Church School

Ysgol Pant Pastynog
Educational Visits Policy
2026-27

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Roles and Responsibilities in effectively managing Educational Visits and Outdoor Learning

- **Visit leader and accompanying staff must be clear about why they are doing activities** (e.g. risk benefit analysis, clear learning outcomes, risk management, evaluation), and be able to demonstrate impact
- **Schools must ensure the competence of EVCs and visit leaders** and be able to evidence their competence (clear approval procedures, induction & training (including the required training of EVC's monitoring, visit records etc).
- **Policies must be clear and robust** and all staff need to be familiar with them (Educational Visits Policy and National Guidance).
- **We are measured against our employer's policies** – especially if something goes wrong (HSE, legal proceedings).
- 4.3a Good Practice Basics 4.3a Arfer da - yr hanfodion

The Local Authority have duty to provide appropriate information, advice and training and will monitor the effectiveness of Schools / Establishments management and delivery of Educational Visits.

Anyone organising an off-site visit must also refer to and follow the relevant guidance (relating to the nature of the visit being planned) as set out in the AAOLEV Cymru/ Outdoor Education Advisors' Panel (OEAP) National Guidance for Educational Visits www.oeapng.info.

Visit Leader

1. The designated person responsible for the Visit and who will have overall responsibility for the visit planning, safety and conduct of participants and the Visit Leadership Team.
2. Visit Leaders will obtain the Head/EVC's approval for the visit according to school/ educational settings policy.
3. They will obtain LA leader approval if leading any adventurous/ demanding environments visit for which LA approval is required (Please see section on LA Approval).

Below gives key requirements for you in your role and responsibilities as a Visit Leader. For further information Visit Leader | (oeapng.info)

Visit Leader Key Requirements

- **Must be competent**, confident and accountable to lead a visit.
- Visit leader must have the **ability to lead to the level demanded by the visit**, and has sufficient **relevant experience and knowledge of the activities,** the group and the environments they will operate in.
- **Undertake and complete the planning and preparation of the visi**t, including the briefing of group members and parents/carers.
- **Ensure the ratio of staff to young people is appropriate** for the environment/activities and the needs of the group.
- **Identify significant hazards and safety measures** to reduce risk to a tolerable level and make known to parents, EVC and Head and others the level of residual risk that needs to be managed.
- **Have enough information about the young people to assess their suitabilit**y for the visit or be satisfied that their suitability has been assessed and confirmed.
- Ensure that all **accompanying leaders are familiar with these procedures**.

- Make appropriate and **adequate preparations for emergencies** in conjunction with the EVC.
- **Able to carry out dynamic risk management** while the visit takes place and consider stopping the visit if the risk to the health or safety of the young people is unacceptable. Ensure procedures/alternative plans for such an eventuality are in place.

Educational Visit Coordinator

A key element of the policy/procedures is that each school/establishment has a **competent Educational Visit Coordinator (EVC) who has completed the county EVC training course and should attend regular on-line updates at least once every 3 years**. Due to the nature of the role the EVC must be an experienced member of staff:

1. who is part of, or **able to influence, the Senior Management Team**;
2. with **sufficient authority to make a judgement call** about the competence of any other staff member to lead an off-site visit and to approve or decline visits planned by any staff member;
3. The EVC is the **routine contact for dialogue with the LA Educational Visits Advisor**.

Below gives key requirements to you for your role and responsibility. We have kept these to a minimum. For further information Educational Visits Coordinator | (oeapng.info)

Key Requirements of the EVC:

- Ensure that all visits are planned and approved in accordance with this policy;
- Support the Head and Governors with approval decisions;
- Assign competent people to lead or otherwise supervise a visit;
- Carry out occasional monitoring of visit leaders to identify further training needs;
- Work with the visit leader to provide parents/carers with information about the visit and obtain the necessary consent from parent/carers;
- Ensure emergency arrangements and contacts are in place for each visit;
- Keep records of individual visits including what worked well, what didn't and any accident/incident reports.

Headteacher

1. Heads/Managers will ensure that the School Educational Visits Policy and procedures are updated and shared with staff, and that it conforms to and follows the requirements and recommendations of the LA.
2. Ensure that arrangements are in place for the educational objectives of all visits to be inclusive.
3. They will need to ensure that arrangements are in place for the governing body to be made aware of certain visits and ensure that visit arrangements and outcomes are evaluated to inform future visits and staff training needs.
4. Headteacher approves **all** educational visits

Below gives key requirements to you for your role and responsibility. We have kept these to a minimum. For further information Head / Manager | (oeapng.info)

Key Requirements of the Headteacher

- Be aware that the appointment of an Educational Visits Coordinator (EVC) is critical to the implementation of this guidance and should be allowed sufficient time to fulfil the role, including attendance at OEAP-approved training. Heads/Managers may choose to designate themselves as EVC.
- Ensure that proper and effective support structures are in place in the event of an emergency or critical incident, including means of contacting the relevant LA Education Officer (Schools) or Principal Youth Officer (Youth Service) or LA emergency planning team and arrange for the

reporting of accidents and incidents as required. Records of these should be reviewed regularly and this information used to inform future visits
- Where needed, have access to expert advice from their Education Visit Advisor.
- **The Head (Schools) or Head of establishment (non-schools) has a responsibility to ensure that any changes to their EVC is notified to the Education Visit Advisor so that he or she can take steps to train their replacement as soon as practicable.**

Governors

1. Members of the Governing Body should view their main role as being '**to enable and ensure'** that staff are fully aware of the employer's responsibilities under Health and safety Law.
2. That the establishment has formally adopted the Education Visit Policy and that they have a robust system to support the implementation of the policy.

Below gives key requirements to you for your role and responsibility. We have kept these to a minimum. For further information Governors, Trustees and Directors | (oeapng.info)

Key Requirements of the Governing Body

- They challenge in order to be clear about how outdoor learning and visits lead to a wide range of outcomes for young person and young people and contribute towards establishment effectiveness.
- They ensure that the Education Visit policy and procedures are fully implemented (including emergency procedures – and it supports the principles of inclusion).
- The involvement of Board/Governing Body in the visit approval process is clear and approval and notification procedures operate effectively.
- They ensure there is a trained EVC who meets the employer's requirements, with a sufficient time allowance to fulfil the role and training to support the planning and delivery of visits and outdoor learning.
- They ensure there are monitoring procedures in place, activity is evaluated, good practice is shared and any issues are followed up to comply with statutory and employer's requirements.

Educational Visit Advisor

1. The Educational Visits Advisory Service fulfils the statutory functions to support the LA to meet its legal responsibilities and powers with regard to off-site and educational visits delivered to young people by its employees.
2. Provide expert advice on safety and quality of educational visits and on risk management in the context of all educational visits.
3. Monitor standards of Health and safety management in off-site activity and educational visits, including observing activities and visits
4. Ensure that adequate and appropriate training is available and taken up by relevant employees.

Key Requirement of Educational Visits Advisor

- Ensure that EVCs, visit leaders, other school staff and other adults involved in educational visits are assessed as competent in their specific tasks.
- Ensure that LA guidance on health and safety of young persons on educational visits is provided to all LA educational establishments and is kept up to date with current best practice, including lessons learned from incidents in Wales and beyond.
- Fulfil the LA's approval role for specified categories of educational visits.
- Inform the LA and Board of Governors of noncompliance or visits that have not been approved by the EVA/LA.

- Verify the competence of LA employees who wish to lead visits in any of the areas or activities for which LA approval is required.
- Offer relevant training, advice and support to all educational establishments on the health and safety of young persons on educational visits and other matters relating to safety and quality in Outdoor Education.

Staff Training provided by Educational Visits Advisory Service

The EVAs will provide regular training to support LA staff in managing offsite visits. Training will be delivered during quieter periods of the year (Autumn / Winter). This training can include: Managing Overseas Visits, Managing Offsite Visit Emergencies, Snowsports Course Organiser, Managing groups at the Water Margins, Training for LA approved leaders (Adventure), Visit Leader training

Approval and notification requirements for visits

All visits must be approved as set out below. LA approval decision for visits will be given via the Evolve system. Visit submitted outside of the timescale set out in the table below run the risk of not being approved.

A process exists for establishments to request a review of Educational Visit Advisory decisions. Contact your EVA for more information.

Visit types and approval requirements

VISIT TYPE	PLANNING AND APPROVAL REQUIRED
ROUTINE VISITS	**Planning** ***VISIT PLANNED USING "LOCAL AREA VISIT" PLANNING FORM ON EVOLVE OR ROUTINE VISIT SIGN-OUT SHEET.*** These are visits that involve no more than an everyday level of risk and are covered by establishment procedures and policy. Such visits should require minimal planning or preparation beyond what is needed to make best use of the learning opportunity. In a school context, **they are simply lessons in a different 'classroom'**. They are based on generic risk management that is embedded in this Policy in the Risk Assessment section, with visit-specific risk management of anything that is out of the normal. Schools to amend the template in the Policy as required. ***Note : An activity taking place "locally" doesn't always make it "routine".*** **Approval** • Heads approval for a member of staff to lead routine visits
NON-ROUTINE VISITS	**Planning** ***VISIT PLANNED USING THE VISIT FORM ON THE EVOLVE SYSTEM BY VISIT LEADER .*** These are visits requiring additional planning**, and a visit-specific risk assessment**. A visit moves into this category because one or more aspects cannot be managed adequately by existing procedures and policy. This may be due to distance from the establishment, the nature of the activities, the environment or venue(s), the nature of the particular group, the need for specialist leader competencies, or any combination of these **Approval** • Checked by EVC and submitted to Head • Final checks by Head and approval with PIN number on the EVOLVE
A visit involving any of the following elements: **DEMANDING ENVIRONMENTS** **ADVENTUROUS ACTIVITIES** 7.1a Adventure Activities 7.1a Gweithgarddau Anturus	**Planning** Visit planned using the EVOLVE system / Submitted by EVC **Approval** • Approved by the Head on the EVOLVE system using their PIN number **at least 14 days before visit start date.** • **LA approval required** –EVOLVE automatically applies for this after the Head approves the visit. • **Visits that have not been approved by the LA on the EVOLVE system MUST NOT TAKE PLACE**

A visit involving an **OVERNIGHT STAY**	**Planning** The selection of overnight stay should be inclusive for the age, and additional support needs of the group and support the learning objectives of the visit. Visits planned using the Visit form on the EVOLVE System/ checked and submitted by the EVC **Approval** • For domestic residential non-adventurous - Approval by the head on the EVOLVE system using their Pin number • For **residential and adventurous provision** – Approval by the head on the EVOLVE system using their **Pin number at least 14 days before visit *START DATE***. LA approval required – EVOLVE automatically applies for this after the Head approves the visit.
OVERSEAS VISITS AND EXPEDITIONS organised through an independent provider or by the school *(i.e. skiing, sports tours, cultural/ foreign language visits and expeditions involving trekking or other adventure activities)*	**Planning** Please see the **adventurous activities and demanding environments** notes below Initial approval before booking using the **Outline Approval for Overseas Visits form OE1** (available on EVOLVE forms section) submitted to the LA Following initial approval granted, Visit must be planned by the Visit Leader using the EVOLVE system / Submitted by the EVC **Approval** LA Approval is in two stages: • Initial approval for the planning phase must be requested at least **3 months prior to visit.** • Head approval on the EVOLVE system • **LA final approval at least 14 days before the visit** – Evolve automatically applies for this after the Head approves the visit using their pin.
DUKE OF EDINBURGH AWARD EXPEDITION	**Planning** Please see the **adventurous activities and demanding environments** notes below Visit planned using the EVOLVE system **Approval** • Approved by the Head on the EVOLVE system using their PIN number **at least 14 days before visit start date.** • LA approval required –EVOLVE automatically applies for this after the Head approves the visit

Adventurous Activities and Demanding Environments

Definition of Demanding Environments and Adventure Activities

Important note: classification of adventure activities and demanding environments is subjective. Visit leaders who are unsure of whether an activity or location requires LA approval **must** seek clarification from their Educational Visits Coordinator (EVC) or Educational Visit Advisor (EVA) before starting planning or booking process. The tables below aim to provide guidance to aid in decision making.

Demanding Environments

Location	Definition	Level of approval required
Normal countryside	Areas; • which are close to vehicle access (i.e. less than 30 minutes walking time for any group member to the nearest road from which the group could be evacuated by vehicle) **and** • where the environment does not have any of the features of a 'demanding environment' listed below.	Approval by Head required. Specific Risk Assessment required LA approval **not** required.
Demanding environments	Areas where there is significant risk to the group from **one or more** of the following factors; • **Hazardous terrain** (e.g. cliffs, very steep slopes etc.) • **Remoteness** (i.e. more than 30 minutes walking time from the nearest normal vehicle access point from which the group could be evacuated) • **Difficult escape** (i.e. places where the group could be trapped and/or where they would need specialist help to escape) • **Exposure to severe weather** (i.e. open to the weather and no easily accessible shelter within 30 minutes walking time for any of the group) • **Open areas without clear boundaries** where the group might stray into hazardous or remote terrain in poor visibility • **water, deep water, or water with strong currents (including tidal flow, waves , floods) where**: ☐ the group will be close to the water **and** there is a significant risk of someone falling in; ☐ the group will be entering the water**.**	**Approval by LA on Evolve required** (following Head's approval on Evolve).

Adventure Activities

All the activities below need to be delivered by an approved external provider or a member of establishment staff holding LA Leader Approval

Land Based Activities Examples	Water Based Activities Examples
Rock climbing/abseiling including climbing walls	Kayaking and canoeing
Mountaineering	Sailing and windsurfing
Hill walking	White water rafting
Trail running or cross country	Waterskiing
Gorge or coastal scrambling/sea cliff traversing/coasteering	Swimming – open water, sea, rivers, canals, lakes
Underground exploration – cave or mine	Swimming – pools – other than LA pools
Snowsports (snow/dry slope)	Improvised rafting
Bushcraft, forest school	All forms of boating including powerboating but excluding commercial transport
Horse riding and pony trekking	Surfing and body boarding
High ropes courses and zip wires	Rowing
Dog sledding	Environmental studies
Orienteering	Yachting, canal boat
Mountain biking and cycling	SUP Stand Up paddle boards
Plus Any activity **including** • **camping** • **fieldwork** • **non-adventure activities** taking place in **demanding environments** as defined in the Table above	

Understanding different models of Adventure Activity Provision *

<u>Please see appendix 1 for an insight into different models.</u>

Please be aware that some venues may have a mixture of activity types and styles. (eg zip wire instructor led, playpark staff led, roller coaster site supervised)

School staff retain duty of care / responsibility for safety on **ALL** trips. It is important to establish who is responsible for activity delivery. Different models of delivery exist e.g.

-**Instructor-led models** where establishment staff are predominantly there in a pastoral role.

Or

-**Venues with no instructors** in place where greater responsibility falls on establishment staff to supervise the group and the activity.

DofE Award groups / Expedition groups

DofE training activities and expeditions must be delivered by LA approved leaders or AAP external providers . Schools need to ensure that all staff supporting training & expeditions are competent and aware of all safety measures including emergency procedures.

Leaders planning a DofE Award expedition or unaccompanied expeditions should read the Guidance for unaccompanied expeditions:

7.1k Unaccompanied expeditions
7.1k Alldeithiau digwmni

This document is intended to set a benchmark for good practice for all involved and to ensure that the expedition meets the requirements of the Local Authority.

Planning of Overseas Visits

Overseas visits require a longer planning, preparation period please read OEAP AAOLEV National Guidance Advice found7.1r Overseas Visits 7.1r Ymwelidau tramor . Take particular note of the advice given above about cancellation terms and conditions, and insurance. Liaise closely with your travel provider about the situation and consider the alternatives should your visit no longer be able to proceed.

Overseas visits fall into two broad types:

- Complete packages arranged and delivered by an external provider. The **Learning Outside the Classroom (LOtC) Quality Badge for Overseas Visits** gives assurance of both quality and safety and is usually awarded by the STF (School Travel Forum). 8.1t Overseas Provider Statement 8.1t Datganiad Darparwr Tramor

- Visits led by the establishment's own staff, often **Erasmus+ Funded**, which may involve input from a variety of partners and providers in the UK and overseas, but the overall delivery is co-ordinated by the establishment rather than by an external provider. Establishments must be aware that these visits require more planning and carry a higher financial risk.

Overseas Expeditions

Please refer to the Guidance on Overseas Expeditions which can be found here:

7.1q Alldeithiau tramor 7.1q Overseas Expeditions

There are no UK statutory standards regulating Overseas Expedition providers, but the following are relevant:

- The **Learning Outside the Classroom (LOtC) Quality Badge for Overseas Expeditions** gives assurance of both quality and safety and is evidence that the provider claims compliance with British Standard BS 8848:2014. It does not involve any inspection of overseas work. This is usually awarded by the EPA (Expedition Providers Association).

- **British Standard BS 8848: 2014** "a specification for the provision of visits, fieldwork, expeditions, and adventurous activities outside the United Kingdom" is a non-statutory standard against which

providers can declare their conformity following self-assessment or assessment by an external body (there is no regulation of the assessing bodies). Any provider claiming to conform to BS8848 who was found not to provide what is required by the standard would be in breach of contract.

- The school / Education Establishment MUST provide parents with full information about the visit so that they can make informed decisions when consenting to the arrangements, including any "Plan B" alternatives. A pre-visit parental briefing session is good practice. It will provide an opportunity for parents to ask questions.

Managing the Financial Risks

You must ensure that you have authority from your employer before you enter into any contract on their behalf. If you do enter into a contract without such authority, you may risk disciplinary action or be personally liable for any costs involved.

All contractual agreements should be between the establishment organising the visit and the provider. You should not allow providers to agree contracts or waivers directly with participants or parents. Details given in advertisements, brochures, websites etc. do not necessarily form part of a contract.

You should check what is included in any contract that you agree. You should check what is included in the terms and conditions of your contract with the Provider to ensure that both schools and parents are clear about any financial consequences of cancellation. See document OEAP NG doc 3.2i "Contracts and Waivers" 3.2i Contractau a hepgoriadau

Terms and Conditions:

When considering whether to agree a contract, you should make sure that you fully understand any relevant terms and conditions. You can often find these on a provider's website while you are in the process of selecting a provider. You should pay particular attention to any terms and conditions regarding:

- The timing and amount of deposits and payments, which are often linked to cancellations terms and conditions
- Where a provider's terms and conditions are not clear, or are not written in plain language, it may be better to look for a different provider.
- If there is anything you do not understand you should take advice or ask the provider for written clarification. If you are not happy with any of the terms and conditions, you should discuss these with the provider – they may be willing to negotiate changes.

Cancellation:

You should be clear about what will happen in the event of postponement, cancellation or curtailment by you, by the other party, or by any of the participants.

If your ability to pay for a visit depends upon payments from parents or participants, it is advisable to ensure that the payment and cancellation terms that you have agreed with them match your commitment to any providers.

You should also check that you have suitable insurance to cover cancellation or curtailment in the event of factors such as sickness or adverse weather and inform participants or parents of any details of the insurance cover that is relevant to them.

Sometimes external factors such as a volcanic eruption, an epidemic, or a change in government travel advice mean that an event cannot go ahead as planned. You should check the terms and conditions, and your insurance policy, about what would happen in these circumstances.

Insurance

Refer to OEAP National Guidance 4.4c Insurance 4.4c Yswiriant and contact your County Insurance Department for any specialist advice especially if travelling overseas.

Public Liability Insurance held by ANY Provider MUST be at a minimum of £10m – please check this before submitting any Evolve forms.

Informed Consent

Consent is required for all offsite and educational visits

3.4n Guidance for Parents 4.3d Parental Consent
3.4n Canllawiau i rhieni 4.3d Cydsyniad rhieni

Anyone organising an off-site visit should:

- Provide parents with sufficient information to make an informed decision about the participation of their young person. Such information may be given in a variety of ways, as the information needed by parents will depend on the nature and complexity of the visit this to include any remote supervision.

- With appropriate security measures in place, parents can give consent electronically - e.g. by email, text, website or apps. Online systems that provide the option for visit-specific e-consent should have the facility for parents to confirm that they have been fully informed, and when and by whom the consent was given. Systems that use a hyperlink or attachment facility should enable the direct connection between consent and information about the visit.

- Where it is not possible for parents to update information electronically, as part of the consent process, it would be sensible to include a statement informing the school of any changes to their young person's medical condition, allergies or individual needs (including any emotional wellbeing or mental health issues which may affect their participation in the visit), agreement to medical treatment and any changes to emergency contact numbers.

- If parents/careers withhold their consent the young person must not be taken on the visit, but the curricular aims of the visit should be delivered to the young person in some other way wherever possible. If the parents/carers give a conditional consent the Head will need to consider whether the young person may be taken on the visit or not.

Commented [EF1]: Change young person to child to maintain consistency?

Inclusion

The overarching principle is that all young persons should be included in all education activities and experiences. The law requires that 'reasonable adjustments' are to be made to include young persons with additional support needs. This might include amendments to the programme, additional staffing etc. The health and safety of all young persons and staff on visits must also be considered.

3.2e Inclusion 3.2 e Cynhwysiant

Behaviour

Exclusion for Behaviour is not one of the protected characteristics defined by the Equality Act.
It may therefore be acceptable to exclude someone from an activity or visit if their potential behaviour presents a significant, unmanageable and unacceptable risk to the health, safety or welfare of either themselves or others, or to the successful completion of the activity or visit.

Where there is some doubt about including or excluding someone on the grounds of their behaviour, you should consider:

- addressing the issue at the earliest stage of planning
- involving all interested parties
- establishing a behaviour management plan with agreed action points that may enable inclusion on the visit
- establishing behaviour targets and timescales to be met to either allow inclusion or trigger a decision to exclude
- providing an additional adult, such as a parent or support worker, with a specific brief to manage behaviour issues
- ensuring that what is expected of staff is reasonable and within their competence
- recording this process

Behaviour Code of Conduct:

8.1i Model Code of conduct 8.1i Cod ymddygiad enghreifftiol r gyfer ymweliadau

Transport

The County does not approve transport providers. This is part of the pre-visit checks carried out by establishments.

Coach and Minibus Provider Statement:

8.1s Coach or Minibus Provider Statement 8.1s Datganiad darparwyr trafnidiaeth bws mini

School staff driving Mini Buses (including nine-Seater vehicles)

Staff must comply with County regulations and guidance for minibus driving

For all but the shortest journey's there should be two school staff on any minibus. Both being able to drive on longer journeys

You must ensure you have the correct licence to drive a minibus and check with your county on MIDAS requirements https://ctauk.org/training/midas/ . Transport, Health and safety, and Insurance departments can provide answers to specific questions.

Overnight driving or driving into the late night by school staff is to be avoided in all but essential cases.

- The risk of a fatigue related incident is increased by driving after working long days.
- There can be challenges with gaining access to services, accommodation, assistance is more difficult.

The exception to this is where an external professional company is employed to provide transport and are working within strict Department for Transport guidelines.

4.5a Transport General Considerations 4.5a Trafnidiaeth

Charging for Activities

Schools and Education Establishments must take account of the law relating to charging for school activities, as set out in the Education Act 1996. Schools and local authorities must not charge for:

- Education provided during school hours
- Education provided outside school hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination that the young person is being prepared for at the school, or part of religious education.
- Transport provided in connection with any educational visit of this type.
- Supply teachers to cover for teachers who are away from school on a visit

3.2c Charging for off site activity 3.2c Codi tal am weithgareddau ysgol

Using External Provider – pre-booking checks

Schools / Educational Establishments may use external providers to support, enhance or supplement their own resources to maximise the outcomes from a visit. You should consider how your establishments and providers work together, and in particular on the roles and responsibilities of establishment staff and provider staff.

A 'provider' means any person or organisation external to your establishment contracted to organise and/or lead all or part of a visit or activity. **As part of visit planning, any external providers should be assessed as suitable to meet the establishments and group's needs and requirements, and relevant safety standards**. 4.4h Defnyddio darparwyr allanol 4.4h Using External Providers

- To reduce bureaucracy for both leaders and providers, you should take advantage of established national approval schemes.
- Check that any provider offers good value for money by comparing with other similar providers. Remember that there is no substitute for first hand, up to date information gained by a pre visit by staff.

Council for
Learning Outside the Classroom

LOtC Quality Badge If the provider has the **LOtC Quality Badge** (Learning Outside the Classroom Quality Badge accreditation). The Quality Badge providers have pledged to engage in an ongoing process to sustain high-quality learning outside the classroom and who have demonstrated that they meet six quality indicators;

1. has a process in place to assist users to plan the learning experience effectively;
2. provides accurate information about its offer;
3. provides activities, experience or resources which meet learner needs;
4. reviews the experience and acts on feedback;
5. meets the needs of the users;
6. has safety management processes in place to manage risk effectively.

Providers that hold the LOtC Quality Badge are not required to provide schools with additional

information on their Safety Management Systems or complete the Provider form . Please check that LOtC providers hold a minimum of £10m Public liability insurance .

Providers who are not LOtC holders will need to complete the Providers Form 8.1q Datganiad darparwr 8.1q Provider Statement

- **Check that this has been satisfactorily completed by the provider before you book and/or upload the form onto Evolve.** This requires them to confirm that they have risk assessments in place for all activities/services that they provide and that these are available to view at the premises on request.
- Please **note that there is no need to obtain copies of the provider's risk assessments**.
- Seek specialist advice on any concerns arising from the provider's responses by contacting your LA Education Visits Advisor.

Urdd centres – Planning a Visit

Glan Llyn & Llangrannog (Instructor led activities) – Holds the LOtC Quality Badge currently, so no need for an independent provider questionnaire. Requires a school risk assessment for times the school staff are supervising young persons e.g. travel, out of activity time, meals, overnight, illness.

Cardiff – (Accommodation & activity booking)- **Not** an LOtC Quality Badge holder, so requires an Independent Provider Questionnaire for the centre and for each External Provider you have booked e.g. Voyager Rib in the Bay, Big Pit. The Urdd hold some of these for the current year so worth checking. Majority of activities are school staff led, so requires a detailed risk assessment of how staff will manage activities as well as out of activity time e.g. travel, out of activity time, meals over night

For both of the above, include your plan if a young person or member of staff is ill and has to return home

Approval of Visit Leaders

Schools should have clear processes for approving people to lead visits or activities. This should ensure that leaders are **accountable, confident and competent** to lead the specific visits or activities for which they are approved.

- Being **accountable** means that the leader has been engaged through an appropriate recruitment process, which includes vetting and induction into the establishment's policies and procedures.
- They should understand the chain of accountability, what is expected of them, and the establishment's policies and procedures.
- Being **confident** includes leaders having the ability to take charge of a situation while being aware of, and understanding, their abilities, as well as their limitations.
- Being **competent** means that the leader has demonstrated the ability to operate effectively and has sufficient relevant experience and knowledge of the activities, the group, and the environments in which the visit will take place. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment.

Relevant experience is not necessarily gained by repeating the same thing several times, but by experiencing a range of different activities and environments. Approval should never be assumed and should involve professional judgement as well as evidence of technical competence.

The Head/Manager or Educational Visits Coordinator (EVC) (when the responsibility is delegated) should make a judgement about the suitability of that person to lead that group on that visit/activity in that environment.

Local Authority Leader Approval

Any school staff or volunteers who wish to lead any activity or visits in any of the demanding environments including Field Studies) or adventurous activities must first be confirmed as technically competent to lead the activity by the Education Visits Advisor.

LA Leader Approval Requests

The person requiring approval **MUST** make a Leader Approval Request (LAR on Evolve) via their own EVOLVE account, these cannot be made by another person (EVC). To do this:

- EVOLVE Home Page
- Click the Blue Icon with two white Person
- Click on Awards and Training bottom left
- Click the Blue + button next to LA Leader Approval requests and complete the two sections:
- Details of the activity you are applying for
    a. A summary of your recent experience
    b. click continue
- Click on Blue + button next to My Awards – browse your files and upload all relevant qualifications including an in date first aid certificate – click continue

Your Head will then approve your request followed by the LA. Approval lasts for 3 years after which you will need to resubmit in the same way.

Approval is normally given only if the following conditions are met:

- The leader has completed a training course in the relevant NGB leadership award where one exists (or has undergone other appropriate training)
- The technical Advisor has made a practical assessment of the leader and can confirm that they are operating at the standard of the relevant NGB leadership award or for a suitable level for site-specific approval to be given. (**To arrange technical Advisor approval the EVC must identify an appropriate technical Advisor who is willing to make a signed statement of competence for the visit leader)**

Depending on depth of experience and technical skill, leaders may be given approval to lead either:

- the activity/activities at specific, named venue(s) at any time for the duration of the approval period;

or

- the activity/activities at all venues that are within the remit of their competence at any time for the duration of the approval period.

Joint visits or collaborative provision

Joint visits planned with or by another establishment or organisation e.g. School, Youth Service, URDD, and Sports Officers

4.4o Joint Visits and Partnership working 4.4o Ymweliadau ar y cyd a gweithio mewn partneriaeth

7.1c Collaborative Provision 7.1c-CYM Darpariaeth Gydweithredol

Any visit or activity involving young people from your school/establishment, or where young people have been recruited through your school/establishment should be treated as one of your own visits **even if another school/establishment or external provider is taking the lead role in organising the visit**. Examples include:

- Sports fixtures/tours where your school/establishment has made young people/parents aware of the opportunity but where the tour is being staffed by other adults
- Collaborative visits with another school/establishment
- DofE Expeditions where young people from your establishment are joining another establishment's expedition
- Transition days organised by a Secondary school for primary school yr 6 pupils – the Secondary school takes the lead.

For these visits, the young person's EVC and Head **must be able to evidence that they have**:

- Ensured that all aspects of planning for the visit meet the County requirements for visit planning and approval (another school/establishment may carry out this planning and approval if they are taking the lead role but if this is the case, the visit plan must include all young people and staff attending the visit from all schools/establishments involved and you must view and approve the visit plan)
- Been sufficiently involved in planning for the visit to ensure that the risk management and pastoral care arrangements (including an appropriate level of 24/7 supervision) are appropriate for the young person/people attending from their establishment
- Checked that the planned activities are appropriate for the young people from their establishment
- Ensured that parents are made aware of the arrangements for supervision and the activities planned and have given their consent to this
- Satisfied themselves that any activities being provided are being delivered by a suitably competent and insured activity provider or leader
- Satisfied themselves that the staff leading the visit are competent to do so e.g. confirmation by another school / establishment Head
- Ensured that the supervisory staff for the visit are made aware of any relevant additional needs **(including medical/dietary/behavioural)** for the young people taking part from their establishment
- Ensured that appropriate support will be provided by the visit leaders to manage any additional needs effectively
- Ensured that they can be contacted in the event of an incident, accident or other emergency

Collaborative Provision involves young people undertaking part of their education away from their home establishment, at sites run by other providers, for example by colleges, employers or training providers.

Responsibilities of the Lead Establishment

The lead establishment should ensure that:

- They have a robust policy that sets out the operational requirements for collaborative working which includes clear arrangements for the hand-over of responsibility for supervision;
- They have appointed a named co-ordinator to take oversight and responsibility for the collaborative arrangements;
- The establishment's policy for collaborative provision is shared with the provider, and that the provider understands the requirements of this policy;
- If the provider does not comply with the same policy and procedures for outdoor learning and off-

site visits, the home establishment should have a copy of the provider's policy and procedures and understand how these operate;
- There is a contract or service level agreement with the provider;
- There is effective two-way communication to ensure both the provider and home establishment are kept updated on specific health and safety, medical, special educational needs, disability and welfare issues;
- Parents are fully informed of the nature of provision (including any transport arrangements), and appropriate consents are obtained;
- Quality assurance procedures are agreed with the provider, including reporting procedures, and these are subject to on-going review;
- Transport arrangements are properly risk-assessed and subject to on-going review, informing parents as appropriate.

For all collaborative visits, the EVC and Head must be able to evidence that they have:

- Ensured that each participating school should be sufficiently involved in planning for the visit to ensure that the risk management and pastoral care arrangements, including appropriate level of 24/7 supervision for their young people.
- Checked that the planned activities are appropriate for the young people from their establishment
- Ensured that parents are made aware of the arrangements for supervision and the activities planned and have given their consent to this.
- Ensured that the supervisory staff for the visit are made aware of any relevant additional needs **(including medical/dietary/behavioural)** for the young people taking part from their establishment
- Ensured that appropriate support will be provided by the visit leaders to manage any additional needs effectively.
- Ensured that they can be contacted in the event of an incident, accident or other emergency.

Media Considerations

Electronic devices can on occasion, be of benefit. However, electronic devices can also be a hindrance. It is strongly recommended that there is control over indiscriminate and potentially damaging use of mobile phones and social media by groups on educational visits. The safeguarding of all participants is paramount and guidance for participants and parents needs to reflect the importance of this. This is especially important when dealing with the unlikely and unfortunate event of an incident / accident as this may impede the support of dealing with an emergency.

Staff supervision of Visits

Visits planned and organised by the establishment must have establishment staff in a supervisory role.

Record Keeping

The EVOLVE system acts as a record for any visit planned and approved on the system.
Schools/establishments therefore only need to retain the following details for any particular visit:
- List of participants
- Parental consent forms

Where an accident or incident has been reported the school/establishment should:
- Retain the parental consent form for the young person(s) involved.
- If there has been an accident/incident on a visit, schools/establishments must ensure that the LA is

notified according to LA procedures. The LA will keep accident/incident records until the young person reaches age 21 (or for 3 years in the case of an adult).
- Schools/ establishments therefore do not need to retain records of accident/incidents reported to the LA unless they wish to do so for their own purposes.
- If a visit leader or school/ establishment receives notification of a claim they should not respond directly but should pass the details to the LA claims manager/insurance section.

Monitoring

Internal monitoring by the Head/EVC

The Head/EVC must monitor visit leaders from time to time to ensure compliance with school/establishment policy.

Monitoring by the Head/EVC should include:

- scrutiny of standards of visit planning and organisation as part of the visit approval process
- occasional observation of visit leadership

3.2b Monitoring 3.2b Monitro

Monitoring by the LA

The LA will monitor schools/establishments to ensure compliance with LA guidance.

Incident Management

Emergency action flowchart for Visit Leaders and School Base Emergency Contacts

- This section sets out the action to be taken, in the event of an Emergency /Critical incident on an educational visit.
- Schools/ Establishments are provided with emergency action flowcharts, and this must be carried by all visit leaders taking part in any offsite activity or visit.
- All staff on a visit must have all accompanying staff phone numbers and the school Emergency contacts on their phone
- ALL school EMERGENCY CONTACTS MUST be 24 hours even for a day visit in case of late return or incident

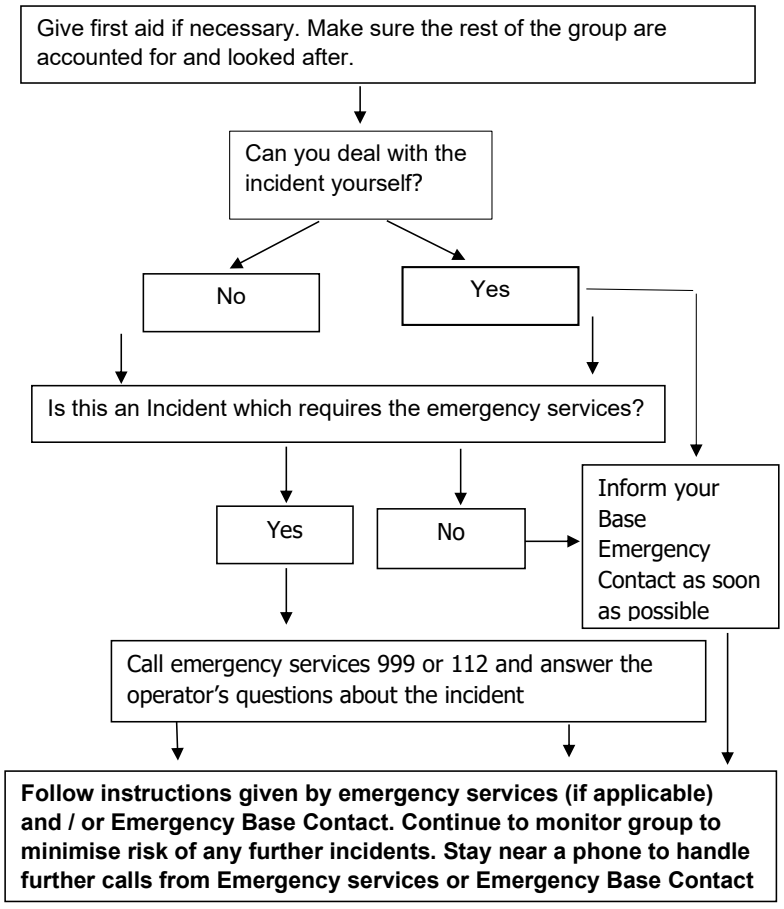
Definitions

1. Incident: a situation dealt with by the Visit Leader, who remains in control and can cope.
2. Emergency: an incident that overwhelms the coping strategies of the Visit Leader so that they refer to the Emergency Contact for help and may require the emergency services.
3. Critical Incident: an incident that meets the definition and is probably overwhelming the coping strategies of both the Visit Leader and the school's Visit Emergency Plan.

24 Hours Emergency Contacts in Event of Critical Incident: LA Out-of-hours contact information can be found in' Resources' section on Evolve.

Emergency action flowchart for Visit Leaders

This flowchart must be completed by your establishment and carried by all visit leaders taking part in the visit.
In the event of an emergency - Do not speak to the media –
Direct all media enquiries to Local Authority (LA) press officer



Emergency Contact Crib Card

1. School/establishment Office Number:
2. Base Emergency Contact
   Name: **Gwenan Roberts** Tel: **01745890331**
   Name: **Meirion Edwards** Tel: **01745890331**

In the event of a Critical Incident or serious incident that can't be dealt with by yourself and where your Emergency Base Contact is not contactable contact the LA:

(Office hours)
Name: James Curran **Tel: 01824706254**
Name: Geraint Davies **Tel: 01824708064**
Out of office hours
Name: James Curran **Tel: 07767670007**
Name: **Tel:**

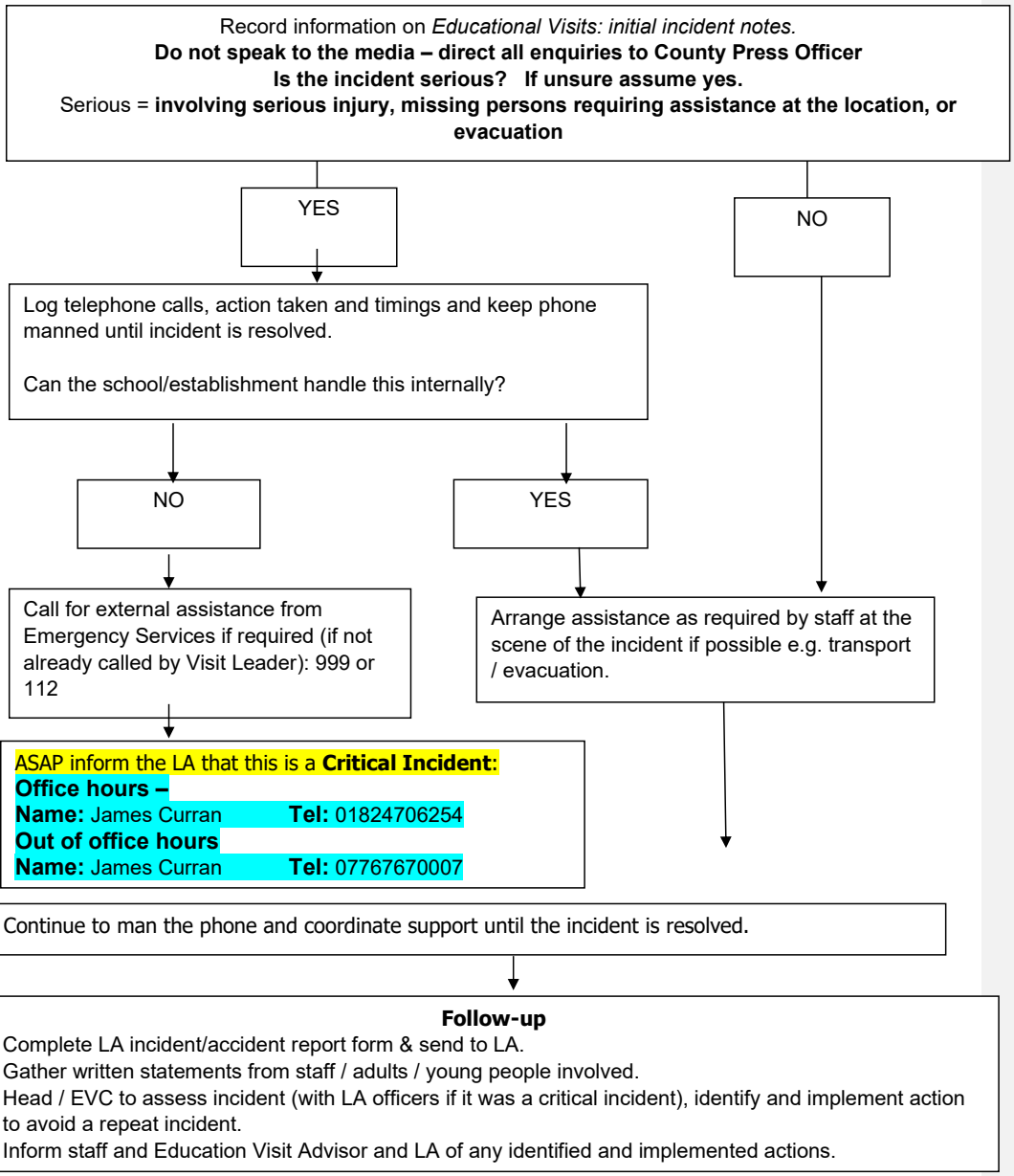
Emergency Procedures: LEADER / TEACHER INCAPACITATION
USE COMMON SENSE in terms of looking after yourself and group
PRIORITY IS TO KEEP GROUP SAFE AND WARM AND TO AWAIT FURTHER HELP –School safety procedures will kick in if a group is late back – help will arrive.
What to do
MAY NEED TO MOVE TO A SAFE AREA and out of immediate / further danger.
USE KIT TO KEEP GROUP WARM / SAFE
ADMINISTERING 1ST AID – may have to move if safe to do so.

PHONING FOR ASSISTANCE –
Use Leaders phone to ring:
Emergency Base contact and/or **Emergency Services (999 or 112 if no signal)**

GIVE AS MUCH INFORMATION AS POSSIBLE:
- Location and details of the incident
- Numbers injured & name of instructor
- Action taken - NEED EMERGENCY SERVICES?

DO SUMMON HELP FROM OTHER GROUPS AT THE VENUE IF SAFE TO DO SO.

Ysgol Pant Pstynog nominated Emergency Base Contact for each visit



Educational Visits: initial incident notes

This form can be used by the Emergency Base Contact (or LA call handler) to take rough notes during the period that they are handling an emergency call. The Head must ultimately ensure that the LA incident/accident reporting procedures are completed as soon as possible after the incident.

Name and role of person making the emergency call _____

Contact number(s) for person making call _____

Name and number of Base Emergency Contact (if different from above)
_____

Name of group's school/establishment_____

Number in group and age range _____

Name(s) of any lost or injured individuals(s)
1.
2.
3.
4.

Time and date of incident_____ Location of incident_____

Activity taking place at the time _____

Vehicles involved (if applicable)_____

Description of incident and action taken (continue on separate sheets as necessary)

Form completed by_____ Date:_____

Risk management procedures

1. Risk Assessment – identifying and assessing hazards which could pose significant risks to health and safety, and planning measures to control them so that the risks are reduced to an acceptable level.
2. Implementation of the control measures, before and during the activity. It requires competent leadership to effectively identify the potential hazards and behaviours, understand the risks, and implement the planned control measures

Balancing Risks and Benefits

A key part of the process of risk assessment is to decide what risks are acceptable. This involves a judgement about whether the benefits are worth the risks and is a normal part of everyday life.

Carrying Out a Risk Assessment Risk assessment involves the following steps:

1. Identify the potential benefits to be gained from the activity.
2. Identify any significant hazards (including behaviours) which could cause harm to those involved.
3. Decide how likely it is that someone could be harmed by these hazards, and how serious it could be. Focus on the significant risks, taking a common sense and proportionate approach.
4. Plan control measures to reduce these risks as low as reasonably practicable without losing the benefits.
5. Use professional judgement to decide whether, in order to gain the benefits, the remaining risks are acceptable.
6. Record your findings: the benefits, any significant hazards and the planned control measures.

4.3c Rheoli Risg Trosolwg 4.3cRisk Management Overview
4.1a Osgoi damweiniau ac argyfyngau 4.1a Avoiding Accidents and Emergencies

Establishments should have a **Generic Risk Assessment** that is updated annually for all offsite visits. This would cover all routine visits and generic risks associated with non-routine visits also.

Every visit requires a **Specific Risk Assessment** based on the STAGER variables: 9b STAGER diagram 9b SAGGAP . This should be signed by visit leaders and dated.

- **For Joint Visits - those involving one or more schools then all participating schools** must agree and sign the **Risk Management Agreement Plan** for **the visit (**please see below **Risk Management Form for Joint visits**)**.** These visits might include residential visits to Glan Llyn, Ski courses, Sporting Events etc.
- See below for Template Generic Risk Assessments that can be amended to suit your group and visit.

Template Risk management form: All off site visits – Routine and Non Routine

- You **must** amend the risk management procedures in this section to reflect the way that **your** visit leaders manage routine off site visits.
- Date of last Review :_____ By_____ Date Completed : _____

Significant hazards and harm which may occur	**Who might be harmed?**	**Safety measures:** *Measures that are in place and/or will be taken to reduce the risk to a tolerable level*
Crossing roads/walking along pavements	Pupils	• Brief young person of conduct expected of them when walking/crossing roads • Ensure staff wearing hi-viz vests, are placed at front, middle and rear of young person. • Pupils to walk in pairs or single file. • Members of staff to choose safe place to cross roads (if not using recognized pedestrian crossing) • 2 members of staff wearing hi-viz vests to stand in road with young person walking between.
Weather conditions	Pupils/staff	• Check weather forecast prior to visit • Brief young persons/parents of possible weather conditions prior to visit • Ensure appropriate clothing/footwear is worn or taken bearing in mind Summer and Winter conditions • ***Ensure First Aid kit is carried by visit leader*** • ***Advise parents to pack additional food/water*** • Check with parents that it is OK to put sun cream on young persons • Take spare clothes for young persons not suitably prepared • Ensure emergency shelter is taken if in demanding environment
Scientific démonstrations at science venues	Pupils	• School/establishment staff to ensure that young persons follow instructions of qualified staff at venue and to adhere to rules regarding proximity

Significant hazards and harm which may occur	**Who might be harmed?**	**Safety measures:** *Measures that are in place and/or will be taken to reduce the risk to a tolerable level*
Trips, slips and falls	Pupils/staff	• Ensure appropriate footwear is worn and shoelaces tied • Brief young persons/staff of possible areas where trips, slips and falls may occur • Ensure First Aid kit is carried by visit leader • Ensure any medical conditions of young persons are disclosed prior to visit
Transport to and from venues	Pupils/staff	• Ensure recognised LA bus company is used and necessary checks carried out • Ensure seat belts are worn at all times and are checked by visit leader • ***If using establishment own minibus adhere to LA policies and procedures*** • ***Additional Transport risk assessment in place*** • ***Staff familiar with emergency exits on transport***
Stranger danger	Pupils	• Ensure young persons are made aware not to walk off with an unknown adult unless given specific instruction by visit leader. • Regular head counts • Supervised at all times, including appropriate supervision when toileting
Beach/coastal visits - washed into sea caught by rising tide	Staff and young persons	• Check tide times before embarking on trip • Check weather forecast for day of visit • Brief young persons and staff not to go near water's edge
Accident/emergency	Staff and Pupils	• Follow emergency procedure guidelines carried by visit leader • Ensure suitable staff helper (in addition to visit leader) understands emergency procedure • Brief young persons of what to do in an emergency and how to summon help
Getting lost/separated from group (outdoor venues)	Staff and Pupils	• Regular headcounts • Ensure young persons are to stay in small groups • Ensure staff accompany young persons at all times • Brief young persons to stay put if lost or separated and to shout for attention • Ensure all young persons know name of visit leader, staff and school/establishment name

Significant hazards and harm which may occur	**Who might be harmed?**	**Safety measures:** *Measures that are in place and/or will be taken to reduce the risk to a tolerable level*
Getting lost/separated from group (indoor venues)	Staff and Pupils	• Regular headcounts • Ensure young persons are to stay in small groups • Ensure staff accompany young persons at all times • Brief young persons to stay at venue if lost or separated never to leave the premises • Brief young persons to make their way to reception • Ensure all young persons know name of visit leader, staff and school/establishment name
Medical Conditions	Staff and Pupils	• Ensure medical conditions are disclosed prior to visit • Ensure consent is given for staff member to administer medicine if required • Ensure medicines, epi pens, inhalers, etc. are carried by visit leader • Ensure at least one staff member/adult volunteer knows how to administer medicine if required.
Walking in local countryside	Staff and Pupils	• Brief young persons and helpers of proposed route • Brief young persons of appropriate behaviour • Ensure member of staff at front, middle and rear of young persons • Ensure correct clothing and footwear is used
Absconding Pupils	Pupils	• Identify which young person/s / Staff member/s have absconded • Identify when was the last time you have seen them • Consider if they are late or if they have purposely absconded • Contact school for advice • School will either call the emergency contact or advise the staff on the visit to do so. • Review if the young persons have friends on the visit and if they have the young person's telephone number so that an attempt can be made to contact them directly, if needed. • Headteacher to be kept informed by the EVC • EVC / Headteacher to consider if this is an emergency. • Post event, review and communicate with all parties

Significant hazards and harm which may occur	**Who might be harmed?**	**Safety measures:** *Measures that are in place and/or will be taken to reduce the risk to a tolerable level*
Farm Visits Machinery, vehicles, risk of allergy, contamination, bites, kicks, etc.	Pupils and staff	• Brief young persons to stay out of way of machinery/vehicles and to follow supervision by farm staff • Ensure parents have informed staff prior to visit of possible allergies • Ensure medicines are carried by visit leader (if required) • Brief young person not to touch animals unless safe to do so • Ensure young persons/staff are made aware of farm rules, reinforced by farm staff • Ensure all eating is done in hygienic locations • Ensure young person wash hands before eating and after touching animals • Make sure First Aid kit is carried
Castle visits High walls – falls Steep, dark stairs – falls	Pupils and staff	• Visit leader knows venue and specific areas of risk in the castle (following recce) • Brief other staff • Supervise young persons appropriately

Non-Routine Activities and Visits Sample Assessments Templates

Template Risk management form: Residential trips

Add the details as required for your trip site eg single or shared site with other schools, Centre site e.g. forest, water, urban, city
Accommodation hostel/hotel/tents
Date completed :_____ By_____

Significant hazards and harm which may occur	**Who might be harmed?**	**Safety measures:** *Measures that are in place and/or will be taken to reduce the risk to a tolerable level*
Transport to and from venues	Pupils and staff	• Ensure suitable bus company is used • Schools staff have bus company and driver contact details • Ensure seat belts are worn at all times and are checked by visit leader. • Staff to ensure first aid kit to be on bus before leaving.
Meal times	Pupils	• Ensure young person are made aware of the rules of the venue, all members of staff to supervise. • Children are reminded of the importance of hygiene before meal times including handwashing. • Dietary requirements sent to venue beforehand, school staff to also be aware of any requirements.
Out of activity time	Pupils	• Children are aware of the rules at the venue and reminded of the need for exemplary behaviour at all times. • All young person to know where members of staff are at all times. • Staff are accessible to young person at all times. • Staff to check on the young person on a regular basis to ensure behaviour standards are met.
Overnight	Pupils	• Children to be given clear instructions of when they are expected to go to sleep. • Members of staff to stay up for a period of time after lights out to ensure that all young person are asleep. • All young person to be aware of how to contact a member of staff if they are needed overnight. • Staff to check on each room before going to sleep. • Staff to follow procedure of the venue in terms of locking doors before going to sleep. • Children are reminded the need to stay in their rooms until instructed in

		the morning by a member of staff and to only leave in a case of an emergency.
Illness - Child		• Child to be cared for by a member of staff at all times. • Contact numbers for parents to be kept in a central place for all members of staff to access. • Parents to be contacted if members of staff feel there is a need. •
Illness – Staff		• Ensure enough members of staff are available in terms of ratios. • Member of staff to bring a car with them with business insurance. • School contact to be contactable throughout the trip.
Additional Needs / Medical issues / Behaviour		• Ensure these are risk assessed and Centre Staff ae made aware of any additional support requirements including any Care Plans that are in place
Emergency Procedures		• See Emergency Procedures flow chart in the Schools Visit Policy – A copy should be available to all staff on the visit • ……Emergency Contact **Mobile** Number
Roles and Responsibilities		• Provider responsibilities …….. • School Staff responsibilities……

Template Risk management form: Day Visits

Add the details as required for your trip site eg single or shared site with other schools, Centre site eg forest, water, urban, city
Date completed _____ By_____

Significant hazards and harm which may occur	Who might be harmed?	Safety Measures: Measures that are in place and/or will be taken to reduce the risk to a tolerable level
Weather Conditions	Students / Staff	• Check weather forecast prior to visit • Brief Young persons /parents of possible weather conditions prior to visit • Ensure appropriate clothing/footwear/sunscreen/lotions are worn or taken bearing in mind Summer/Winter conditions • Ensure emergency shelter is taken if in demanding environment
Trips, slips and falls	Students / Staff	• Ensure appropriated footwear is worn and shoelaces tied • Brief Young persons /staff of possible areas where trips, slips and falls may occur • ENSURE FIRST AID KIT is carried by visit leader • Ensure any medical conditions of students are disclosed prior to visit
Transport to and from venues	Students / Staff	• Ensure recognised Local Authority bus company is used • Ensure head count is taken when getting on transport and on leaving transport • Ensure seat belts are worn at all times and are checked by visit leader • Ensure staff are placed at strategic points throughout the transport • Staff to ensure behaviour of young persons (distraction to driver/other road users) CCTV installed on all coaches to deter and/or review incidents
Getting lost/separated from group (outdoor venues)	Students / Staff	• Pre-Visit to carry out Risk Assessment • Ensure regular head counts are taken • Ensure young persons are informed to stay in small groups • Ensure staff accompany young persons at all Brief young persons to stay put if lost or separated and shout for help • Ensure young persons follow/listen carefully to staff of venue for activities safety procedures (for those with medical conditions staff are to ensure that they fully understand what is expected)

Specific Medical / Behaviour Issues in group		•

Risk Management Form for Joint visits

This form must be completed jointly and signed by the visit leader of all participating school(s) and shared with all leaders. This form should then be scanned and attached to the EVOLVE visit form.

Participating schools: Name of participating schools
Date risk assessment completed:
Completed by (name, school & signature):
Date of visit :

Significant hazards and harm which may occur	**Who might be harmed?**	**Safety measures:** *Measures that are in place and/or will be taken to reduce the risk to a tolerable level*
Transport to and from venues: • Road traffic accidents • Behavioural issues	Pupils Staff	• Ensure Transport Provider Form has been completed by transport company • Ensure seat belts are worn at all times by staff and young persons and are checked by school visit leader • Visit leader to have available information re young persons and staff in case of an emergency en route - first aid kit / sick kit. • Expectations of behaviour to be communicated to young persons at the beginning of the journey - e.g. young persons remain seated. • School staff supervise the young persons in their care to ensure they behave appropriately during the journey.
Accident/emergency: • To young person • To member of staff	Pupils Staff	• Follow **provider** and school's own emergency procedures in • the event of an incident. • Ensure all staff understand emergency procedures. • Brief young person of what to do in an emergency and how to summon help. • Ensure County accident / incident form is completed. • If an adult emergency, ensure enough supervisory cover remains throughout the visit.
Medical conditions (staff and young persons) & behavioural issues	Pupils Staff	• Ensure all consent forms are completed correctly prior to the visit and consent is given for staff member to administer medicine if required. • Ensure medical conditions of staff and young persons are disclosed prior to the visit and known to organising provider

		staff). • Individual Care Plan /Personal Risk Assessment must be brought and shared with supervisory staff as and when appropriate • Ensure medicines, epi pens, inhalers, etc. supplied are stored safely and available to use in emergency. • Inhalers to be accessible to young persons during activity sessions • Ensure at least one staff member/adult volunteer knows how to administer medicine if required.
Time outside of Centre staff-led activities (including before/between/after activities, mealtimes and overnight): • Behavioural issues • Stranger danger	Pupils Staff	• Young persons given guidelines re expected behaviour around the centre between activities. • School's own behaviour policy to be implemented • Ultimate responsibility with staff from the individual schools. • young persons are reminded of the rules / boundaries regularly. • School staff to be responsible for their young persons during free time and meal times.
Town/Resort visit: • Road traffic accidents • Stranger danger • Getting lost • Behavioral issues	Pupils Staff	• Brief young persons on conduct expected of them • Brief young persons on specific risks in town e.g. road traffic (and safe crossing point), stranger danger • Ensure staff are placed at front, middle and rear of young persons when walking as a group • Regular headcounts • Ensure young persons stay in small groups • Ensure young persons are accompanied by an adult at all times during the visit • Brief young persons on action to take if they get lost or separated from their group • Ensure that buses are up to standard, seatbelts are working and have a certificate of “road use”. Draw driver’s attention to any defects/ problems. • Train breakdown – discuss with train driver options available to the passengers and discuss with staff on train where possible.
Centre staff-led activities • Behavioural issues • Emergency or accident to young person or staff member	Pupils Staff	• Inform supervisory staff of any issues regarding medical or behaviour. • Staff to report any incident or accident to manager of Centre and follow accident / emergency procedures.

		•

Appendix 1 – School Trips – who's running it?

- All trips need a **clear aim / purpose** (start of the risk management process)
- Staff must **assess suitability** of the venue / activity for the group
- All of these trips are **classed as Non-Routine & Adventurous** (planned on Evolve)
- **School staff retain Duty of Care** / responsibility for safety on ALL trips
- Providers must be **checked prior to use,** and all must hold a **min of £10M Public Liability** Insurance
- All external providers must **complete a** **Provider Statement** (except LOTC Qb holders)

PROVIDER- LED ADVENTURE ACTIVITIES : AALA or LOTC Qb

Eg : URDD centres , PGL , Nant BH , Pen y Bryn Outdoors, Sblash Aquapark (*)

Provider takes full responsibility for safety management .

School staff support with pastoral care & supervision

VENUE-ONLY ADVENTURE ACTIVITIES - Medium Risk

Eg Ice Skating

Motorised activities (with additional control measures)

Theme Parks / Visitor Attractions

Eg Gullivers world , Greenwood, Bewilderwood, Alton Towers

Soft Play / Fun Centres (no formal adventure activity)

Swimming pools + slides

Venue provides a safe facility + "acceptance of risk" statement

No activities are "led" by the provider

Supervision of activities within reasonable expectations and capabilities of school staff

VENUE-ONLY ADVENTURE ACTIVITIES - Higher Risk

Examples : Trampoline Parks , Aquaparks

Crocky Trail , Manley Mere

High powered commercial karting

"Clip and climb" adventure activities within fun centres

"Ninja Warrior" style activity centres

Indoor Water park / wave machines etc

Safe facility but take no responsibility for safety – Waivers / Disclaimers

Expectation of higher level of competence to manage safely

Unsuitable for school trips unless effectively led by qualified/competent staff