activities are expected to exercise the same standard of care to safeguard the children that responsible parents would take. In addition they have a duty of care to members of the public and to other employees and volunteers. The Department of Education and Children along with all other Isle of Man Government Departments has a number of insurance policies to cover various risks. The main ones are listed below:

Building and Contents - Insurance for Government owned properties

- 7.2 This policy provides cover for damage to the buildings and contents of the Departments' schools, colleges, and youth clubs. The risks covered are fire, flood, theft, vandalism and in some cases accidental damage. The policy is subject to a £10,000 policy excess for each claim.

Motor Vehicle Insurance

- 7.3 All Department of Education and Children's vehicles are covered by the Government Motor Vehicle Policy. This allows for any authorised driver to drive a Department vehicle on Department business. The driver must be in possession of the appropriate licence for the vehicle and should hold any additional qualifications that may be required from time to time, i.e. minibuses drivers. The policy excess for the Motor Vehicle Policy is £500.

Employers Liability

- 7.4 The Department of Education and Children is covered by its Employers Liability Policy for injuries of staff sustained while at work or carrying out duties associated with their position.

Public Liability

- 7.5 As members of the public have access rights to our buildings either as registered students or visitors, the Department has adequate Public Liability insurance to cover any injuries that may be sustained by a visitor to our property or any damage caused to a third party's property by either an officer of the Department or a pupil registered with the Department.
- 7.6 The above are the main policies held by the Department. Due to the complex nature of insurance cover, it is not possible to give any definitive statements in this document and any query relating to the above policies should be directed in the first instance to the Legal and Administrative Support Unit at Hamilton House, Peel Road, Douglas IM1 5EP or on telephone number 685828.

School Journeys

- 7.7 In addition to the above policies, the Department of Education and Children also has specific insurance cover for school trips/journeys. This policy is arranged through Government's insurance brokers Aon and is insured with AIG (Europe) Limited. The Department pays an annual premium and all schools will be included in the policy. The EVOLVE online system will generate a question about insurance for all overseas, residential or adventurous activities. There will be a cost to the school, only if the visit is overseas (off-Island). EVCs should check with the Department if they are concerned about any pupils or staff with pre-existing medical conditions. Generally, providing they are not travelling against a Doctor's advice, the insurance cover is adequate. However, as with all risk management procedures, if there are concerns or any doubts, seek advice. The account manager for all Government insurances at Aon is Richard Smith:

richard.j.smith@aon.co.im

Direct Tel: 692451

Schools Arranging Their Own Insurance For Off Island Visits

- 7.8 It is recommended that additional Personal Accident insurance is taken out for trips with an overnight stay. A typical policy would include:

- Cancellation and other expenses
- Medical and associated expenses (visits outside the U.K.)
- Personal accidents for pupils
- Personal effects and money

It is recommended that cover should be arranged at least 2 weeks before the date of the visit. If your school undertakes several journeys a year it may prove more beneficial to arrange an annual policy rather than taking out an individual policy for each trip.

- 7.9 It is advisable to read the exclusions listed on the insurance documents, as well as acquainting with the applicable sections that are covered. Some hazardous activities may not be covered on an insurance policy or may be charged a higher premium rating. This should be clearly advised in the policy wording, but if in doubt it is advisable to check with the insurers beforehand. Ensure that insurers are notified of any pre-existing medical conditions of all participants, including staff.

Claims

- 7.10 In the event of an incident which may give rise to a claim being submitted against the Department, it is important that the relevant incident notification is completed and returned to the Education Office, Hamilton House, Peel Road, Douglas IM1 5EP, without delay. At no time must an officer of the Department accept liability for any injury or damage caused to a person or third party's

property, such admission could render the Department's policy non void resulting in the Department having to fund the claim from its own budget. In the event of motor vehicle accident, the driver is obliged by law to advise the third party of their insurance details which are in this event Zurich Municipal C/O Aon (Isle of Man) Ltd, 3rd Floor, St George's Court, Upper Church Street, Douglas IM1 1QE. For general claims advise, please contact Aon's claims handler for Government, Sarah Stannard:

sarah.a.stannard@aon.co.im
Direct Tel: 692418

If Sarah is unavailable, contact Richard Smith at Aon as detailed above.

- 7.11 In the event of physical injury being caused then the Department should be contacted by telephone as soon as possible to advise of the incident.
- 7.12 The above information is purely a summary to provide a basic idea of the types of policy the Department has and the risks that they cover. Any enquiries in respect of cover for specific items or activities should be directed to the Legal and Administrative Support Unit at Hamilton House, Peel Road, Douglas, IM1 5EP the or on telephone number 685828. Do not assume that all activities are covered by the insurance policies - always check before the visit.

8. Parental Information, Pupil Details And Consent

Approaches To Consider

- 8.1 Activities which take place in the immediate locality of the school and which are part of the school's curriculum, e.g. traffic surveys, field work, swimming lessons and other sporting activities should not require written parental approval on each occasion. **A useful procedure is to obtain written permission from parents, at the start of the academic year, for all such activity which is detailed in the school brochure.** These records should be carefully kept on file. It will be necessary however to notify parents of any visits that involve, for example, possible late arrival home. **All off-site activities that form part of the regular curriculum will require written parental permission, but this could be obtained at the start of each term or academic year, as considered appropriate by the Headteacher.**
- 8.2 Regular activities led by an external provider, including Mobex, The Venture Centre, Ardwhallan, Adventurous Experiences and the Motor project are subject to this policy, and the usual procedures for approval from the Headteacher and registration within the online system, must be followed.
- 8.3 Day visits involving, for example, adventurous activities, a full day away from school, special lunch arrangements, special clothing requirements or travel, all require written information to parents and consent.

8.4 Journeys off Island or extended residential stays on the Island require full and detailed written information to be sent to parents and their written consent obtained. Such information should be comprehensive whilst retaining an appropriate amount of flexibility to cope with a change of circumstances. It is important that the above information should identify:

- expected standards of behaviour and conduct of pupils;
- general arrangements for the supervision of pupils, including any circumstances in which pupils may be left unaccompanied;
- specific activities and situations which carry an element of risk.

Information

8.5 Information should be sent as far in advance of the journey as practicable. Any visit that might include adventurous activities or involve more complex risks should include an opportunity for parents to meet with the EVLs to ask questions or seek clarification. The following should be included in the information sent to parents:

- dates and times of departure and return;
- destination with full address;
- activities planned;
- name of travel company and method of travel;
- cost and what it does and does not cover;
- 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 the 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).

8.6 If pupils are using other parents'/adults' cars for travelling to and from the visit, consent should be obtained for this activity. A model Parental Consent form is given in Appendix 7.

Special Needs

8.7 Students with special needs require additional consideration; their inclusion will have staffing and programme implications. Some or all of the following considerations may apply and additional parental information may be required:

- 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 supervision, communication and encouragement;
- whilst travelling, arrange more frequent stops, employ extra supervision and be particularly vigilant over travel sickness;
- medication and dietary requirements should be known and monitored;
- check on the suitability of buildings and terrain for those with physical disabilities;
- ensure that activities offered are appropriate to the student; mental and physical disabilities may require additional or alternative activities;
- if medication needs to be administered, staff should check with Department guidance on this issue.

Preparing Pupils

- 8.8 A detailed programme should be established with adequate and effective supervision. 'Free-time' has the potential for incident and should be limited or structured according to the age and maturity of pupils 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 educational 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.

Medical Arrangements

- 8.9 Special medical requirements of individuals should be known and catered for. EVLs should take particular care to ensure they have taken steps to gather all the relevant information on participants. It has been known for parents to withhold information for fear their child would be excluded from the visit. First aid knowledge in the group and equipment carried should be appropriate to the nature of the visit. The location of professional medical help should be known to all staff and to group members when appropriate. 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 Safety in Outdoor Education document) should be considered and appropriate action taken. Provided those involved are not travelling against medical advice the insurance arranged by the Department will cover the party.
- 8.10 The possibility of excessive exposure to the sun should be considered. Where such exposure is likely, participants should provide high-factor protective cream and hats as part of their equipment. Leaders should ensure that sun protection is adequately applied.

Communication

- 8.11 It is essential that details of the emergency contact for all party members, including supervisory adults, be left with two named members of staff who will act as the Emergency Contacts, and must be accessible by telephone at all hours for the duration of the visit. Care should be taken that these details are fully up to date. The online system requires this information.
- 8.12 It is also essential that, for off-Island visits, full details of party members as in para. 8.11, together with a schedule for the visit are available for the Emergency Contact, they may also be attached to the online registration form.
- 8.13 These Emergency Contacts must be provided with the home telephone numbers of the Headteacher and a Deputy. The contacts should be aware of the Department's emergency procedures. The press officer / media contact number should also be given to the emergency contact. In the unlikely event of a major emergency the Emergency Procedures, detailed in Chapter 13, 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.
- 8.14 Effective communication between staff and pupils when on the visit is crucial to the proper management of the educational and social experience. It also has a major bearing on the safety and well-being of pupils. Arrangements appropriate to the nature of the visit should be made to ensure efficient communication, e.g. regular meeting times, notice board, briefings. Consideration should also be given to the acceptable use of mobile phones by pupils on visits. If phones are allowed, appropriate times to contact parents should be agreed. Procedures about contacting parents or others if there is an accident or incident should also be agreed. These should apply to everyone on the visit. Incorrect, misleading or inappropriate information can spread quickly following an incident through the use of mobile phones and this can make the management of the incident more difficult and distressing.

Clothing and Equipment

- 8.15 Clothing, footwear and equipment appropriate to the visit should be considered at the early planning stages. Unsuitable clothing can markedly detract from the educational 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. Protection from excessive exposure to sun is essential. High factor sun creams, hats and long sleeves should be considered.

9. During The Visit

Assembly, Departure and The Journey

- 9.1 Meet in good time, allow for packing of vehicle, and allow for the time-consuming attention of parents/friends. Delegate tasks of supervising luggage, group equipment and the all-important head-count. A checklist 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.
- 9.2 If travelling by coach, check its general condition and cleanliness and the provision and visual condition of seat belts. Identify the location of first aid, fire extinguishers and emergency exits **before** allowing pupils on board. Any minor deficiencies should be noted (if possible with driver acknowledgement); serious defects may require the provision of an alternative vehicle.
- 9.3 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 pupils may carry a card, with relevant details, to help the re-establishment of group contact.
- 9.4 Be prepared for travel sickness and beware the risk of losing valuable documents, e.g. passports. Arrange appropriate refreshment stops and ensure adequate supervision. Count them out and count them in.

On Arrival

- 9.5 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 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;
 - recreation facilities.
- 9.6 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, safety or security arrangements make your point firmly with the management and insist on improvements. Several serious incidents have occurred on the continent in recent years whereby intruders have gained access to group accommodation (see Chapter 11 Visits Abroad). Leaders should check:
 - day and night building security arrangements;

- procedures for summoning help should the occasion arise.

Fire

- 9.7 Rules with regard to smoking, matches etc should be established; smoking in bedrooms, other upstairs rooms and corridors or tents must be prohibited. Rules relating to the locking of rooms overnight will need consideration. It may generally be wiser to insist that rooms remain unlocked. On arrival the accommodation should be checked thoroughly to ascertain:
- the availability of warning alarm procedures and location/use of equipment;
 - evacuation procedures and emergency exits.
- 9.8 Insist that an adequate fire drill be carried out at the earliest opportunity; this must be before bedtime on the day of arrival.

Group Control

- 9.9 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 and 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);
 - positioning an adult at head and tail of any line, and at intermediate points where necessary.

Group Size

- 9.10 Work groups should be kept manageable in size, appropriate to the conditions. Leaders should be aware that the suggested ratios of staff/pupils in Chapter 5 are **minimum** ratios and will need adapting to circumstance. 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 leader. 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;
 - clothing, food and weather.

Participation in 'Ancillary' Activities

- 9.11 On visits, teachers frequently 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 on Educational Visits

- 9.12 The opportunity may arise for pupils to participate in swimming during educational visits, either in public pools or in open water. **All swimming is governed by Department policy. These regulations are set out in the Department's 'Safety in Outdoor Education' document. A separate booklet for Primary School Swimming is also available, from the Education Office.**
- 9.13 EVLs must ensure that the regulations are adhered to. If the requirements in this document cannot be met, swimming must not be permitted.

Free-Time Arrangements

- 9.14 Free-time arrangements need supervision, the level of which is dependent on pupil age and maturity and the circumstances. Leaders should know the whereabouts of the group, within stated limits, and pupils should have no doubts whatsoever about the rules and sanctions, in the event of misbehaviour. 'Free-time' needs organising. Pupil or staff organised games, competitions, and similar activities are important in avoiding boredom and consequential behavioural problems. Such activities also add enormously to the value of the visit.
- 9.15 Young people in the older age ranges may reasonably expect and will appreciate less formal arrangements of free 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 of at least 3 and stress the need for mutual support.

Homesickness, Accidents and Illness

- 9.16 Homesickness requires that the leader follows a balanced approach. It is recommended that any sufferer be kept away from the telephone (a policy on the use of mobile phones should be considered). Parental contact can exacerbate the situation, especially if they decide to visit. If the condition is not self-curing within a reasonable time the pupil 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 or damage to an individual, pupil or adult, require that the EVL (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. Such records should be retained on file in support of the report of the incident in the Accident Report Book on return to school.

- 9.17 It is recommended that either an Accident Report Form or a photocopy is taken on the visit to ensure sufficiently comprehensive information is recorded. Completed forms must be sent to the Education Office as per normal school procedures.
- 9.18 In the event of major accidents the Emergency Procedures detailed in Chapter 13 must be applied.

The Return Journey

- 9.19 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.
- 9.20 Leave nothing behind, particularly litter. Thank all resident staff involved in your stay.
- 9.21 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 costly, time-consuming and embarrassing.
- 9.22 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, as will a network of parental contacts.

10. Types Of Visits

Ensuring Visit Safety

- 10.1 The general principles for checking proposals for visits rests on:
- the actual activity;
 - where it is to be undertaken;
 - the ratio of supervising adults to pupils;
 - the competence of the leaders;
 - risks associated with the visit having been assessed;
 - the ability of the group.
- 10.2 Health and safety law requires that activities are appropriately monitored but this monitoring only needs to be proportionate to the general level of risk to be expected. This approach has been followed in the grading of checking procedures set out in Chapter 1:

All visits are approved by the Headteacher with a record being logged in the online system at <http://www.educationvisits.im>

Visits approved by the Headteacher that involve higher or more complex risk should be notified to the school Governors.

The Department can offer advice on managing the risks for more complex visits. Contact the Duke of Edinburgh's Award Co-ordinator.

The Department will monitor the visits entered onto the system.

- 10.3 The key issue is to ensure those leading the visit have the appropriate knowledge, skills and competencies. For the majority of visits leaders require only general teaching skills to preside competently over a visit. The EVC will normally assess the competence of the individual to lead a visit. The EVC needs no special assistance from the Department to make the appropriate judgements, beyond observing the principles set out in this document and its companion "Safety in Outdoor Education".

General Activities

- 10.4 Types of visits that fall into this category are:
- walking in parks or non-remote country paths;
 - field studies **other than** those off - island, in moorland or mountain areas or those in or near water;
 - regular locally based activities such as sporting events and activities, environmental studies in the local park, 'independence training' for special needs groups, etc.;
- 10.6 The online system allows for the approval for a series of visits, for example those taking place regularly as part of the curriculum or sporting activities.
- 10.7 The majority of incidents that have occurred on school visits in recent years have been within this category of visit.

Regular Activities

- 10.8 The general principles of responsibility, planning and risk control apply but the level of detail recorded should be kept within reason and proportionate to the complexity and level of the risk involved. For frequently repeated activities the generic procedures may well suffice. The Headteacher approves the visits without involving the Governors.

Visits Requiring Notification To The Governors.

10.9 These will include visits involving some higher risk and includes all activities in the group classed as Adventurous. Safe supervision requires that the leader should, as a minimum, have undergone an additional familiarisation process or induction specific to that activity and/or location. He or she will be approved as appropriately competent by the Department or by the EVC following Department guidance.

10.10 Types of visits that fall into this category are:

- off - Island visits;
- visits which involve an overnight stay;
- camping;
- cycling on road including cycling proficiency training or non - remote off road terrain;
- high level initiative challenges;
- visits involving outdoor and adventurous activities that in the UK would have to be registered under the Adventure Activities Licensing Regulations 2004;
- visits with increased insurance premiums;
- in or near water;
- in winter conditions;
- on or near cliffs or steep terrain;
- in an area subject to extremes of weather or environmental change;
- visits to developing countries or those with civil unrest;
- school led visits that in the U.K. would come under the scope of AALA e.g. walking in Wild Country Areas;
- outdoor activities involving or being carried out by the armed services, including work experience placements;

Monitoring Visits

10.10 In this case, because of the working knowledge it has of the staff, the EVC and the school, registration of the visits through the online system allows the Department to monitor trends and extent of activities. The Department can monitor the planning of a particular visit through the online system. The final approval by the Headteacher may take place at anytime prior to the visit. The visit cannot be approved retrospectively. Any assistance the EVL, EVC or Headteacher might need to plan a visit, should be requested as far ahead as possible. A reasonable planning period, that takes account of the complexity of risk and the capacity to manage it, should be adopted. All the information the Department might require in the event of an incident, is contained within the online visit registration documentation.

10.11 For those seeking help a minimum of one month notification will suffice for most visits but for major visits, particularly those involving the commitment of non-returnable deposits or the use of non - Department providers, EVCs should seek recommendation in principle before any such financial commitment is made.

10.12 Regular visits can be given general series approval within the online system.

- 10.13 Where the level of uncertainty about the risks involved is difficult to quantify but likely to be at the highest level that can be justified for an educational visit, advice from the Department must also be sought.
- 10.14 If the visit involves an activity that requires a specific level of training or qualification as explained in 'Safety in Outdoor Education'. it is classified as Adventurous.
- 10.15 Issues can arise quite simply as a result of leaders not having the appropriate competencies for what might be regarded as relatively routine adventure activities. They could also arise from a really challenging exploration visit abroad. Winter conditions or heavy rain can also make a huge difference to risk levels in mountains or gorges.

Action

- 10.16 The EVOLVE online registration system provides a step-by-step process through which the details of a planned trip are recorded and ultimately approved by the Headteacher. There are safeguards built into the process that will only allow the approval when the appropriate details are entered. There is some discretion over what documents are attached to the online form. The Headteacher may approve the activity without specific risks assessment attached, but they should ensure they are held as a paper copies in the establishment. These documents may be required as part of the audit process.
- 10.17 Through the monitoring of visit details, written comment may be given by the Awards Coordinator, together with any appropriate advice.

Special Cases

- 10.18 For Duke of Edinburgh's Award expedition activities, approval must be gained from the Awards Coordinator. Instead, Duke of Edinburgh's Award Notification forms and a copy of the route must be sent to: - The Awards Coordinator via EVOLVE, a minimum of **four weeks** prior to the planned activity.

In the case of expeditions outside the Island, a minimum of 10 weeks notice is required. Following satisfactory appraisal of the visit details, the Awards' Coordinator will approve the visit on EVOLVE.

- 10.19 Work Experience
Work Experience placements are generally subject to a separate policy and do not require online registration to be completed, **unless** the placement includes any activities considered to be of a risk sufficient to meet the criteria for informing the Governors. All off-island placements require the procedures described in paragraphs 10.8 - 10.16 to be followed.

Staff Competence and Development

10.23 Headteachers are best able to make judgements of the general suitability of individual staff for such activities. However, assessment of technical competence for outdoor pursuits especially is more difficult. The Safety in Outdoor Education document details the standard expected. Where staff are without a formal qualification but are nevertheless highly competent practitioners they should be encouraged to seek appropriate national qualifications. Department recognition of instructor competence is based on one of two routes:

- possession of the relevant award of the appropriate National Governing Body;
 - submitting details of personal experience to the Head of Outdoor Centres , and arranging attendance and assessment on training courses arranged by the Department.
- Advice can be obtained from the Head of Outdoor Centres.

10.24 Visits involving adventure activities are generally classed as of higher risk (see above), and risk assessments for some of these can be found in 'Safety in Outdoor Education'. Other activities (e.g. initiative exercises) that involve skills inherent in any of the listed activities are also in this category.

10.25 'Safety in Outdoor Education' contains generic risk assessments for:

Land Based Activities

Assault Courses
Camping
Dry Slope Skiing
Fieldwork
Gorge / River Walking
Hillwalking - not in winter conditions
Horse Riding and Pony Trekking
Mountain and Off Road Biking
Mountain Boarding
Mountain Walking, Winter Conditions
Orienteering
Piste Skiing
Rock Climbing and Abseiling
Sea Level Traversing
Underground Exploration
Winter Climbing

Water Activities

Coasteering
Dinghy Sailing
Fishing
Improvised Rafting
Kayaking and Canoeing
Open Water Swimming / Swimming Pools with no Lifeguards

Powerboating
Surfing
Snorkelling and Sub Aqua
Windsurfing

Specific risk assessments for individual visits still need to be produced by EVLs.

10.26 **Prohibited activities**

The following activities will not normally be approved by the Department of Education and Children -

Blood sports
Cross-country motorcycling
Disused mine exploration other than commercial mines open to the public
Hang gliding
Ice skating, other than on recognised rinks
In powerboats, racing competitively or speed testing
Microlight flying
Parachuting
Shooting, other than at a range controlled by a shooting club or outdoor centre
Sliding activities which have no safe means of arrest, including polybagging.

- 10.27 'Wild country' is defined as upland or tidal areas where the party will, of necessity, be dependent on itself and remote from help, and areas subject to tidal variations. These areas are listed below. There is no arbitrary upland height limit since local and seasonal influences have major significance. The identification of these wild country areas is not meant to imply that all other areas are safe; leaders will need to be aware of and apply appropriate precautions, commensurate with the group, time of year and characteristics of the terrain in which they are operating.

10.28 **Wild Country Areas**

Dartmoor	Exmoor
Bodmin Moor	Brecon Beacons
Black Mountains	Mid and North Wales mountains
Peak District (Dark Peak)	Cheviots and the Durham Dales
North Yorkshire Pennines	Isle of Man (parts only - see map)
Lake District	North York Moors
Mourne Mountains	Yorkshire Dales
Sperrin Mountains and North Antrim Hills	Scottish Borders
Galloway Hills	Isle of Skye, Arran, Harris and Lewis
Central, Western and Northern Highlands of Scotland	

- 10.29 For the purposes of the Department of Education and Children, Wild Country areas on the Island are as shown on the map on the following page. Duke of Edinburgh's Award Bronze groups travelling entirely outside the shaded areas do

not require an independent pre - expedition check. Bronze Award groups may travel, with care, along established footpaths within the shaded areas, but in those cases an independent pre - expedition check must be completed. Silver and Gold Award groups may travel within the shaded areas.

10.30 All coastal cliff paths and tidal entrapment areas are classed as Wild Country.

Isle of Man Wild Country Area (shaded)



11. Visits Abroad (including the U.K.)

- 11.1 Travelling abroad can be hugely rewarding for pupils and adults alike, but it is important that careful preparation takes place. Much of the earlier advice in this booklet applies to visits abroad, but there are some additional factors that need to be considered, not least because the legislation may be different from that of the Isle of Man and different regulations may apply.

Operators

- 11.2 School visits abroad can take a number of forms. One option is to use a commercial tour operator specialising in school journeys, who will organise travel, hotels, visits and all other necessary details. In the U.K., such operators have responsibilities under the Package Travel, Package Holidays and Package

Tours Regulations 1992. The EVL should check the status of any firm used.

11.3 Points to consider include:

- firms who are members of the Association of British Travel Agents (ABTA) or the Association of Independent Tour Operators (AITO) have signed up to a code of conduct and provide financial guarantees.
- the Schools and Group Travel Association (SAGTA) is an independent association with a members' code of good conduct and safety rules. All its members are in ABTA.
- the Civil Aviation Authority issues licences (Air Travel Organisers Licence or ATOL) to tour operators selling package holidays by air or flights only. The licence is a legal requirement.
- agents who are not bonded by ABTA or ATOL must have insurance against insolvency. Or they must place all monies they have received for a visit in a separate trust account under a trustee's control.
- alternatively, there are also voluntary bodies established to promote school journeys, such as the School Journey Association of London (SJA).
- group leaders may wish to check whether foreign operators based abroad are members of trade associations offering assurances similar to those of ABTA. Details should be available from national tourist offices or embassies.
- even if a tour operator is used, the school must still carry out their own risk assessment when planning the visit.

Operating your own visit

- 11.4 Headteachers or EVLs who decide to arrange travel independently may seek the advice and help of the Foreign and Commonwealth Office's (FCO) Travel Advice Unit or the U.K. Government funded Central Bureau for Educational Visits (CBEVE). Advice can also be sought from The Young Explorers' Trust (www.theyet.org) and the Royal Geographical Society (www.rgs.org).

Planning and preparation

- 11.5 It is good practice to arrange a pre-planning visit to the location. If this is not possible, the EVL should gather as much information as possible on the area to be visited/facilities from:
- Chief Secretary's Office (Government Office, Douglas)
 - Passport Office (Government Office, Douglas)
 - other schools who have used the facilities/been to the area
 - the U.K. Foreign & Commonwealth Office's Travel Advice Unit
 - the local authority/schools in the area to be visited
 - national travel offices in the UK
 - embassies
 - travel agents.

Staffing the visit

- 11.6 Staffing ratios for visits are difficult to prescribe, as they will vary according to the activity, age, group, location and the efficient use of resources. (See chapter 5).

Preparing pupils for visits abroad

- 11.7 Factors to consider for visits abroad include:

- language – particularly common phrases;
- culture e.g. body language, rules and regulations of behaviour, dress codes, local customs, attitudes to gender, etc.;
- drugs, alcohol-usage;
- food and drink – group members should be warned of the dangers of drinking tap water in certain countries. In some countries it is safer to drink bottled water, and care needs to be taken with raw vegetables, salads and unpeeled fruit, raw shellfish, underdone meat or fish;
- money – how to carry money and valuables discreetly, e.g. money belts, zip armlets. If larger amounts of money will be needed, it is advisable to take travellers cheques;
- how to use phones abroad, money required;
- what to do in an emergency (see Chapter 13).

Briefing meeting for parents

- 11.8 It is particularly important that parents are given the opportunity to meet the staff who will be leading overseas visits (see previous section on Planning and Chapter 5).

Vaccinations

- 11.9 The EVL should find out whether vaccination is necessary and ensure that all members of the group have received it in good time. Check whether the country to be visited requires proof of vaccination.

Insurance

- 11.10 The EVC must ensure that the group have comprehensive travel insurance for the whole trip, including repatriation costs (see Insurance, section 7).

Foreign legislation

- 11.11 The EVL needs to check relevant legislation, particularly on health and safety, e.g. fire regulations/how you summon emergency services.

Language abilities

- 11.12 It is sensible if at least one of the adults with the group speaks and understands the spoken and written language of the visited country. If not, it is strongly

recommended that the leader or another adult learns enough of the language to hold a basic conversation and knows what to say in an emergency. It is also advisable that pupils have a basic knowledge of the local language before the visit.

Visas/passports

- 11.13 The EVL should ensure that all members of the group have valid passports and visas (if appropriate) in the early stages of planning the visit. A group passport **may suffice in certain circumstances**. Details and forms are available from Passport & Immigration Office, Government Offices, Buck's Road, Douglas Tel. 01624 685208

Nationality

- 11.14 If the party includes pupils where national or immigration status or entitlement to a British or British Islands passport is in doubt, it is advisable to make early enquiries of the Foreign and Commonwealth Office concerning the requirements of the immigration rules and the right of re-entry. Children who are not nationals of any EU member state may need a visa to travel from the U.K. to another member state. However, they may receive visa exemption if they are members of a school group. Details and forms are available from the Marketing Section of the Central Bureau for Educational Visits and Exchanges Tel: 01713 894004.

Care Orders and Wards of Court

- 11.15 If a child is subject to a care order, foster parents will need to ensure that the Department of Social Care consents to any proposed visit. If a pupil is a ward of court, the Headteacher should seek advice from the court in relation to school journeys.

Emergency Medical Facilities

- 11.16 Due to the Islands reciprocal agreement with the U.K., any Isle of Man resident requiring emergency medical treatment whilst on holiday there will receive treatment provided free of charge. Because the U.K.'s National Health Service is very comprehensive, travel insurance to cover emergency medical treatment there is not currently required for Island residents. It is, however, essential that insurance cover for possible repatriation to the island is obtained for **all** visits off the island, as this is not covered by the reciprocal agreement.
- 11.17 For any person travelling to Eire, Europe or anywhere else in the world, adequate holiday insurance is essential. Whilst the Island does have reciprocal health arrangements with a small number of other countries these agreements only entitle Island residents to immediate and necessary emergency treatment on the same basis as residents of the countries being visited. Most of these countries do not have such a comprehensive Health Service as the Island, and payment of some sort is normally required. Holiday insurance will cover most if

not all of these costs. If in doubt, check with the insurers. (see 7.7)

11.18 If costs are incurred but a person has no insurance the DSC will not reimburse the costs.

11.19 As the Island is not a member state of the European Community, Isle of Man residents are not entitled to the European Health Insurance Card (EHIC), or other health related forms used in the U.K.

Sun protection

11.20 If appropriate, parents should be asked to provide appropriate factor sun protection creams/sunglasses. Group members should be advised about the dangers of overexertion in the heat when they may become dehydrated, which can cause headache, dizziness and nausea. In warm climates it is important to keep fluid levels high, take extra salt and wear loose, lightweight clothing – preferably made of cotton or other natural fibres (see Appendix 11).

Paperwork

11.21 EVLs should ensure that they obtain and take with them:

- travel tickets, passports and visas. It is also advisable to carry a separate list of the numbers of any travel documents/passports, and photocopies of all the group's documents in a sealed waterproof bag;
- a copy of the contract with the centre/hotel etc, if appropriate;
- medical papers;
- parental consent forms;
- the telephone numbers of the 2 named contact persons;
- Headteacher's home address and telephone number;
- the names of parents and the addresses and telephone numbers at which they can be contacted (home and workplace);
- copies of a list of group members and their details;
- details of insurance arrangements and the company's telephone number;
- the name, address and telephone number of the group's accommodation.

Information retained at the school

11.22 Full details of the visit should be retained at school while the visit is in progress. This information can be securely up-loaded on the EVOLVE online system. This should include:

- the itinerary and contact telephone number(s)/address(es) for the group;
- a list of group members and their details;
- contact names, addresses, telephone numbers of the parents and next of kin;
- copies of parental consent forms;
- copies of travel documents, insurance documents, medical papers;
- a copy of the contract with the centre / hotel etc., if appropriate.

- 11.23 It is the Headteacher's responsibility to ensure this information is available at all times. This is particularly important if the visit takes place when the school is closed. Headteachers should also know how to contact senior Department officers out of hours.

During The Visit

It is advisable for pupils to carry a note in the relevant foreign language in case they get lost, asking the reader to re-unite them with the group at the accommodation / meeting point, or to take them to the police station.

- 11.24 All group members should carry an appropriate amount of foreign currency at all times e.g. money for telephone.
- 11.25 It is important to be able to identify group members readily, e.g. uniform, brightly coloured backpack, cap or item of clothing, badges. However, no pupil should display their name clearly on their clothing – this could result in their being approached by a stranger in an apparently friendly way.

Emergencies

- 11.26 Discuss with the group what actions might be taken if there is a problem. Group leader and supervisors should know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information to hand.
- 11.27 Rabies is a potential danger all over the world, including many parts of Europe. Party members should be told not to touch animals, but if anyone is bitten or scratched whilst abroad, the following emergency procedures should be taken:
- wash wound using soap or detergent or flush with clean water. Apply alcohol if possible;
 - then go to nearest doctor or hospital as soon as possible. An injection may be needed. If in difficulty, contact the British Consulate or Embassy;
 - if possible, exchange names and addresses with the owner of the animal. Find out if the animal has been vaccinated against rabies. Ask the owner to contact you if the animal gets sick or dies within two weeks. If the animal is a stray, note the place, date and animal's description;
 - contact the police;
 - on returning home, the person who was bitten must contact his or her doctor immediately.
- 11.28 Contacts at home – it is advisable to have a teacher / contact at home with a valid passport, who could go to the area being visited to provide support to the group in the event of an emergency.

Travel by air

- 11.29 Taking a school group on an aircraft requires careful planning and preparation (see Appendix 8). The airline or travel agent will be able to advise on particular requirements. If the group includes any members with disabilities, it is advisable to check that the airline has a wheelchair service and lifting facility, etc., if appropriate.

12. Exchange Visits

- 12.1 Individual school exchanges differ from other visits abroad in that pupils will spend most of their time with host families and are, therefore, not always under the direct supervision of school staff. In this respect, the foreign families effectively act in loco parentis but will not be subject to Manx law. The success of an exchange visit depends on good relationships and communications with the partner school.
- 12.2 Many of the considerations which apply to residential and day visits also apply here. In addition, the following should be considered by the group leader:

Vetting

- 12.3 EVLs need to be clear about procedures for vetting the families of potential participants. Each participating school should agree a procedure whereby the suitability of applicants is assessed by senior staff at an early stage (such as year heads or Headteacher). Where there is doubt, further investigations should be made and if doubt remains the application should not be allowed to proceed. Definition of "unsuitability" is the degree to which the host family can offer a safe environment to receive a guest or the degree to which the pupil can be safely supervised throughout the exchange.
- 12.4 The U.K. Department of Education expects host families in England to be Disclosure and Barring Scheme checked. Schools could reasonably expect partner schools abroad to make maximum practicable use of the facilities for vetting that are available in the partner country. If this is too expensive, or if there are no such facilities, then the home school should consider, via a risk assessment, whether the placements are appropriate. Be aware that people in some countries may be offended by the suggestion that such checks might be needed.
- 12.5 Where no Disclosure and Barring Scheme equivalent exists, one way of meeting the demands of the risk assessment might be to consider whether remote supervision (whereby the teacher in charge regularly meets the pupil for counsel and feedback) could provide sufficient guarantee when combined with host school assurances of a host family's probity. The teacher in charge should be checking on other things of course: suitability of the placement match; what activities will the pupil be doing?

13. Emergency Procedures

- 13.1 In spite of good planning and organisation there may be emergencies that require an on-the-spot response. Few fatal accidents have occurred on educational visits, expeditions, but leaders should be prepared for emergencies and have rehearsed the communications arrangements before the party leaves. Foreseeable emergencies should have been identified in the risk assessment initiated at the planning stage. Thought should have been given to how such emergencies would be handled and participants advised accordingly. To carry through the procedure it will be essential to carry key telephone contacts and information concerning medical consents readily available.
- 13.2 Headteachers should know how to contact senior Department officers out of hours.
- 13.3 In the event of an incident the following outline guidance is provided for leaders.

Control and Supervision of the Group at the Incident Scene

- 13.4 In an incident a lot can happen very quickly. Be prepared to delegate responsibilities, e.g. contacting emergency services, tending the injured, etc, in order to maintain an overview and take charge until help arrives. Make sure ALL members of the group are accounted for and remove/protect them from any additional hazard. Establish the names of the injured people and the extent of their injuries. Call up the emergency services. Share the problem: advise all other groups that the accident/emergency procedure is in operation. Ensure that the injured are accompanied to hospital (preferably by an adult they know). Ensure that the rest of the group are adequately supervised, have understood what has happened and appreciate the implications for the rest of the programme. Get someone to note immediately the names, addresses and telephone numbers of any witnesses. Ask witnesses to jot down independently what they saw, heard, smelt, etc – rather than what they think might have happened.
- 13.5 Restrict access to telephones and mobile phones until you have made contact with the co-ordinator, Headteacher, provider or emergency contact point at school. News travels very quickly. Immediately make contact with provider and school-based emergency contact point. Give details of the emergency.

Educational Visit Leader or Deputy

- 13.6 Report to Headteacher through contact person at the establishment – as identified in the EVOLVE online registration and the emergency contact form (Appendix 4). The Headteacher must inform the Head of Legal and Administration Services at the Education Office, or on his mobile phone at any time of the day, so that the Critical Incident Procedures can be put into operation. In certain circumstances the Health and Safety Inspectorate should be telephoned – see Reporting Accidents, below (Appendix 3). The Department may be asked for comments or to give direct assistance (e.g. payment for overnight accommodation, provision of transport). Contact with relatives should be made by the Headteacher or provider. The Chairman of Governors can be

informed after the above actions have been implemented. Do not give names of casualties to the media – relatives must be informed first.

Media Report and Group Welfare after the Event

- 13.7 A designated person at school base should act as the ongoing point of contact with the media. This will involve close liaison with the Department of Education and Children and the Department's External Communications Officer. The designated person should also liaise with police and relevant emergency services on information to be released to the media. If comment at the scene of the incident is requested by the media, enquiries should be referred to the school-based designated person wherever possible. The names of participants injured should **NOT** be released. Caution is required in the preparation of any statement as legal proceedings may follow an accident (e.g. against a coach company, travel operator, hotel, etc.). Under no circumstances should comments relating to liability be made. Information passed to the media should be concise and factual. The press will understand that an investigation will be needed and that it is prejudicial to comment in detail at this stage. On the other hand, it is reasonable to express concern for those injured and demonstrate everything that can be done is being done.
- 13.8 It is worth making notes of any points made to reporters.

Reporting Of Accidents

- 13.9 Establishments have a duty to report all accidents to pupils/teachers/young people/ volunteers. For this purpose the Department of Education and Children Accident Form should be completed for all accidents to adults and to pupils/young people which cause them to take time off from their normal activity. An entry should also be made in the schools accident book.
- 13.10 There are additional duties in respect of serious incidents, e.g. fracture injuries, etc, under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 as applied to the Isle of Man. In addition to completing the Department Of Education and Children Accident Form, the school-based emergency contact should telephone the salient details forthwith to those outlined on the Department Of Education and Children's Procedure For Reporting Accidents (Appendix 3).

Accident Investigation Reports

- 13.11 Notes made at the time will be invaluable in any formal report or investigation. The focus of any accident investigation should be on reviewing whether there is more that could reasonably be done in future to enhance the duty of care – not on apportioning blame.

- 13.12 If notes were not taken at the scene of the incident, it is even more important that the formal report is produced as quickly as possible, before key details are forgotten. The report may well provide key information in preliminary discussions concerning possible claims.

Psychological Support

- 13.13 In the event of an accident, young people will need help in coping with shock or trauma. This will also apply to leaders, families and other members of the party. The Critical Incident Procedures should ensure that appropriate help is given. EVLs and school-based emergency contacts should contact the Head of The Department's Special Educational Needs and Psychology Service Tel. 01624 698300 and/or the IOM Government Welfare Officers Tel. 01624 687027.

14. Transport Arrangements

- 14.1 This section outlines some of the key considerations relating to transport on educational visits. Further advice can be found in Appendix 8.
- 14.2 Key issues to be considered when making transport arrangements:
- passenger safety;
 - the competence and training of the driver to drive the proposed vehicle and whether the driver holds the appropriate valid licence;
 - number of driving hours required for the journey and the length of the driver's day (including non-driving hours);
 - type of journey, e.g. local or long distances involving motorways;
 - traffic conditions;
 - contingency arrangements in the event of a breakdown or other emergency;
 - insurance arrangements;
 - supervision; if booster seats are required.

Supervision

- 14.3 The level of supervision necessary should be carefully considered and may depend on the ages of the pupils, behavioural problems, the length of the journey, etc. The driver should not normally be responsible for supervision. However, on very short journeys involving older pupils or small groups, it may be acceptable.

Minibuses

- 14.4 Drivers of minibuses with 9 - 17 seats (including the driver), when on Department business, must hold a valid Public Passenger Vehicle (PPV) driving licence. Unrestricted minibus PPV licences can be obtained by passing a minibus driver (D1) test and applying to the Road Transport Licensing Committee (RTLCL)

at Ground Floor, Prospect House, 27-29 Prospect Hill, Douglas, Isle of Man, IM1 1ET.

PPV licences that restrict a driver to driving on Department business, can be applied for by persons who hold a valid Minibus Driver Awareness Scheme (MiDAS) certificate. MiDAS training and assessments are available through the Department's Transport Manager, tel. 687346.

- 14.5 It is recommended a second adult should accompany groups on a minibus, as the driver cannot supervise the group.
- 14.6 All use of minibuses on Government business is classed as commercial use. It is therefore not possible for self - drive minibuses to be hired and used on Department business in the IOM, unless the hire vehicle has a PPV plate. Advice about this, and use of minibuses in the UK and further afield, can be sought from the Department's Transport Manager at the Education Office or the Road Traffic Licensing Committee, tel. 651564.
- 14.7 Department minibuses on a journey outside the island must be driven by a driver who is an employee of the Department. Volunteer drivers must nevertheless be employed by the Department for at least the whole duration of the journey.
- 14.8 Department minibuses on journeys within the Island may be driven by a PPV driver who is either an employee or an 'agent' of the Department.

Emergency Provision

- 14.9 Coupled with the issue of passenger supervision is the consideration of emergency action likely, if an accident or breakdown were to occur. The possibility of having to supervise pupils at the side of a road during rush hour needs to be considered before the event ever arises! A first aid kit is advisable and a mobile phone is recommended. Prior to setting off on the journey the leader should confirm all emergency contact numbers with the drivers. A list of all those travelling in the vehicle must be carried.

Seatbelt Requirements

- 14.10 The basic minimum requirement in coaches and minibuses is for a lap belt to be fitted to each seat used by a child who is 3 to 15 years of age inclusive. The seats used by children will have to be forward facing. Bench seats facing inwards must not be used by children, thus reducing the carrying capacity of the vehicle. Every child should have a seat belt and be required to use it.
- 14.11 Buses such as those used by Isle of Man Transport are not classed as coaches, being of a different construction. They are not required to have seatbelts.

Transporting Pupils in Private Cars

- 14.12 Private cars of both members of staff and voluntary helpers, such as governors or parents, are sometimes used to assist with transport on school visits. EVLs must take reasonable precautions to satisfy themselves that such drivers and vehicles are suitable for the proposed use. Parents should be informed if their children are to be carried in private cars, and be given the opportunity to indicate if they do not wish their children to be transported in this manner.
- 14.13 Establishments are under an obligation to make an assessment of anything that may generate a significant risk and road transport by car carries an increased risk over any other form of transport. It is not feasible to expect schools to carry out checks on vehicles, driver documentation and history with all staff and volunteers. However, some level of control should be exercised and appendix 10 contains a suggested letter to drivers who will be transporting pupils. Establishments can then create a list of 'approved volunteer drivers'.
- 14.14 Particular caution should be applied when pupils are the driver, in the case of sixth formers. Whilst any private arrangements between pupils are not covered by school control, when pupils are being used as drivers on official visits, etc. the same arrangements for transporting pupils apply. By the nature of their age, these drivers will be inexperienced and there is a significantly higher risk. Schools should only use this option where they are sure of the suitability of the driver and vehicle and ensure that the parents of the passengers are not only aware that they will be travelling in a private vehicle, but that the driver is also a pupil.
- 14.15 Where private cars are used to transport pupils it is advisable that parents driving pupils are not put into a position where they are alone with a pupil unless the school is confident that the situation is acceptable. The Headteacher should make that judgement. The Headteacher or EVL should arrange a central dropping point for all pupils rather than individual home drops. Again this is dependent on local knowledge.
- 14.16 Seatbelt requirements for private cars are as follows:
- in the case of Primary age children it is recommended that only children of the driver should be allowed to sit in the front seat (driver's responsibility);
 - under no circumstances should you use a child car safety seat in a passenger seat equipped with an airbag. (In some cars the airbag may be deactivated but this is the driver's responsibility);
 - booster seats may be used if available, but are not essential; this may depend on the findings of the risk assessment (based on age, height and weight);
 - all children must use a seat belt. It is preferable that a lap belt is not used but it is acceptable if required;
 - child locks should be used if fitted (driver to check and activate);
 - the driver must check that all seat belts are fastened before moving off.

- 14.17 This section should be read in conjunction with 'Safety in the Car - A Guide for Parents', available from the Department of Transport Road Safety Unit or the Health and Safety Adviser at the Education Office.

Using Public Transport

- 14.18 Occasionally schools may use public transport, e.g. rail, ferries, etc., whilst taking part in educational visits. The Headteacher / group leader should make it clear to pupils how much or little freedom they have to 'roam'. Appropriate supervision should be maintained at all times. Pupils should be also made aware of what to do in an emergency.
- 14.19 Headteachers / EVLs should check with the transport company prior to taking large numbers of pupils on public transport. Wherever possible, seats should be booked well in advance to ensure that the party can travel together.
- 14.20 Appendix 11 contains lists for key safety measures that should be applied when travelling using coach, rail, ferry or aeroplanes.

Driver Hours

- 14.21 In the case of staff, their use of the minibus may well come after a full day of work. There should be appropriate breaks taken before driving and whilst driving on longer journeys.

Appendix 1

Advice To Governing Bodies

1. Introduction

- 1.1 Education visits provide rich experiences which many pupils will cherish for a long time to come. Activities, especially when undertaken away from the familiar school environment, almost inevitably will pose some element of risk. Whilst it may not be possible to prevent all accidents, it is certainly possible to attempt to maintain sensible controls over risks. In fact, this is now a statutory obligation under health and safety law that affects governors directly.
- 1.2 In common sense terms, the governing body should ensure that:
- the school has procedures for dealing with visits which take account of health and safety;
 - possible risks are assessed and all controls (precautions) which can reasonably be taken without disproportionate cost or effort are adopted for the visit;
 - appropriate arrangements for planning, organisation and control are in place and evidence would be available to confirm this in the event of an incident;
 - possible incidents and the emergency action which would be necessary are taken into account in planning the visit;
 - everyone affected, including parents and pupils, is appropriately informed of risks and precautions;
 - visits are monitored and reviewed to ensure that good practice is maintained.
- 1.3 Although these issues arise especially for health and safety, they are principles which apply to all other aspects of visits and can form the basis of a checklist which governors might use in reviewing the general conduct of school visits.

2. School Visits Procedures

- 2.1 The elements of school visits procedures are listed in Chapter 2 (Responsibilities), which features the contributions expected from Governors and Headteachers, as well as the Department. All off-site visits that come under the scope of this policy must be entered into the EVOLVE online system.

3. What Makes For Good Procedures?

- 3.1 The procedures should aim to underline the co-operation needed from everyone to promote the value of educational visits and make them successful, stimulating and enjoyable. They need to be clear on matters relating to where delegated responsibilities lie. The Headteacher is required to approve all visits, an EVC should ensure the details are complete and the visit is ready for final approval.

Considerable flexibility is available within the EVOLVE online system to allow activities to be arranged at short notice.

3.2 The detail of the procedures adopted will reflect, in part, the size of school but will need to incorporate some or all of the following elements:

- Headteacher is required to approve the visit but can delegate responsibility to an Educational Visits Co-ordinator to ensure arrangements are complete prior to final approval;
- alignment with this policy;
- a clear, simple set of procedures for the management of all groups leaving the premises which are appropriate and proportionate to circumstances;
- a checklist against which teachers can comprehensively plan each visit;
- a system by which Adventurous activities are notified to the governing body. Such categories include:
 - visits involving overnight stays
 - off - Island visits
 - visits involving potentially hazardous activities;
- the timing of notifications should take into account the implications of non-returnable deposits;
- the possible need to amend programmes;
- the need for Department notification, where necessary;
- the means by which the arrangements can be reviewed annually, to ensure that the policy reflects the current thinking of the Department and is up to date in relation to staff changes and operating experience.

4. Department Involvement

4.1 The need to retain a sense of proportion governs the level of involvement and support the Department gives. It will focus attention on higher risk, higher profile activities. With the introduction of this detailed policy, schools have a clear indication of standards expected. In these circumstances most education visits can be planned and discharged without further reference to the Department.

4.2 The Department will hold a monitoring brief on all educational visits. The Awards Coordinator will monitor a random selection of educational visits annually.

4.3 All visits are available to view through the EVOLVE online system and the Awards' Coordinator will monitor them. Advice is available from the Department regarding planning and risk assessments. There is a wealth of useful information contained within the online system, which can be shared between visit leaders that will help those that are planning a visit for the first time.

4.4 In summary, the School Governors should be informed of visits that involve Adventurous activities and where there are higher or more complex risks involved.

Appendix 2

Planning Checklist

Checklists are important both as an aide memoire and as a means of assisting effective preparation. The following checklist identifies the main elements of visit organisation. The list is not necessarily in sequential order, since planning will depend to some extent on the type of visit. Nor will all elements apply to all visits.

Checklist

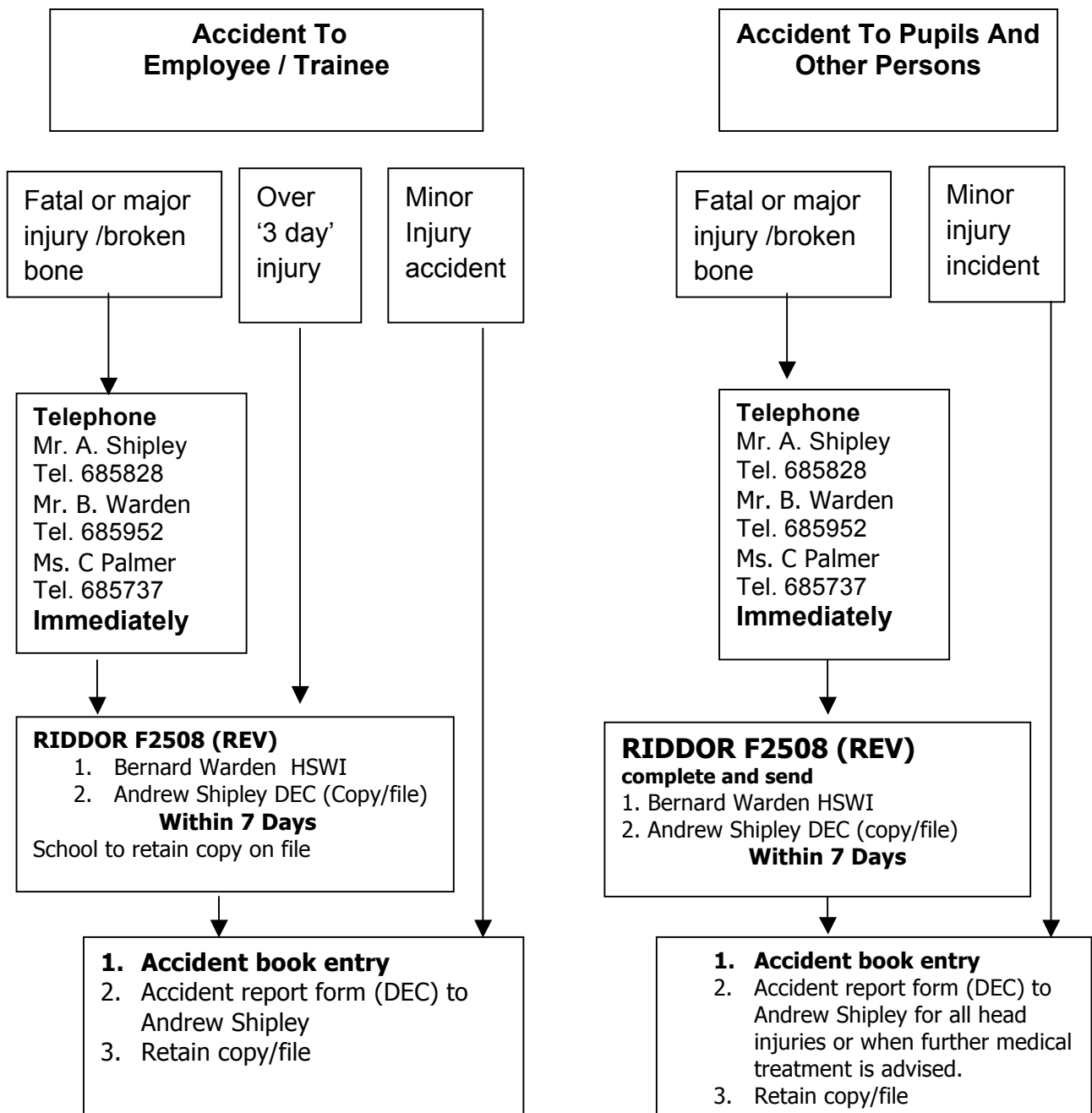
1. Is a visit necessary on educational and/or social grounds. Is it the best way of delivering the educational or social aims?
2. Who is the visit for? – names and number of pupils and staff
3. Purpose of the visit? – clarify aims; objectives; outcomes
4. Where and when do you plan to go? Appropriate to aims and group?
5. Research: - area, site, accommodation, company to be used?
6. Approval from the EVC / Headteacher will flow from the completion of the EVOLVE online registration process. Notifying the Governors if the visit involves Adventurous or higher more complex risks is a separate task for the EVC.
7. Are adventurous activities or visits to challenging geographical areas involved?
8. Are specific adventure activity guidelines being followed? See 'Safety in Outdoor Education'.
9. Staffing:
 - Are adequate staffing numbers available?
 - Have you checked the ratios recommendations in Chapter 5?
 - Is their experience appropriate to the visit and have EVLs been trained?
 - Voluntary helpers? Are they appropriate? Insured, by being entered on the school list of voluntary helpers? Aware of their responsibilities?
 - Is a police check necessary for your helpers?
 - Are any of the activities offered licensable under the Adventure Activities Licensing Regulations, 2004 (see 'Safety in Outdoor Education').
 - If so, and the visit is to the UK, is the provider licensed by the Adventure Activities Licensing Authority?
 - Are there any training needs identified?
10. Have you checked and are you following your internal school procedures? Have you discussed the visit with your school EVC before starting the EVOLVE online registration?

11. Finance:
 - Is a “charge” or “voluntary contribution” involved? (See Chapter 6).
 - Accounting: seek advice from the appropriate school administrative staff.
 - Commercial operator or company: financial security? Package Travel regulations (See Chapter 11).
12. Insurance and accident reporting:
 - Is personal insurance cover for pupils necessary?
 - Have you checked any cover automatically provided by, say, a tour company?
 - Are parents aware of the insurance position? (See Chapter 7).
 - Are all activities covered by the insurance policy?
13. Parental information:
 - Is it necessary to notify parents? Check this document and school policy
 - Have you provided appropriate information for parents?
 - Meeting with parents? (Chapter 8)
 - Do you need and have they given their consent? (See Appendix 6).
14. Special Educational Needs: - Have you taken full account of any special needs involved, and sufficient number of adults? (See Chapter 7)
15. Programme:
 - Have you a detailed programme, including alternatives for bad weather etc?
 - ‘Free time’ arrangements?
 - Adequate supervision at all times? Duty rota?
 - Agree standards of behaviour and conduct? (See Chapter 8)
 - Emergency procedures? (See Chapter 13) Are all staff aware of these?
16. Clothing and Equipment:
 - Is all clothing and equipment appropriate to the activities and location?
 - Have pupils’ essential clothing items been checked? (See Chapter 8)
17. Medical arrangements:
 - Do you have relevant and up to date medical information of all pupils on the visit?
 - Have you made appropriate medical arrangements, including first aid?
 - Are there any special potential health hazards associated with the site?
18. Accommodation:
 - Suitability? Checked? Facilities?
 - Fire precautions and certification? Fire drill
19. Transport:
 - If using minibuses or private cars are you aware of the driver, insurance and operating requirements? Age, PPV Driving Licence, drivers’ hours?
20. Travel:
 - Appropriate stops, driver hours, eating and care arrangements en route?
21. Visits Abroad:
 - Passports? Minibus driving regulations? Insurance? Exchange visits? Cultural issues? (See Chapter 11).
22. Emergency Contacts and Communication:

- Established appropriate emergency contacts with the establishment and parents?
 - Have you set up effective communication procedures with the group?
23. Review arrangements:
- Is a review necessary? If so, plan in as part of the early planning process.
 - Thank you letters; outstanding invoices paid; borrowed equipment returned.

Appendix 3 Outline Procedure For Reporting Accidents

Department of Education and Children



Mr. Andrew Shipley
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Andrew.Shipley@doe.gov.im

Mr. Bernard Warden
Health and Safety
at Work Inspectorate
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Mount Havelock
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Bernard.Warden@gov.im

Ms. Caron Palmer
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Goldie House
Goldie Terrace
Douglas
Tel: 685737
Caron.Palmer@gov.im



Not all sections will be relevant to every proposed visit

Appendix 4

Form 'C'

**To be distributed with an information
sheet giving full details of the visit**

**Department Of Education and Children
Parent / Carer Consent For An Educational Visit**

Full name of student as on passport: _____ **Date of birth:** _____
(PLEASE PRINT)

Establishment/Group: _____

Details of Visit to: _____

From: Date: _____ **Time:** _____ **To: Date:** _____ **Time:** _____

I have read the information sheet. I agree to my son/daughter's participation in the activities described.
I acknowledge the need for my son/daughter to behave responsibly throughout the visit.

1. Medical information about your child

- a) Any conditions requiring medical treatment, including medication? YES/NO
If YES, please give brief details: _____
- b) Please outline any food allergies and/or special dietary requirements of your child: _____
- c) Any other allergies? _____
- d) Any recent illness or accident staff should be aware of? _____
- e) The type of pain/flu relief medication your child may be given if necessary: _____
- f) Any pre-existing medical conditions? YES/NO
If YES, please give brief details. (If not disclosed, they will invalidate any insurance claim).

For residential visits and exchanges only

(It is advisable to have this form completed shortly before the visit, otherwise question f) will not be of use).

- f) To the best of your knowledge, has your son/daughter been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that may be contagious or infectious? YES/NO

If YES, please give brief details: _____

- g) Is your son/daughter allergic to any medication? YES/NO
If YES, please specify:
-

- h) Date of your son/daughter's last tetanus injection?

--

Month Year

This date must be completed in order to ensure your child's place on this trip.

Please contact your doctor's surgery to request the date of your child's last tetanus injection. If it is over ten years you will need to arrange a booster injection at your doctor's surgery and inform us of the date of the booster injection.

- i) For watersports / swimming trips only - what is the swimming ability of your son/daughter?
-

Declaration

I agree to my son/daughter receiving medication as instructed and any emergency dental, medical or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present.

2. Contact telephone numbers:

- a) First emergency contact

Name: _____ Relationship to student: _____

Work: _____ Home: _____ Mobile: _____

Home address: _____

- b) Alternative emergency contact

Name: _____ Relationship to student: _____

Work: _____ Home: _____ Mobile: _____

3. Family doctor:

Name: _____ Telephone No: _____

Address: _____

4. Signed: _____ Full Name (PLEASE PRINT): _____

Relationship to student / member: _____ Date: _____

This form or a copy must be taken by the group leader on the visit. A copy should be retained by the establishment contact.



Isle of Man
Government
Reillys Ellan Vannin

Appendix 5

Form 'D'

Department Of Education and Children

Parental Consent Regular Out-Of-Establishment Visits/Activities

School: _____

Child: _____

I hereby agree to my child participating in recognised activities off the school / centre site but on the Island, for example, environmental studies, swimming, joint activities with other schools, etc.

I understand that:

- such activities will not often extend beyond the school day, but that if, occasionally, they are likely to do so, adequate advance notice will be given so that I may make appropriate arrangements for his/her safe return home;
- my specific permission will be sought for any out-of-school activities beyond those outlined above and which could involve commitment to extended journeys or times, expense or hazards;
- all reasonable care will be taken of my child in respect of the activity/visit;
- my child will be under an obligation to obey all directions given and observe all rules and regulations governing the visit/activity and will be subject to all normal school discipline during the visit/activity;
- any medical condition or physical disabilities will be notified to the school now and as and when they arise;
- all pupils are covered by the Department's third party public liability insurance in respect of any claim arising from an accident caused by a defect in the school premises or equipment or attributable to negligence by the Department or one of their employees.

Signature of Parent/Guardian: _____

Address: _____

Tel: _____

Appendix 6

Checklist For External Providers

This list is intended to help EVLs and EVCs ask relevant questions prior to a trip. The list is not exhaustive nor is it necessary to pursue every question. However an unsatisfactory answer to one or two of the issues raised would give cause for concern and thus require a deeper examination of the provider.

- Does the provider encourage a planning visit, pre course liaison and provide regular contact during the stay?
- Can the provider give a list with contact numbers of previous customers of similar age group and from similar schools?
- How far is the nearest doctor/hospital?
- Is the programme of activities suitable, relevant and appropriate for the age group/ educational needs of the group?
- Are all the staff competent/qualified/experienced to meet the technical expertise and group management demands of the activities they are providing? How does the centre measure this?
- How are staff recruited, what is the induction procedure for new staff and are there police checks in place?
- Is the programme fixed and are there suitable alternatives for bad weather, etc?
- Does the centre clearly identify the key person(s) responsible for the supervision of staff leading activities? Is that person suitably qualified? What qualifications do they hold? Are they current?
- Does the centre have a written safety policy with guidelines for each activity, venues, levels of staff competence/qualification/experience required for particular activities and venues? Request a copy
- Does the centre have written risk assessments? How regularly are they reviewed?
- Does the centre have sufficiently well qualified staff to provide its own technical advice or is this provided by external person(s)
- What ratios of pupil to instructor does the centre use? Does this vary with different activities?
- Does the centre have a policy for maintaining and checking the safety of its equipment? E.g., are buoyancy aids float tested every year? What is the lifespan of equipment? Does equipment conform to recognised standards CEN, UIAA, etc? How is defective gear isolated?

- Are the responsibilities of centre staff and school staff clearly defined? Loco Parentis?
- Does the centre have safety and conduct rules for visiting groups?
- Is there a fire drill? Is the centre covered by a fire certificate? Are there smoke/heat detectors in the rooms?
- Has the accommodation been checked? Do schools share accommodation? Are staff rooms adjacent?
- Are there clearly defined accident and emergency procedures?
- Are staff First Aid currently qualified? Does this include staff other than activity leaders?
- What types and levels of insurance are provided? For what figure is the centre covered for 3rd party insurance?
- Do centre vehicles meet statutory regulations? Seat belts? Forward facing seats? Sufficient seats for all?
- Does the centre comply with all aspects of the Health and Safety at Work Act?
- What are the security arrangements for safeguarding the pupils/buildings/sleeping accommodation?
- Are visitors badged and/or distinguishable from resident parties? Is there a screening system for unwanted visitors?
- Can the provider come and give an illustrated talk to parents / pupils / Headteachers / other teachers / governors?
- If in the UK, does the provider hold a licence under the AALA regulations? Check the AALA website.
- Have you seen the licence?
- Is it in date and does it cover all activities?
- Does the provider have adequate insurance?
- Be aware that some potentially hazardous activities are not covered by the AALA scheme, e.g. mountain biking, ropes courses, artificial climbing walls and abseil towers.
- Where the provider does not offer activities in scope or operates outside of the UK, which external bodies examine the organisation?
- For visits abroad, do accompanying staff have sufficient foreign language skills to cope with problem solving? Are staff providing activities fluent in English? (See Chapter 11).

Suggested Letter To Drivers Transporting Pupils/Young Persons

The establishment greatly values your support in helping to transport pupils to activities. Without your help, life of the establishment would be that much the poorer. However, it is a statistical fact that any activity on the highway is far more dangerous than the school environment. It is our duty to do what we can to minimise the risks associated with road transport and we therefore ask all our drivers to answer the checklist below and sign and date it. As a safeguard for parents in general, we shall require drivers for all planned visits organised by the establishment to have lodged the completed checklist before they drive other people's children to events. This in no way invalidates or curtails private arrangements undertaken between parents.

Name Of Driver:

I hold a full driving license and passed my test for the class of vehicle I am using over 2 years ago.

My car carries insurance, which is renewed each year on:..... (date)
and I have checked with my insurance company that my insurance covers transporting pupils on a voluntary basis: **Yes/No** (Please delete as appropriate).

The road fund license is current and always renewed by/on the expiry date on the tax disc:
Yes/No (Please delete as appropriate)

The vehicle is regularly serviced and kept in safe running condition:
Yes/No (Please delete as appropriate)

I am aware that overloading the vehicle could invalidate its insurance:
Yes/No (Please delete as appropriate)

All passengers I shall carry will have, and use, a seat belt including those in the back seat: **Yes/No** (Please delete as appropriate)

Additionally, For Those Employed By The Department Of Education and Children Or For The School:

My insurance includes business use in addition to social, domestic and pleasure:

Yes/No (Please delete as appropriate)

The vehicle I shall be using **is/is not** (Please delete as appropriate) insured in my name.

(If you are driving as a "named driver" on someone else's insurance, the cover is usually restricted to social, domestic and pleasure purposes. As an employee, you will need to check that you may use the car for business.) As a named driver and an employee, I confirm that the insurance covers me for business use.

Signed.....

Vehicle registration No.....

Date.....

Noted by the Headteacher

Signed

Dated

The above letter can be added to if desired.

Please note teachers using their cars may be entitled to claim mileage allowance, this should be discussed with the Headteacher.

Further information can be obtained from the Health and Safety Adviser, tel. 685797 .

Appendix 8

Key Safety Measures When Using Public Transport

1 Coach Travel

- Long journeys by coach may be inadvisable for young children.
- Obtain quotations from several companies, then book well in advance. Check what back-up is available in the event of a vehicle breakdown. Confirm bookings in writing, clearly specifying departure and arrival times.
- All coaches must be fitted with seatbelts, irrespective of the age of the vehicle.
- Supervising adults should be seated at various places throughout the coach to ensure that good order is maintained. It is recommended that one adult should be seated at the back to command a good view of the vehicle, and to supervise the emergency exit. Another adult should sit close to the driver.
- Toilet and refreshment stops should be planned with the driver.
- Before any departure, a careful check should be carried out to ensure that all pupils are on board. Pupils should be reminded of the importance of returning to the coach at the pre-arranged time.
- If the coach is delayed for any reason, and is unlikely to return to school at the planned time, the EVL should telephone the home "base". If, through illness, a pupil cannot return with the main party, one of the supervising adults should remain with the pupil and details should be 'phoned through to the home "base". It is difficult to plan for unforeseen problems which may arise, but the safety of the pupils is of paramount importance, and supervising adults must ensure that they discharge their duty of care at all times.

2 Rail Travel

- Plan and book journeys involving rail travel as far ahead as possible in order to secure discounts and to reserve seats. Check with the station the day before the visit in case of changes to rail schedules or other problems. Avoid travelling at peak times if possible.
- Explain clearly the meeting point. If it is at the railway station, parents should be informed that they are responsible for their children until the stated meeting time. Pupils should register with staff on arrival at the station, and plenty of time should be allowed for boarding. Contingency plans should be available to deal with any pupil who has not arrived at the station by the time the train is due to depart.
- Once on the train, supervising adults should be placed at regular intervals throughout the party of pupils. Ensure that other passengers are not annoyed or inconvenienced by pupils. If the journey is a long one, it should be suggested to pupils in advance that they bring an activity or game with them to pass the time.

- A system should be in place to check that all pupils board the train and disembark at the appropriate stop. This is particularly important if the party has to change trains in the course of the journey. For journeys around London, try and avoid using the Underground at peak times.
- If the train is delayed for any reason, and the party is unlikely to return to school, hotel or centre at the planned time, the EVL should contact the home "base". Allow extra time for any changes and connections. If, through illness, a pupil cannot return with the main party, one of the supervising adults should remain with the pupil and details should be 'phoned through to the home "base".
- It is difficult to plan for unforeseen problems which may arise, but the safety of the pupils is of paramount importance, and supervising adults must ensure that they discharge their duty of care at all times.

3 Ferry Travel

- EVLs should ensure that adequate supervision of pupils takes place throughout the journey. Pupils should be made aware of the need to respond promptly to any instructions given to them by the ship's personnel.
- Supervising adults should ensure that pupils in their party do not annoy or upset other passengers. Pupils should be warned of the dangers of behaving foolishly on the decks and stairways, and the "no running" rule should be emphasised.
- Pupils should be discouraged from using the bars on board as buffet and snack bars are available for light refreshments. Those who bring packed lunches with them should be reminded of the need to dispose of empty wrappers and bottles in the receptacles provided. Pupils under the age of 18 are not permitted to purchase alcoholic drinks or cigarettes.
- All matters to do with the behaviour of other passengers are ultimately the responsibility of the Purser. If any member of the party (pupil or adult) experiences difficulties with other passengers, through no fault of their own, they should contact the Purser who has authority to deal with all matters relating to passenger safety and comfort during the voyage.
- All staff and pupils should listen, and respond, to any announcements.
- Staff and pupils should know the precise location of the coach, colour and the name.
- Emphasise to pupils that they must never go away from the public areas – whether invited or not – unless accompanied by a member of staff.
- Pupils should be warned not to wander alone.
- Pupils should be told not to carry anything for anyone else through customs.
- Pupils should be warned not to touch or tamper with any of the ship's equipment.
- Possessions should be packed away from gangways to avoid obstruction.
- Pupils are aware of the system for registering before and after the ferry journey.

4 Air Travel

- Air terminals are busy places and Leaders should ensure that the party stays together before embarkation.
- Visits to toilets, especially for younger children, should never be alone. Arrange to go in small groups and ensure that no pupil is ever left alone.
- Everyone must pass through the X-ray equipment so warn the pupils not to carry anything which might cause them to be searched.
- Luggage should be securely fastened, and it is useful if all the party's luggage can be marked with the same easily identifiable label for quick removal from a carousel.
- Ensure that arrangements have been made with the airline for any special luggage to be carried in the cabin as hand luggage e.g. musical instruments.
- Agree seating arrangements with the airline so that all members of the party are seated together.