

Off-site Visits - Operational Procedures

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Introduction

Learning beyond the classroom is a powerful vehicle for providing opportunities both for concentrated study and activity, and promoting young people's social, personal and moral development. They are an opportunity to extend pupils' learning and enrich their appreciation and understanding of themselves, others and the world around them. They can be the catalyst for improved academic performance, a lifetime interest or in some cases professional fulfilment.

This contributes to the total education of young people in many ways:

- *It can contribute to all subject areas of the curriculum. Specific disciplines may require the use of activities as a central part of the provision and understanding of that curriculum area.*
- *It places learning in context, which is of particular importance for those with limited horizons.*
- *It can raise achievement by increasing knowledge, understanding, boost self-esteem, confidence and motivation.*
- *It can provide an important vehicle for personal and social development of young people by:-*
 - *Using the challenge and group co-operation aspects of the activities for planned personal development sessions.*
 - *Using a residential element to explore the realities of social living in a group.*
- *It can provide a vehicle for an understanding and development of environmental education which is recognised as a cross curricular theme in its own right. This may take the form of:-*
 - *A course of study for students pursuing this as a discrete topic.*
 - *A general education across all subjects for all students.*
- *It can provide an insight into various sporting activities, which by virtue of their make-up allow adventure to be accepted at an individual level and which thereby provides a recreation activity which may be pursued in later life or by providing the basis of a career in the future.*
- *It can provide a real situation for the practical application of many other subjects. For example map reading, logistics, theory of sailing or climbing and forces involved in river or sea canoeing all involve practical and meaningful application of mathematical and scientific principles.*

Outdoor education in its widest and most complete sense encompasses the moving, living and learning in a wide variety of situations out of doors and frequently off-site. Many of these activities may be undertaken in urban and/or rural settings and may involve land, water, or airborne contributions. Outdoor experiences can make a unique contribution to education through:

- *the sharing of experiences with others;*
- *the explanation and exploration of personal beliefs, attitudes and values;*
- *living and co-operating with others.*

Contents

Introduction page 2

Section

1. Responsibilities page 4
2. Approval for off site visits/activities page 8
3. Approval flowchart page 12
4. Supervision and preparation of pupils page 13
5. Risk management page 18

Appendices

- A. Visit or Activity Leader Responsibilities / Visit Leader Checklist page 22
- B. External Provider Statement page 28
- C. Generic Risk Assessments page 33
- D. Delta Adventure Activity Leadership Matrix page 56
- E. Delta Policy on Transporting and Escorting Children on Out of School Activities page 61
- F. Registration of personal vehicles for use on academy business page 65
- G. Delta Guidance for DBS Checking of Volunteers in Academies page 66
- H. Sample Information for Academy Volunteers page 67
- I. Guidance on Drug Issues and Off-site Visits and Activities page 70
- J. Questionnaire for Young People Going on a Visit page 78
- K. Exchange Visit Questionnaire page 79
- L. Emergency Card – Visit Leader page 81
- M. Emergency Card – Home' Contact page 82
- N. Group Safety at Water Margins page 83

This Offsite Visits –Operational Procedures applies to all employees of Delta Academies Trust (referred to as “Delta” or “the Trust”).

Section 1

Responsibilities

Various personnel have responsibility and accountability for the safe organisation, and delivery, of any off-site visit or outdoor adventurous activity. Although all Delta academies have adopted the “OEAP National Guidance (OEAPNG)” as “Delta Academies Trust Employer Guidance” the following will quickly clarify the situation. Links are also provided to the definitive pages on the National Guidance website.

The Employer – The Trust

The Trust has overall responsibility for Health & Safety on all ventures, this is a responsibility that cannot be devolved but elements can be delegated to individual establishments. Where this responsibility is delegated it is exercised on behalf of the Trust and must have in place robust systems to monitor such work. The Trust has the responsibility for advising employees on best practice, safety and other considerations that are contained in this document and National Guidance. Delta’s responsibilities can be summarised as;

- The health, safety and welfare of staff.
- The health and safety of young people both in establishments and on off-site visits.
- The health and safety of visitors to establishments, and volunteers involved in any in on site activity.
- Appointment or identification of an Outdoor Education Consultant.
- Providing written guidelines for AAB members, heads and staff including advice on risk assessment.
- Assess proposals for certain types of visit and authorize certain types of venture.
- Provide emergency telephone contact for the duration of the visit where necessary and practical support for crisis management.
- Ensure training needs have been addressed.
- Provide relevant training to those engaged in running ventures.
- Provide access to named staff for advice.
- Maintain appropriate insurance cover.
- Have in place procedures to monitor and review safety during off-site visits and activities

For further guidance see: <http://oeapng.info/>

Academy Advisory Body

Members of an academy AAB should view their main role as being "to enable and ensure"; otherwise described as being a “critical friend”.

An AAB should ensure that:

- They have a clear understanding of who is the direct employer of academy staff (the Trust).
- The academy for which they are responsible has employer policy in place, which should be formally adopt from the trust employer’s policy.
- There is an academy Visit Policy.
- There are training regimes in place as required by employer policy.
- There is a trained EVC in place and such person meets employer requirements.
- There are approval procedures in place at academy level and notification procedures in place between the academy and the employer as required by employer policy.
- The academy Visit Policy supports the principles of inclusion.
- There are monitoring procedures in place.

For further guidance see: <http://oeapng.info/governors/>

Principals

Principals should ensure that academy practice follows the requirements and recommendations of their employer's policy. They should also have an academy Visit Policy that makes a formal statement linking their policy to employer policy, as well as setting out internal procedures to implement both policy and guidance.

Principals should be aware that the appointment of an academy Educational Visits Coordinator (EVC) is critical to the implementation of this policy. All academies should have a currently validated EVC. This is a requirement in employer policy and Principals should act accordingly.

Principals should be aware that the EVC they appoint should meet the criteria as defined and determined by their employer policy (see below).

Principals should designate a named person to fulfil the role of EVC but may choose to designate themselves.

When the Principal has not designated a named member of staff, then the functions of the EVC will automatically be attached to the Principal.

For further guidance see: <http://oeapng.info/head-manager/>

Educational Visits Coordinators (EVCs)

Those appointing an EVC should ensure that the designated person has undertaken the EVC training required by the Trust and that they meet any person specification recommended by the Trust.

In order to carry out the full range of functions expected of an EVC (which includes taking a lead on assessing Visit/Activity Leader competence within the academy), EVCs should have:

- attended an employer-led EVC Training Course and have revalidated this accreditation if that is required;
- significant experience of practical off-site activity and visit leadership
- status within the establishment that enables them to guide the working practices of their colleagues.
- attend annual update forum.

The role of EVC cannot be seen as purely administrative. However, an academy may choose to send more than one member of staff to EVC training so that the administrative tasks can be separated from the operational functions.

The EVC should ensure that all off-site activities put in place by their academy meet the requirements of their employer's policy, as well as the requirements of academy policy and procedures. EVCs should therefore be a focal point of off-site activity planning within their academy. By the use of Evolve database they should keep appropriate records of all off-site activity and ensure that there is sample monitoring of provision.

The EVC should:

- Ensure that there is an academy policy for off-site activity.
- Lead on assessing competence of appointed leaders.
- Organise training and induction of Visit/Activity Leaders and Assistant Leaders.
- Ensure that there are administrative audit trails.
- Sample monitor activities to ensure that there is a match between policy and field operations.
- Ensure that systems and procedures are reviewed.

For further guidance see: <http://oeapng.info/evc/>

Visit and Activity Leaders

Those formally appointing a designated Visit or Activity Leader should take account of the following:

- A Visit/Activity Leader should be formally approved for the event-specific activity.
- A Visit/Activity Leader **must** be formally assessed as being competent.
- To ensure that those leading visits have appropriate understanding of employer policy, THE TRUST will provide formally accredited Visit Leader training.
- The officially approved and designated Visit/Activity Leader should be:
 - Accountable (being accountable implies being an employee, or legally contracted - and thus part of a chain of specified roles and responsibilities with a clear audit trail)
 - Competent
 - Confident (a leader who is not confident may not be effective).

Competence requires that the leader can demonstrate the ability to operate to current standards of recognised good practice and the following indicators of competence should be in place:

- Appropriate knowledge and understanding of:
 1. employer policy reinforced by formal training
 2. establishment procedure reinforced by a formal induction
 3. the group, the staff, the activity and the venue
- Recent and relevant experience;
- In certain cases, a formally accredited qualification e.g. first aid, adventure activities leadership/coaching award.

Where a Visit Leader or Assistant Leader plans to provide their own adventurous activities to young people, it is compulsory that competence is externally and credibly verified.

This can be achieved by:

- holding a current NGB leadership award (or equivalent);

A Visit/Activity Leader **must** follow employer policy and academy policy and procedures.

A Visit/Activity Leader **must** ensure that the activity is properly planned and that the plan includes appropriate risk management procedures based on a risk-benefit analysis. This will include the use of all appropriate P.P.E. for staff and students e.g. Cycle, ski, climbing and watersport helmets, clothing, footwear, etc.

A Visit/Activity Leader **must** ensure that the roles and responsibilities of other staff (and young people) are properly defined and communicated, ensuring effective supervision.

For further guidance see: <http://oeapng.info/visit-leader/>
Appendix A of this document

Assistant Leaders

Those appointing Assistant Leaders should ensure that those appointed are:

- Suitably competent and knowledgeable about academy and employer policies/procedures, insofar as they affect the responsibilities they have been assigned.
- Specifically competent to carry out such tasks as they are assigned.
- Fully briefed to ensure that they understand the role and responsibilities expected of them.

For further guidance see: <http://oeapng.info/assistant-leader/>

Volunteer Helpers

Those appointing Volunteer Helpers should ensure that those appointed are:

- suitably competent and knowledgeable about academy and employer policies/procedures, insofar as they affect the responsibilities they have been assigned;
- confident in their understanding of the role and responsibilities that they have been assigned and how these integrate with other staff;
- enabled to contribute to the evaluation of all aspects of the visit/activity;
- appropriately briefed on:
 - group characteristics, including age, health, capabilities, special educational needs, behaviour and any other relevant matters in the context of the visit.
 - nature and location of the activity.

Where the Volunteer Helper is a parent (or otherwise in a close relationship with a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management, particularly if there is a serious incident. There is a probability that the Helper may be distracted by the needs of their own child, rather than looking to the needs of the whole group. This means that the Visit Leader should directly address this issue as part of the Risk-Benefit assessment and not assign a Volunteer Helper to a leadership role which gives them a direct responsibility for their own child, other than where this is a risk-managed part of the master plan.

For further guidance see: <http://oeapng.info/download/1128/>

Those in a position of Parental Authority

Those in a position of parental authority should be aware of the following:

- Their right to full information.
- Their need to provide full information about their child.
- The requirements for parental consent (where applicable).
- The need for parents and young people to have a proper understanding of behavioural expectations and sanctions which may be set out in a Code of Conduct.
- The need to provide the Visit Leader with a 24/7 home emergency contact number.

For further guidance see: <http://oeapng.info/parents/>

Section 2

Approval for Off-Site Visits or Activities

Competence generally exists in academies to make sensible judgements and give **Formal Approval** for most types of visit or activity.

Individual Delta academies may give **Formal Approval** for all types of visit or activity **EXCEPT** those detailed below:

- All visits and activities abroad- ***Pre-authorisation by ELT Educational Lead is required for this type of visit.***
- All Adventure Activity visits and activities that are not included in the Matrix of Approved Adventure Activities and Leader Competence ***Pre-authorisation by ELT Educational Lead is required for this type of visit.***

Application forms for Pre-Authorisation by ELT Educational Lead are available within EVOLVE

- Where an academy is planning a residential or overseas visit that will require Delta Formal Approval and a commercial contract must be signed, a request for pre- approval from ELT Education Leads must be obtained prior to the signing of the contract or paying any deposit.
- Where guidance or advice is required prior to Formal Approval being given, the Trust should be contacted as soon as possible.

The Trust **must** approve these types of visit or activity and they **must not** go ahead without it. Visits under these headings are approved by the academy in the normal way under their Policy arrangements and submitted to the Trust for their additional Formal Approval using Evolve.

Please note:

- All visits and activities that take children beyond the academy premises require recorded Formal Approval. (See page 12 for the approval process.)
- The academy's Visits Policy must detail who in the academy may give Formal Approval for visits or activities. This delegated responsibility from the Trust to the Education Advisory Body can be further delegated to the Principal or EVC. There must be a clear and unequivocal statement in the Policy identifying who has the authority to give **Formal Approval** for specific types of visit or activity.
- All Formal Approval must be via Evolve at <http://visits.deltatrust.org.uk>
- Academies may approve all types of visit and activity delegated to them. These include all visits and activities not requiring the Trust approval.
- Where the Trust approval must be given, the Trust must be notified via Evolve at least **8 weeks** prior to departure. *(Where a late opportunity arises the Trust will endeavour to deal with it as quickly as possible)*
- Where adventure activities that would normally be licensable by AALA are organised by the academy, the Visit Leader and any staff taking direct leadership responsibility for a group must be have all relevant qualifications registered on Evolve to indicate that they are an Approved Leader for that activity at the level of engagement.
- Any licensable (AALA) activity provided by another organisation where payment of fees, charges or expenses is made must be covered by a current AALA licence

Planning basics for visits, off-site activities and LOtC

For every venture, there is likely to have been a moment of inspiration that suggests to a prospective leader the idea as to why and how a group of young people may become involved in LOtC or visit. This might be LOtC in the local park, making use of the local public library or church, a theatre visit, an excursion to the high street, a camping weekend or a major overseas study tour or expedition. If the idea is to mature, then it must be properly nurtured along the way and supported by a sound planning process. How far this process reflects the traditional approach to event-specific visit planning, and how far it reflects a traditional approach to lesson planning has now become blurred by the LOtC agenda - which takes in activities that are “outside the classroom” but physically “on-site” and within the site boundary of the establishment or setting.

It is strongly recommended that at a very early stage of the planning process, the provisional staffing team carry out a brain storming exercise in order to identify the benefits and learning outcomes that the activity (or range of activities) might achieve. If the outcomes are to be evaluated with any rigor (an Ofsted expectation), then it will be essential that these outcomes are prioritised, and appropriately targeted. A record of these outcomes will help keep the plan focused and also be a vital part of the risk management process in providing some objectivity in a “Risk Benefit Analysis”. Once the targeted outcomes have been recorded, it will then be possible to identify appropriate on-going review and evaluation strategies, including indicators. This should be discussed and agreed with the EVC as part of the initial approval.

Planning needs to reflect the consideration of legal and good practice requirements, ensure that:

- The plan is based on academy procedures and the Trust employer policy.
- All staff (including any adult volunteer helpers) and the young people to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.
- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained.
- Proportionate assurances have been obtained from any providers (making full use of national schemes that accredit that assurances have already been obtained by credible inspection regimes).
- Designated emergency contact(s) have been identified that will work on a 24/7 basis where required.
- All details of the activity provision are accessible to the emergency contact throughout the period of the activity.

To reduce bureaucracy and encourage activity, academies need to take account of the legalities regarding a requirement for formal consent. When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then a formal consent is not necessary. However, in the interests of good relations between the establishment and the home, it is good practice to ensure that those in a position of parental responsibility are fully informed.

This supports developing an activity-specific policy at academy level for regular or routine activities. Such policies should be robust and equate to “Operational Guidance” that makes it clear how the activity should be planned and delivered, meeting all necessary recommendations and requirements, as well as assuring educational quality. There should be procedures in place to ensure that parents are informed of the whole range of activities covered by such policies, typically in a beginning-of-term or new-school-year newsletter/prospectus, with a requirement for a single receipt or “blanket consent”.

The guidance for writing such policies can be found below.

Activities and visits that could be covered in this way include:

1. Activities/visits organised by schools during normal school hours, where parental consent is not required (except for nursery-age children), such as:

- Outdoor Learning Cards
- Local sports fixtures during school hours
- Weekly swimming lessons
- Visits to local parks, libraries, museums etc.
- Regular curriculum-based adventure activities (e.g. climbing as part of the PE curriculum)
- 14 -19 multi-site curriculum delivery

2. Activities/visits outside normal school hours, where blanket consent is appropriate, such as local sports fixtures out of school hours

Such a policy **must** include "operational guidance/rules of engagement" that cover, as appropriate:

- Scope and remit
- Clearly defined geographical boundaries
- Clearly defined activity
- Generic Risk-Benefit Assessment
- Emergency Plan
- Curriculum Planning if taking place in school time
- Parental Information
- Defined leader competencies
- Leader training and induction procedures
- Transport arrangements
- The system in the academy to enable this to happen.

For the policy to be implemented on the day, the following conditions **must** be met:

Competent staffing

- Group lists lodged in a defined place, including "who is out and who knows?"
- Specified location (recorded and communicated)
- Lesson/activity plan
- Dynamic/ongoing Risk-Benefit Assessment
- Fits parental expectations
- Ability to contact base to access support

This approach is already well established for activities such as weekly swims, sports fixtures, Outdoor Learning Card activities and 14-19 Curriculum provision. It also readily lends itself to most routine off-site activity that takes place in the locality such as parks, places of worship and libraries etc. - but the boundaries of where the approach can be made to work are defined by the detail and rigor of what is written into the policy.

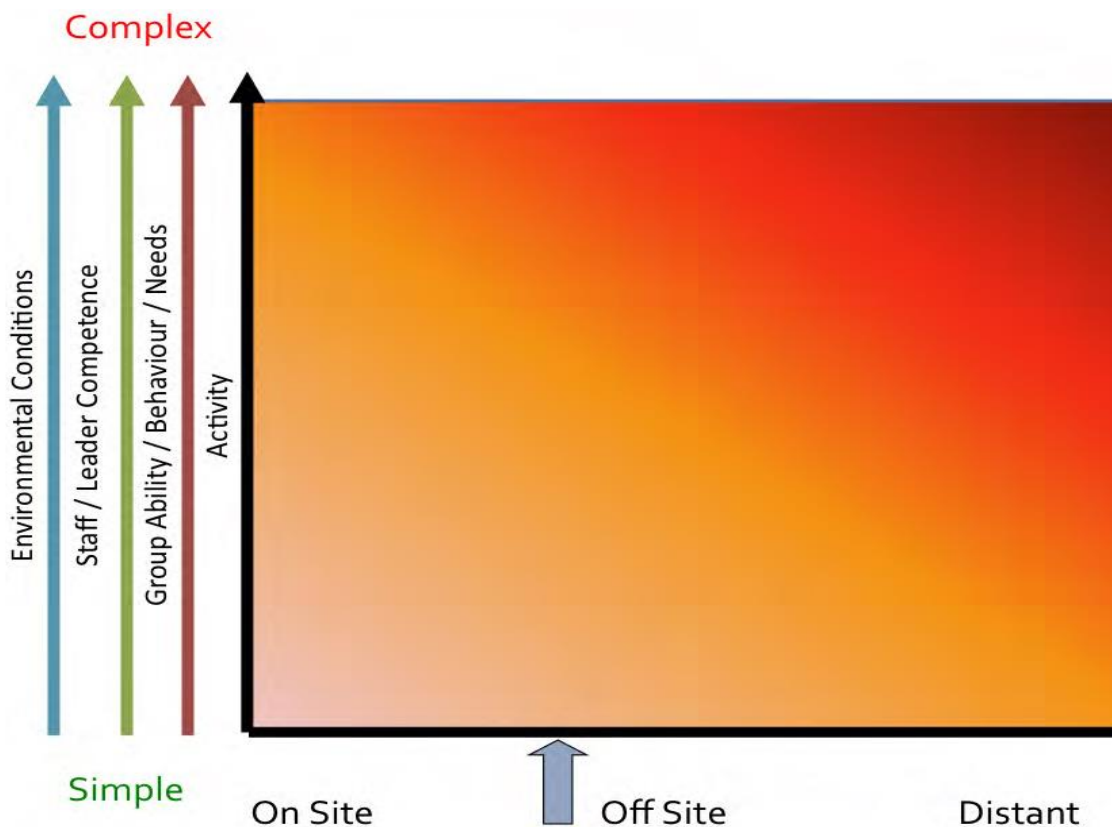
The degree of complexity of a particular plan or policy (along with its supporting procedures) will need to reflect the nature and complexity of several variables that can impact on any given activity. These variables can be remembered as:

“SAGED” and include:

- Staffing requirements – trained? experienced? competent? ratios?
- Activity characteristics – specialist? insurance issues? licensable?
- Group characteristics – prior experience? ability? behaviour? special and medical needs?
- Environmental conditions – like last time? impact of weather? water levels?
- Distance from support mechanisms in place at the home base – transport? residential?

The “Radar Graph” below will enhance understanding of the relevant issues. It will help establishments decide where the inter-face between activity policies and event-specific visit planning best fits their need, and is explained in greater detail in the supporting Power Point.

The Radar



Learning Outside the Classroom - Approval Flowchart

NB: The Trust staff in all academies leading education off-site must have **FORMAL APPROVAL for the activity to take place.**

Stage 1: INITIAL APPROVAL

Forward your visit proposal according to academy policy, with justification to academy EVC via email for **Initial Approval**. (*Academy may have a standard pro-forma for this process*).



Visit type

Does the Visit involve one of the following categories?

1. Overseas or
2. Adventurous activity not included in the Activity Leadership Matrix or
3. Financial risk to the academy

YES

NO

Pre-authorisation required.

Complete the Trust visit **pre-authorisation** form and forward to Principal for submission to Executive Principal. No financial commitment should be made at this point.
Form to be submitted at least twelve weeks in advance of the visit



Stage 2: FORMAL PROPOSAL

On receiving **Initial Approval** from EVC or where necessary **Pre-authorisation** from Executive Principal, begin to complete the necessary visit form on www.sptavisits.org.uk.

Visit Leader prepares the visit **Formal Proposal** and uploads all necessary information to Evolve. All planning details of the visit need to be included i.e. appropriate risk assessments, parental letters, financial information, itinerary, etc.

EVC will consider all the information and may return the submission for further documents to update the visit **Formal Proposal**.

Visit form to be submitted at least eight weeks in advance of the visit



Stage 3: FORMAL APPROVAL

Through the Evolve process a number of staff will consider the submitted visit form to ensure it is within guidance outlined in the academy policy and the Trust policy. Visit Leaders will receive **Formal Approval** for the visit only using the Evolve process.

Following consideration of all the information Delta /AAB members or Principal will authorise **Formal Approval**.

Visit Leader receives **Formal Approval**. The visit leader must ensure that all necessary academy offsite visit procedures are followed and an evaluation is carried out after the activity/visit.

Please note: FORMAL APPROVAL

*This must **not** be assumed, but clear, documented and unequivocal, which will be by the use of Evolve database only.*

Section 4

Supervision and Preparation of Pupils

Supervision

The Principal must be satisfied that pupils will be supervised by an adult who is:

- competent and suitable
- DBS checked where appropriate
- fully briefed on school/establishment policies and relevant procedures
- approved by the Principal and the AAB.

Competence/suitability may be evidenced by:

- qualified teacher status/other professional qualification related to the supervision of young people e.g. youth work qualification
- a coaching qualification appropriate to the level of activity being undertaken
- experience or other appropriate qualification relevant to the situation

Suitability is a matter of judgement of the character, attitude and experience of the person to undertake the required level of supervision. Where the supervising adult is not a teacher, direct access to a teacher must be maintained in an appropriate way.

Principals will need to access technical advice from appropriately qualified individuals to check competence and suitability in areas outside their own expertise. Appropriate staff may be consulted in this respect.

Any adults not fulfilling the above criteria who have access to pupils will require supervision by a teacher.

All staff and volunteers having substantial or unsupervised access to children or young people should be covered by a valid DBS clearance. Staff and volunteers in other circumstances, and without full clearance, should be subject to appropriate supervision by a DBS cleared member of staff.

Procedure

All supervision should be part of the planned and risk assessed arrangements.

All supervision must be active.

The Visit Leader and other supervising adults must regularly check that the entire group (or their sub-group) is present, especially when leaving a site or comfort stop on a journey. Where possible, two supervisors who are able to confirm each other's count should make head counts independently.

Rendezvous arrangements should be clearly established and pupils told what to do should they become separated from the group.

Pupils may be issued with a copy of the academy emergency contact card. Academy uniform, brightly coloured caps or T-shirts can help to identify group members more easily.

All supervising adults must:

- Be briefed by the Visit Leader and clearly understand their roles and responsibilities
- Know why the various measures are in place
- Understand what first aid arrangements are in place

- Have prior knowledge of the group including any special or medical needs
- Follow the guidance given in 'Roles and Responsibilities'

Both safety and educational aims are often best served by dividing a large group into smaller sub-groups to be supervised independently.

The Visit Leader should prepare a written list of all pupils and any sub-groups, amended if appropriate, for each adult. All pupils must know who they are responsible to at each stage of the visit or activity.

Supervisors of sub-groups must ensure the sub-group knows they have assumed responsibility and when that responsibility has ceased.

There are potential danger points for the delegation of clear and unambiguous supervision responsibilities when:

- A large group is split into sub-groups for specific activities
- Groups transfer from one activity to another and change supervisor
- Sub-groups are rearranged
- Sub-groups re-form into the large group
- There is 'down' time between activities

Safeguarding Pupils and Safeguarding Practice

All adults involved in any offsite visit or activity are required to work within the appropriate sections of the academy safeguarding and child protection policy.

Taking pupils offsite may increase their vulnerability and adult supervisors are required to be mindful of this issue at all times. Risk Assessments must take this into account and apply appropriate control measures to ensure safety.

The provision or delegation for suitable first aid arrangements is the responsibility of the Visit Leader. Whilst in many low key and very local visits it may not be necessary for a qualified first aider to be with the group, access to such a person and the ability to call the emergency services is essential. In addition to ensuring that the first aid requirements of certain agencies and National Governing Bodies must be adhered to, academies should be mindful that it would be good practice to ensure training for all staff going off-site at the level of an Emergency Aid 1-day training course in first aid.

All adults should follow the guidance "**Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings**" or an alternative appropriate document that has been adopted by the academy.

The Principal, EVC, Visit Leader and all supervising adults must ensure that measures are taken on all visits and activities to protect all pupils from neglect, physical, sexual, emotional or racial abuse at their stage of the planning stage and during the event.

- Consideration must be given to the possibility of abuse from someone within the group or access to it, including intruders entering or a pupil leaving accommodation. Control measures must be in place.
- Adults should avoid being alone with a pupil wherever possible.
- Separate male and female sleeping areas should be arranged on residential visits, except in special circumstances such as the use of Alpine huts, bothies or similar.

- Adults should avoid sleeping in the same room or tent as pupils, except in circumstances where a special or medical need has been clearly identified, particular types of accommodation are to be used, as noted above and Risk Assessed. Any separate adult accommodation should be in close proximity to the young people. Sleeping arrangements must be clearly identified and agreed during Formal Approval and confirmed with pupils and parents.
- Where separate wash/showering facilities are not available for staff sensible measures should be taken to ensure privacy and dignity for adults and young people.
- The Visit Leader must report any concern directly to the Principal/AAB/ Designated Person for Child Protection or in unusual circumstances to the Trust.

Supervision Ratios

The legal framework and national guidance does not lay down specific staff: pupil ratios for visits or off-site activities. The responsibility for staffing levels rests with the Principal.

Suitable ratios and choice of specific teachers and other adults are a matter of judgement for the Principal and EVC after consultation with the Visit Leader as part of the Risk Assessment and Management processes.

Supervision ratios depend entirely on the Risk Assessment for the visit or activity for the particular pupils on a particular day.

Factors to consider will include the:

- Age, aptitude, experience, behaviour patterns and gender of the group
- Journey
- Nature, location and duration of the visit or activity
- Special educational or medical needs
- Experience and competence of the staff
- Requirements of the provider/location to be visited
- Weather conditions
- Availability of prompt outside assistance
- Mobile phone/radio signal coverage between sub groups

Generally it is good practice to have at least two adults accompanying any off-site experience. The Visit Leader must be a suitably competent adult, specifically approved by the Principal / EVC, as determined in the academy visits policy.

In some circumstances the Principal may determine that it is appropriate for one teacher or other adult to lead a group, supported by clear and specific emergency procedures.

Supervision for residential visits should take account of the 24 hour responsibility and 'down' time for adults. Any gender issues should be considered carefully.

Levels of supervision may be required or determined by:

- The Risk Assessment
- National Governing Body guidelines
- A provider
- Any of the factors above

Sixth Form Visits and Activities

The duty of care is not reduced for pupils above statutory school age and should be maintained at that level for all pupils over the age of 18.

Preparing Pupils

Pupils who are well prepared, know why the various measures are in place and are involved in planning and organisation are likely to gain more and be less at risk.

Pupils must understand:

- The aims of the visit or activity
- Which adult is responsible for them
- Relevant background information about the location/activity
- What is expected of them
- That they will be withdrawn from an activity or sent home if their behaviour leads to a concern for their own or the safety of others
- The standard of behaviour expected
- Hazards involved, especially at water margins, and measures to reduce risk
- Clothing, equipment and food required
- What to do if separated from the group
- Emergency procedures

The Visit Leader must ensure that the pupils are capable of undertaking the proposals.

Pupils should not be coerced into activities of which they have a genuine fear, except in an instance where their safety or that of others is dependent.

Remote supervision

Remote supervision may be integral to visits or activities involving older pupils. Visit Leaders still remain responsible for the Health, Safety and Welfare of pupils and must follow the planning and approval procedure.

The Visit Leader must ensure that pupils have:

- The knowledge, experience and competence to act safely and independently in a particular situation
- Knowledge and understanding of agreed rules, boundaries and procedures
- A designated leader within the group, with clearly defined responsibilities
- Emergency first aid guidance, training and equipment as appropriate to the activity.
- Maps, plans and any other essential information

- Written details of the rendezvous and emergency contact procedure
- Coins, phone card, mobile phone or 2-way radio (with known range etc)
- Suitable clothing and equipment

Also refer to the following documents:

<http://oeapng.info/download/1142/>

<http://oeapng.info/download/1138/>

<http://oeapng.info/download/1102/>

<http://oeapng.info/download/1090/>

Section 5

Risk Management and Risk Assessment

The risk assessment and risk management process is at the heart of effective planning, preparation and delivery. It is not, and never has been, an additional activity. It is essential, core and informs all planning decisions and ongoing monitoring of the planned activities.

Definitions

Aim: To make sure no one gets hurt or becomes ill and no one is exposed to any unnecessary dangers.

Process: To examine what could cause harm and judge if precautions make the activity acceptable.

Risk Assessments: Risk assessment is a careful examination of everything that could cause people to suffer injury or ill health or cause loss or damage to their personal property or that of a third party or adversely impact on the environment. It is based on professional judgements – sensible decisions based on knowledge, experience, training and an integral part of the planning process.

Generic: Apply to an activity when and wherever it takes place *e.g. climbing*.

Site Specific: Specific to an individual location *e.g. Armscliffe*.

Event Specific: Its purpose is to draw together all the risk assessment information connected with the planned visit/activity. It will be specific to the particular group of participants at a particular time *e.g. named children on a particular day*. It may combine several risk assessments to cover the planned programme. These may have been generic but become Event Specific when deemed appropriate or amended by the Visit Leader for this particular visit/activity.

On-going: Judgements made as an activity progresses to take account of changing circumstances. This is an essential and vital part of the risk control mechanism.

Hazards: Anything that may cause harm. Risk assessments should focus on hazards which present significant risks.

Control Measures: Actions that reduce the likelihood and/or severity of an accident.

- Supervising adults must fully understand the control measures and what they must do
- Involve young people in the process as much as possible

Written Risk

Assessment: This is a formal record of hazards that present a significant risk. It should clearly identify the extent and nature of the hazard, explain how the threat can be appropriately managed to enable the activity to continue safely or note that the circumstance should be avoided altogether (a “no go” statement).

Risk Management:

- identify who needs to know how the risk will be managed
- ensure they understand the risk control measures
- ensure lines of communication are open and understood
- ensure the process is:
 - Simple
 - Proportional/practical
 - Suitable and sufficient
 - Recorded
 - Reviewed

Availability of Risk Assessments

As a systematic way of identifying risks and a critical part of the health & safety management process, written risk assessments should:

1. Be written in a format that is clear and comprehensible
2. Be available for use in discussions with the young people involved in the planned visit
3. Be used for briefing visit leaders and supervisors
4. Be available to all interested parties including parents, leaders and supervisors, school staff, young people, AAB members and others.
5. Be taken, where practical, on extended visits (such as residential visits) as an aide-memoire, source of information, part of the on-going risk assessment process and to support effective briefing and preparation of participants and others.

Visit Leaders must identify the most significant risks and ensure all involved in the off-site visit are aware of them as well as the control measures in place to deal with those risks (with due regard to the age, ability and any other factors relating to the participants).

Providers and centres should be expected to have their own activity and site specific risk assessments available for all interested parties before a visit takes place.

Generic Activity and Site Specific Risk Assessments

Generic risk assessments are created from both experience and history. They exist to be a starting point for Visit Leaders. They will normally need to be adapted to fit the Visit Leaders personal assessment of the activity and/or the location to be used.

A generic risk assessment for a particular activity e.g. orienteering will identify all the common hazards and suitable controls for that activity. However, in different venues the hazards and controls may vary and these can be identified in Site Specific risk assessments. Further assessment will be required in order to meet the needs of specific people involved, time of year etc. This additional information will be identified in an Event Specific risk assessment or by amending the generic activity and/or site specific assessment.

Generic risk assessments are also available on <http://visits.deltatrust.org.uk> and should be used as required. Care must be taken with all generic risk assessments, since they remain generic until they have been carefully applied and adapted as necessary to meet the needs of the people involved in the particular visit or activity. For copies of these risk assessments see **Appendix C**.

Other Sources of Risk Assessments

Individual records of Site Specific Risk Assessments carried out by your academy staff may also be used, however you must remember that these again will be generic until they have been declared suitable or amended by the Visit Leader for the particular event.

Site Specific Risk Assessments carried out by other academies/establishments (probably within the Trust) may also be useful. These must also be amended or deemed appropriate for your visit by your Visit Leader.

Using a provider's risk assessments

When an academy is using a centre or provider, the provider is responsible for the risk assessment of their provision - e.g. their facilities and activities. It is the responsibility of the Visit Leader to check the provider is deemed competent to manage these risks, which may be evidenced by a competence award (e.g., LOTC QB or AALA award). If the provider does not hold such a relevant award then they **MUST** complete a Provider Statement, which should be attached to the visit form. You are NOT required to attach the providers individual risk assessments. But they may be included in the record keeping process for information purposes by attaching to the visit form logged in the TRUST Evolve system. Any such documents should be clearly labelled as for information purposes only and are not risk assessments carried out by Visit Leaders.

The academy must risk assess all the elements of the visit they are responsible for (e.g. care and supervision of their own pupils as required) and attach risk assessment records to the visit form. In order to do this, the academy may need to refer to some of the provider's risk assessments (e.g. those of a domestic nature). The academy is, of course, also responsible for risk assessing any aspects of the visit which are self-organised including travel to and from the venue.

Producing a record of a Risk Assessment

All activities must be fully risk assessed and a record kept of significant hazards and associated control measures. All relevant risk assessments that are produced for a trip/visit must be uploaded into the Evolve process as part of the submission of a formal proposal.

There is no single correct format for a record of a risk assessment. There are a variety of formats, all of which can be effective. However, a suitable and sufficient risk assessment and a record of the significant findings are absolutely essential elements in planning all visits and activities. It is a requirement under health & safety legislation to record all significant risks, indicate how they are to be controlled and who should know about them.

In some cases individual risk assessments will need to be carried out for children, young people and supporting adults with particular or special needs.

The process of completing a risk assessment should start with a review of the generic risk assessment of the activity and any available site specific risk assessment. Using the information within those assessments, which are in reality pre assessments, begin an Event Specific risk assessment

Event Specific risk assessments should address all the significant risks relevant to the particular event including needs of specific individuals, levels of supervision etc. It is useful to think through the visit from start to finish, identifying all the hazards that present a significant risk.

As part of the process of completing an Event Specific risk assessment it is important to plan for a situation where it may be necessary to adopt an alternative plan or plans (i.e. a Plan B or even Plan C).

A full risk assessment for Plan B or Plan C will require that you go through the steps above so that a switch to an alternative activity can be made simply and easily, for example a situation where the weather conditions deteriorate or there is an unexpected road or venue closure etc. Where risk assessments for Plan B or Plan C are prepared the same process of consultation and risk assessment availability should be assured.

The Event Specific risk assessment should consider the event specific emergency plan and contacts. Each establishment should have a generic emergency/critical incident plan and contacts: details must be taken on every visit.

Remember

- Give sufficient time for consideration, approval and distribution according to the TRUST Policy and Operational Procedure and academy/establishment policy. Planning and carrying out and recording risk assessments cannot be left to the last minute.
- **Risk Assessments must be current.** Electronic tags are always attached to documents and therefore it is important that documents attached are reviewed. The review information from previous similar activities must be taken into account. Record any new information and ensure the appropriate people receive the record.
- The post visit review should include any advice or observation relating to the preparations and inclusion of future risk assessment.

APPENDIX A

Visit or Activity Leader Responsibilities

The Health and Safety at Work etc. Act 1974 places overall responsibility for health and safety with the employer. However, employees are required to take reasonable care and to cooperate with their employer. It is critical that employees understand “who is my employer” (Refer to “Basic Essentials MUST read – Remit and Rationale”) and understand their employer’s policy and guidance.

The Visit Leader has overall responsibility for a visit. This includes the learning, development and supervision of the participants and the safety of all, including any other leaders and helpers.

An Activity Leader is responsible for one or more specific activities during a visit:

- During some visits, all the participants remain in one group. The Visit Leader might act as Activity Leader for all activities during the visit, or hand over leadership of one or more activities to an Activity Leader or third-party provider, while retaining oversight.
- During other visits, the group splits into smaller groups for some activities. In this case, the Visit Leader hands over the leadership of one or more activity groups to an Activity Leader or third-party provider, while retaining oversight of the whole visit and perhaps acting as an Activity Leader for one group.

Sometimes a Visit Leader or Activity Leader is supported by one or more Assistant Leaders or Helpers. Decisions about the number of leaders required, and staffing ratios, should be informed by risk assessment.

Planning for a visit should include consideration of the possibility of the Visit Leader or an Activity Leader becoming incapacitated. This might be caused by illness, injury, personal issues or being required elsewhere (such as to look after a sick child). Consideration of the SAGE variables: (Staffing, Activity, Group and Environment) should lead to an appropriate decision on both the number of leaders as well as the mix of competence needed to fill various roles.

Plans could include, for example:

- The group is accompanied by an Assistant Leader who is fully competent to take over and deputise for the incapacitated Visit Leader or Activity Leader.
- The group is accompanied by an Assistant Leader or Helper, who is sufficiently competent to abandon the visit or activity and supervise the group safely back to base (or who could supervise the group until support from the establishment can arrive).
- A backup Leader is available back at the establishment, who is able to join the group at short notice.
- No other responsible adult is present, but the participants are judged sufficiently responsible and competent to deal with such a situation.

Key Requirements for Leaders

The key requirements for leaders are that they must be competent to lead, confident and accountable, not that they hold a particular post, title or job description. There should always be a single designated leader for any visit or activity and, if this role changes, there should be a clear handover.

Being **competent** means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in.

Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment. It is situational – a leader who is

competent in one activity or environment may not be so in another - and it involves breadth as well as depth. Relevant experience is not necessarily gained by repeating the same thing several times, but by experiencing a range of different activities and environments.

For adventure activity leaders, competence is best demonstrated through:

- Holding a National Governing Body leadership/coaching award at an appropriate level, or
- Being "signed off" by a suitably qualified Technical Adviser appointed by the employer.

For further information about appropriate technical qualifications, to lead or advise on specific adventure activities, see the qualifications matrices within this Operation Procedure (**APPENDIX D**)

Being **confident** includes the leader's capacity to take charge of a situation in an emergency and their awareness of their abilities as well as their limitations.

Being **accountable** means that the leader has been engaged through a clear process that includes vetting and appropriate induction into the establishment's policies and procedures. Regardless of employment status, leaders must be clear about the chain of accountability and what is expected of them.

If you are designated as the Visit Leader, you should:

- Be specifically competent for the type of visit, and for any activities you plan to lead.
- Be approved by your employer to carry out the lead role, including for any specific activities you will lead.
- Be able to use the chosen environment or venue(s) to provide a wide range of learning or development outcomes.
- Liaise with your establishment's Educational Visits Co-ordinator (EVC) to ensure that the visit has clear aims and is planned to appropriately balance benefits and risks, and that all staff accompanying the visit meet establishment requirements.
- Ensure that there is effective supervision.
- Take a lead on risk management. It is good practice to involve all the visit leadership team to ensure wide understanding and to give clarity about what they need **to do**. It is also good practice to involve young people wherever appropriate.
- Define the roles and responsibilities of other leaders and helpers (and participants) to ensure effective supervision throughout the visit, appointing a deputy wherever possible.
- Ensure that any Activity Leaders are competent and confident to lead their planned activities, and are approved to do so if this is necessary (e.g. for adventure activities).
- Ensure that child protection issues are addressed (e.g. good safeguarding practice is followed and adults are appropriately vetted and checked).
- Provide relevant information to other leaders including the aims and how they can contribute to achieving these, the location, the participants (age, health information, capabilities, special needs, safeguarding and behavioural issues)
- Ensure that informed parental consent has been obtained as necessary.
- Provide relevant information to parents and participants, and arrange pre-visit information meetings where appropriate.
- Make sure there is access to first aid at an appropriate level.
- Ensure that if the visit leadership team includes someone with a close relationship to a member of the group, this is managed to avoid any possible compromise of effective supervision.
- Ensure that all leaders and any third party providers have access to emergency contact and emergency procedure details.
- Evaluate all aspects of the visit, both during and after the event.
- Report any accidents, incidents or near misses.

When working with third-party activity providers it is essential to avoid 'grey areas'. There should be a clear handover before and after any activity led by a provider. Should a provider run an activity in a way

that causes concern, the accompanying leaders should consider stopping the activity at the first appropriate moment. Such an intervention should be done with sensitivity and discretion to ensure that it does not result in young people being put at greater risk.

For further guidance see: <https://oeapng.info/visit-leader/>

3.4k Visit or activity leader (June 2021)

Visit Leader Check List

General	
The intent of the visit is clear, integral to the academy's curriculum/programme, and focuses on the learning and development of the participants (4.3a).	
The risks of all aspects of the visit have been considered and it is clear what leaders need to do to manage the risks (4.3c).	
There is access to first aid appropriate to the group and environment (4.4b).	
Suitable insurance is in place (4.4c).	
There are alternative options (a 'Plan B') as necessary (4.1a)	
There are emergency procedures for which leaders and emergency contacts have been prepared (4.1c, 4.1g).	
I have access to sufficient funds and an effective means of communication in case of emergency.	
External providers and facilities meet expected standards (4.4g)	
Any contract with a provider is satisfactory and has been agreed by an authorised person in my academy (3.2i).	
The visit meets the requirements of Delta and the academy	
Evaluation and review arrangements have been agreed (4.2c, 5.1d).	
Staffing	
I am clearly identified and approved as the Visit Leader and am aware of my responsibilities (3.4k).	
All leaders and helpers are clear about their roles, can fulfil them competently, and have been approved (3.2d, 4.2a).	
There are sufficient leaders and helpers to ensure effective supervision and deal with incidents and emergencies (4.3b).	
If the visit involves an external provider, there is clarity about the respective roles of provider staff and establishment staff (4.4h)	
Leaders and helpers have received all relevant information about the visit and the group and are clear about any risks and their role in managing them.	
If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management.	
I have kept my Educational Visits Coordinator (EVC) informed during the planning process.	
Activities	

The programme of activities is designed to achieve the visit's intent, and is appropriate to the nature of the participants.	
The risks involved in specific activities have been considered (7a to 7z).	
The Visit Leadership Team includes leaders competent in the planned activities, or a suitable provider has been contracted to lead the activities.	
There is sufficient suitable equipment available.	
Travel/transport arrangements are appropriate (4.5a).	
Group	
Parents have been fully informed about the visit, and have given their consent if this is required (4.3d).	
Any contracts with participants/parents, including any charges, meet my academy's requirements (3.2c, 3.2i).	
Up to date contact details, medical and allergy information, dietary requirements and information about special needs are available and shared appropriately with the Visit Leadership Team and any provider (4.4j, 6o).	
If food is provided, it meets the requirements of 'Natasha's Law' (6o)	
Where appropriate, participants have been involved in planning, including identifying and deciding how to manage risks.	
Plans for the visit comply with current guidance about epidemics (such as coronavirus 4.4k)	
Participants have been well informed about what is expected of them, and – if it is appropriate – have agreed to a code of conduct (8i).	
Safeguarding issues are addressed (4.3e).	
Inclusion issues are addressed (3.2e, 4.4i).	
Medication issues are addressed (4.4d)	
Dietary issues are addressed	
Environment	
Environmental factors (e.g. weather, daylight hours, water levels, natural and man-made hazards) have been considered (7i, 7j).	
Accessibility issues are addressed (4.4i)	
I have undertaken a preliminary visit, or I am already familiar with the venue and any provider, or have sufficient information from other sources (4.4g).	
Where remote supervision will be used, the environment is suitable (4.2a).	
Any accommodation is safe and suitable (4.2b).	

If the visit involves travel overseas, I have consulted the checklist and guidance for overseas visits (3.3g, 7r)		
Security is addressed, especially for residential and overseas visits (4.2b, 7r)		
The risk of terrorism has been considered (4.4e).		
Finally		
My decision is that this visit is well prepared and should take place.		
The visit plan has been approved by my academy/Delta Academies Trust if required.		
Date:	Name	
	Signature:	

For further guidance see: <https://oeapng.info/visit-leader/>

3.3e Visit leader checklist (November 2021)

Provider Statement

Delta Academies Trust Note:

This form is not required and should not be used if the provider holds a LOtC Quality Badge.

– (see Section 13 the Trust Policy)

PART 1: To be completed by the Visit Leader

Name & address of establishment (school/service)	
Email	
Name of	
Name of provider	
Proposed date(s) of visit	

PART 2: To be completed by the provider

Please consider the following questions and respond with YES, NO or N/A, or give the specific information required. If you wish to provide additional information, please add * to your response, and give the information in the space provided at the foot of the form.

If you hold a valid Learning Outside the Classroom (LOtC) Quality Badge, you need complete only Section A and the Confirmation.

SECTION A	
To be completed for all types of visit	
1. Learning Outside the Classroom Quality Badge	
1.1	Do you hold a valid Learning Outside the Classroom Quality Badge?
2. Data Protection	
2.1	Do you comply with the Data Protection Act 2018 and GDPR?
2.2	Do you have a privacy policy that explains how any personal data the establishment shares with you will be shared, used, stored, secured and eventually deleted or returned?
2.3	Do you undertake to ensure that no images of participants are taken or used for marketing purposes, or published in any way, without the specific written consent of the establishment and of the participants (or their parents if the participants are under 18)?
3. Waivers / Disclaimers	

3.1	Do you guarantee that the establishment, the participants or their parents will not be required to agree any waiver or disclaimer which seeks to limit your liability for death or personal injury resulting from your negligence?	
4. Coronavirus		
4.1	Have you implemented all relevant government advice on working safely during coronavirus?	
4.2	Do you have measures in place for effective and frequent cleaning and sanitising of any shared facilities such as communal and dining areas, toilets, showers, equipment and frequently-touched surfaces?	
4.3	Do you have measures in place to ensure that all indoor areas are sufficiently ventilated for the maximum number of people who will occupy them, consistent with HSE advice?	
4.4	If you provide group transport, have you implemented relevant government guidance?	
4.5	If your arrangements (including those for overnight accommodation if relevant) are different from pre-Covid, have you ensured that any security and safeguarding issues caused by the changes have been addressed?	
4.6	Are you confident that your facilities and provision will allow the establishment to prevent its groups mixing with each other or with other people, if that is what it has requested?	
4.7	Do you have contingency plans for responding to possible changes in national or local health advice, such as the reintroduction of 'bubbles' or limits on the number of people in a group?	

SECTION B		
To be completed for all types of visit		
5. Insurance		
5.1	Do you hold public liability insurance which will be current during the proposed visit and which covers all directly provided and sub-contracted activity?	
5.2	If Yes, what is its indemnity limit?	£ M
6. Health, Safety and Emergency Policies		
6.1	Do you comply with relevant health and safety regulations, including the Health and Safety at Work etc. Act 1974 and associated Regulations, and have a written health and safety policy and recorded risk assessments which are available for inspection?	
7. Vehicles		
7.1	Are all vehicles to be used roadworthy, and do they meet the requirements of regulations in the country in which they will be used and regulations on passenger seats and seat restraints?	
8. Staffing		
8.1	Do you have a robust recruitment and engagement process to ensure that staff are suitable to work with young people, including enhanced DBS check and barred list check for any staff engaged in regulated activity?	

8.2	Are there regular opportunities for liaison between your staff and establishment staff?	
8.3	Is there sufficient flexibility to make radical changes to the programme if necessary, and will the reasons for any such changes be made known to establishment staff?	

9. Accommodation		
9.1	Does UK accommodation comply with current fire regulation requirements (Regulatory Reform, (Fire Safety) Order 2005)?	
9.2	Have you inspected all overseas accommodation to be used to confirm that it meets legal requirements of the country concerned and that it has fire safety and security arrangements equivalent to those required in the UK, and are records of these inspections available?	
9.3	Are there security arrangements in place to prevent unauthorised persons entering the accommodation?	
9.4	Are separate male and female sleeping accommodation and washing facilities provided?	
9.5	Is staff accommodation sufficiently close to young people's accommodation for adequate supervision?	
10. Sub-contracting		
10.1	Will you sub-contract any services (e.g. activity instruction, transport, accommodation)?	
10.2	Where any element of provision is subcontracted, do you ensure that each sub-contractor meets the relevant specifications outlined in the other sections of this form, and are records of checks of sub-contractors available for inspection?	
10.3	Do you have procedures for accidents & emergencies, and for reporting incidents and accidents?	

SECTION C		
To be completed if the visit includes activities or field studies		
11. Adventure Activities Licensing Authority (AALA) Licence		
To be completed if any activities are within the scope of the licensing regulations		
11.1	AALA Reference number Date of expiry	
11.2	Does the Licence held cover all planned activities, which are in the scope of AALA licensing?	
12. Activity Management		
To be completed about all activities		
12.1	Do you have a policy for staff recruitment, training and assessment, which ensures that all staff with a responsibility for participants are competent to undertake their duties?	

12.2	Do you maintain a written code of practice for activities, which is consistent with any relevant National Governing Body (NGB) (or equivalent organisation) guidelines and, if overseas, the relevant regulations of the country concerned?	
12.3	Do you confirm staff competence by appropriate AALA-recognised qualifications for any adventure activities to be undertaken, or have staff had their competence confirmed by an appropriately qualified and experienced technical adviser?	
12.4	Where there is no NGB or equivalent organisation for an activity, are operating procedures, staff training & assessment requirements explained in a code of practice?	
12.5	Will participants at all times have access to a person with a current first aid qualification, and are staff practised & competent in accident & emergency procedures?	
12.6	Do you make clear your expectations of how responsibilities for the supervision and welfare of participants are shared between your staff and visiting staff?	
12.7	Is all equipment used in activities suited to the task, adequately maintained in accordance with statutory requirements and current good practice, with records kept of maintenance checks as necessary?	

SECTION D		
To be completed by Tour Operators		
13. Tour Operators		
13.1	Do you comply with the Package Holidays and Package Tours Regulations 1992, the Foreign Package Holidays (Tour Operators and Travel Agents) Order 2001 and the Package Travel and Linked Travel Arrangements Regulations 2018 including bonding to safeguard customers' monies?	
13.2	Details of bonding (ATOL, ABTA, etc.)	

SECTION E		
To be completed if the visit includes an overseas expedition as defined at oeapng.info/downloads/download-info/7q-overseas-expeditions		
14. Overseas Expeditions		
14.1	Do you comply with British Standard BS8848:2014?	

SECTION F – ACCREDITATION		
15. Details of any accreditations held by the Provider		

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PROVIDER CONFIRMATION			
I can confirm that the details given above are correct, and that our organisation will give prior notification of any significant changes that might affect the safety and wellbeing of user groups.			
Signed		Date	
Name		Position	
Name of Provider			
Address of Provider			
Telephone		Website	
Email			
Additional Information			

Thank you for completing this form. Please return it to the teacher and academy named overleaf.

Establishments requiring advice on the interpretation of information given by providers or tour operators on this form should contact the appropriate Delta Academies Trust Officer.

APPENDIX C

Generic Risk Assessments

ACTIVITY	1. Generic Core Risk Assessment for all educational visits and activities This must be read, adapted and applied in conjunction with the activity risk assessments
HAZARDS	<ul style="list-style-type: none"> ✘ Communication issues between VL and academy/parents ✘ Road traffic accidents ✘ Slips/trips/falls/strains etc. ✘ Visit Leader incapacitated ✘ Unfamiliar locations ✘ Objects falling from height ✘ Equipment failure ✘ Cold related conditions (hypothermia, frostbite) ✘ Heat related conditions (sunburn, dehydration, heat exhaustion, heat stroke) ✘ Other adverse weather related conditions e.g. lightning, strong/gusting winds etc. ✘ Getting lost/separated from group ✘ Unplanned/inappropriate entry into water/drowning ✘ Burns, fire/smoke injuries ✘ Substance abuse, alcohol, drugs ✘ Transmissible infections, diseases, illness stings/bites etc. ✘ Adverse contact with wild, farm or domestic animals/plants: kicks, trampling, bites, stings ✘ Abuse/inappropriate contact with strangers ✘ Manual handling issues ✘ Inappropriate behaviour
CONTROL MEASURES	
<ul style="list-style-type: none"> ➔ Academy Emergency contact details: ➔ Name: _____ ➔ Mobile No 1 _____ ➔ Landline No 1 _____ ➔ Name: _____ ➔ Mobile No 2 _____ ➔ Landline No 2 _____ ➔ Named staff who is responsible for ensuring First Aid provision _____ ➔ Named staff who will remain at visit location in an emergency _____ ➔ Communications between staff and back to school or base. 24/7 contact to be available ➔ Appropriate and approved leadership, briefing, supervision and supervision ratio. ➔ Adventure activity leadership in line with Adventure Activity Matrix ➔ Ability, qualification and previous experience of accompanying staff ➔ Availability of prepared Plan B ➔ Infection, disease or illness protection and management procedures ➔ All equipment checked and fit for purpose ➔ Seasonal issues/daylight considered ➔ Weather forecast/underfoot conditions/surface water conditions/depth and speed of water/tidal implications considered/impact of weather on activity e.g. strong winds – woodland activities, cycling ➔ Near water apply controls described in “Safety at Water Margins” (Appendix N) and any other appropriate measures ➔ Swimming ability and water confidence identified if activity is in, on or near to water ➔ Relevant local knowledge ➔ Previous experience, age, ability, fitness of young people ➔ Warm up activities, as appropriate ➔ Arrangements for pupils with special needs, medical conditions or requiring particular attention 	

<ul style="list-style-type: none"> ➔ Staff to pupil ratio, defined groups and regular head counts ➔ Appropriate personal protective equipment available to pupils and staff ➔ Emergency procedures in place and equipment carried/available ➔ Fire safety procedures in place ➔ Application of strategies to prevent cold related conditions (hypothermia/frostbite) ➔ Application of strategies to prevent heat/sun related conditions (sunburn/dehydration/heat exhaustion/heat stroke) ➔ Appropriate rests for re-hydration/food/shade/shelter/application of sunscreen etc. ➔ Use of eye protection against sun damage ➔ Sight and Hearing correction equipment of students and staff being lost or damaged-spare glasses /batteries/equipment and security of equipment. ➔ Highway Code, Country Code, appropriate activity specific codes ➔ Appropriate safeguarding processes in place
NOTES
<ul style="list-style-type: none"> • Accidents to young people, including several fatalities, highlight the need for great care in or near water – refer to Safety at Water Margins. • Each excursion must be risk assessed on an individual basis and not to rely on “last year’s” details. Recent accidents have occurred to parties led by staff that have run incident free activities for many years. • It is good practice to involve young people both in the risk assessment process and in the safety precautions to be followed
Risk Assessment carried out by: _____ Date: _____

ACTIVITY	2. Unaccompanied activities – remote supervision
HAZARDS	✳ All hazards identified in Generic Risk Assessment No. 1 apply but the risks may be heightened by the lack of direct supervision, which means the following additional controls may be required
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Appropriate group size/use of buddy system ➔ Groups must be trained, briefed and assessed as competent for the proposed activity ➔ Staff to have sufficient knowledge of students and venue to assess suitability of proposed activities and arrange appropriate monitoring ➔ Clear geographical boundaries set ➔ Appropriate behaviour standards agreed ➔ Clear emergency briefing for all students including what to do if lost, frightened etc., where supervisory staff will be located ➔ Clear timings set for activity and everyone aware of meeting points. Groups must have watches ➔ Outdoor activity groups must have clear and concise instructions for emergency procedures and have emergency contact numbers. These in turn must be permanently staffed by a person who has a clear idea of the necessary action to be taken ➔ Groups should be self-sufficient in any emergency equipment 	
NOTES	

- Each group member should carry an emergency card with appropriate contact phone numbers/residential address/emergency plan reminder etc.
- Mobile phones/radios are frequently out of range in the hills and although useful at times, must thus be regarded as just another layer of cover.
- D of E training and assessment expeditions must be approved via the D of E office.
- A pre-visit to accommodation is always to be recommended to ensure its suitability for the proposed visit.

Risk Assessment carried out by: _____ Date: _____

ACTIVITY	3. Residential Visit Accommodation
HAZARDS	<ul style="list-style-type: none"> ✘ Fire ✘ Building/grounds fabric ✘ Electricity and electrical appliances ✘ Catering ✘ Child protection ✘ Lost students
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Use/consideration of provider’s domestic site specific risk assessment, where appropriate ➔ Check accommodation has a fire risk assessment (Abroad – ensure it meets the appropriate national standards and assess safety before using.) ➔ Staff inspection of fire precautions on arrival. ➔ Briefing of students on emergency procedures (if possible a fire practice should be held on the first day) ➔ Visual inspections of stairways, balconies, bath/shower facilities, furniture, electrical sockets etc. (preferably on a pre-visit inspection and again on arrival and record/report to travel agent rep/hotel as appropriate) ➔ Group has exclusive use of the sleeping accommodation (preferred) or at least all group rooms are adjacent or in the same area of the accommodation. Where this is not possible there must be suitable deployment of staff to provide appropriate supervision in accommodation close to the students ➔ All staff accommodation, including Visit Leader, to be adjacent to students, unless remote or indirect supervision has been agreed by the Principal/EVC ➔ Group accommodation is segregated by gender unless accommodation prevents this (e.g. single room Mountain Hut) ➔ Student rooms can be locked if necessary but staff can always gain access ➔ All accompanying staff and volunteers must have valid DBS clearance ➔ Student rooms cannot be accessed from outside (ground floor windows, balconies with fire exits etc.) ➔ External doors and windows are secure against intrusion – or if staying in hotel, main door is continually staffed by hotel staff 24 hours ➔ Pupils know where staff will be throughout the night ➔ Pupils are checked into rooms at “lights out” ➔ Sight and Hearing correction equipment of students and staff being lost or damaged-spare glasses /batteries/equipment and security of equipment. ➔ Catering staff have food hygiene qualifications ➔ Students are not involved in catering or washing up unless the activity has been specifically risk assessed and is properly supervised/managed/training given (e.g. D of E Expedition training) ➔ Students should be carefully briefed about boundaries for down time and timings/ locations of meetings ➔ “Signing out” and “signing in” system is in place and used ➔ Regular meetings for “head counts” should be held 	

NOTES

- It is good practice for younger students to wear easily identifiable clothing, badges or hats.
- Students **should not** wear any badge identifying them by name.
- Students should know details of their destination and of academy contacts. It would be good practice for younger students to carry written details of these.
- Accidents have occurred as a result of misuse of hotel balconies. Balconies also present possible unauthorised entry and exit points for pupils and /or unwelcome visitors.

Risk Assessment carried out by: _____ Date: _____

ACTIVITY	4. Transport of children and young people involved in educational visits
HAZARDS	<ul style="list-style-type: none"> ✘ Delay, cancellation or breakdown ✘ Accident, illness or travel sickness ✘ Missing young person ✘ Lack of knowledge of meeting place, contingency plans ✘ Transport systems overseas may well not be subject to the same standards normally deployed within the UK
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Emergency procedures/contacts in place ➔ Contingency plans for delays/cancellations/breakdowns ➔ Use of Visit Leader Emergency Card and Pupil ID Card ➔ Effective communication systems (where appropriate, ensure coverage of mobile network/identify available landline access/use of radios) ➔ Appropriate supervision and head counts/register as required ➔ Plan for appropriate comfort stops ➔ Particular arrangements for supervision at service stations, railway stations, departure lounge/terminal areas etc. ➔ Young people to know their Visit Leader and Sub-Visit Leader ➔ Young people briefed regarding purpose, expectations, appropriate behaviour, timings, supervision ➔ Use of small groups/buddy systems etc. ➔ Young people to be brief on what to do if separated from the group ➔ Appropriate sites for getting on and off transport ➔ Consider use of identifiable clothing etc. (no name badges) ➔ Prepare route or site specific risk assessment where appropriate ➔ Use of block booked seating on planes, trains etc. ➔ Procedure/equipment for biohazard cleaning etc. ➔ All arrangements agreed with contractor ➔ Access to funds to deal with transport arrangement failure ➔ Staff to be deployed throughout seating arrangement to provide appropriate supervision and meet current regulations (especially coaches, planes, trains) ➔ Use of seatbelts to be monitored and enforced by staff in addition to any responsibility by carrier 	

- When planning journeys abroad, ensure that all participants and parents are briefed as far as possible regarding arrangements and practices that may be encountered

NOTES

On foot

- A route specific risk assessment to be carried out, identifying specific location hazards, e.g. junctions/crossings etc.
- On public roads/service stations etc. determine crocodile or wave method to cross roads, agree and brief all participants regarding responsibilities at crossings and other hazardous locations
- On public footpaths/bridleways/parks etc. brief all participants relating to other users e.g. walkers, cyclists, horse riders, dog walkers and apply appropriate codes or practice e.g. Country Code etc.

Hired coach/bus/taxi

- Coach hired from employer approved company/reputable firm/correct licence/appropriate DBS arrangements for drivers and escorts
- All arrangements to be agreed with contractor.
- Coaches to be fitted with seatbelts
- Buses without seatbelts not to be hired for sole use (scheduled service buses acceptable without seatbelts)
- Motorway/AutoRoute breakdown procedures

Public Service Buses

- Clear briefing on behaviour and supervision arrangements to all adults, pupils and young people
- Arrangements in the event of whole group being unable to board bus
- Arrangements for ensuring all participants alight at the correct at the correct stop/head counts etc.
- Strict supervision at all bus stops

Minibus

- Driver appropriately licensed
- Appropriate safety checks carried out
- Determine additional supervision, other than driver, by risk assessment
- Luggage appropriately and securely stored on roof rack or inside, clear of aisles
- Any trailer does not impede emergency exit
- Additionally EEC regulations for foreign travel complied with
- Motorway breakdown procedure issues

Private vehicles

- Driver to complete 'Registration of Private Vehicle Form' – see Appendix F (page 59) and Evolve.
- Parental permission obtained specifically for private vehicles
- Booster seats used as appropriate

Trains/Underground rail systems

- Strict supervision on platforms
- Avoid rush hours whenever possible
- Organise advanced ticket purchase, where possible
- Ensure sole use of sleeping compartments

Ferry crossings

- Strict supervision between vehicle deck and designated meeting point

- Meeting point to be staffed throughout the journey
- Pupils not allowed on open deck unless supervised
- Strict briefing/supervision relating to duty free purchases/alcohol from bars

Flights

- Young people/adults briefed on security expectations
- Strict briefing/supervision re: passport control/customs/baggage reclaim area
- Appropriate supervision and ground rules for waiting areas

Other forms of transport

- Trams/cable cars/smaller water craft etc. may have individual requirements and additional arrangements and a specific risk assessment should be carried out to determine any specific requirements

Risk Assessment carried out by: _____ Date: _____

ACTIVITY	5. Artificial Slope Skiing
HAZARDS	<ul style="list-style-type: none"> ✘ Collisions with fixed objects/people ✘ Lifts and tows ✘ Hand & thumb injuries ✘ Burns on plastic slopes ✘ Inappropriate carriage of equipment
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Helmets, gloves/mittens to be worn. Legs and arms fully covered ➔ Standard operating procedures of the English Ski Council/slope provider's operating guidelines ➔ Equipment check and adjustment by a competent person 	
NOTES	
<p>Risk Assessment carried out by: _____ Date: _____</p>	

ACTIVITY	6. Piste Skiing/Snowboarding
HAZARDS	<ul style="list-style-type: none"> ✘ Significant falls ✘ Collisions with fixed objects/people ✘ Difficult and changeable piste conditions ✘ Lifts and tows ✘ Avalanches ✘ Snow blindness ✘ Effects of Altitude ✘ Separated from group ✘ Fatigue and dehydration

	✘ Sun burn
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Young people should be made familiar with the 'Skiway Code' and use of lifts/tows ➔ It is compulsory for all staff and students taking part in skiing or snowboarding when on a visit organised by a Delta academy to wear an appropriate helmet. ➔ All resort signage must be followed ➔ Checking that participants are wearing/carrying appropriate clothing/eye protection for conditions ➔ Pupils must not be allowed to ski unsupervised ➔ Only qualified staff may adjust bindings ➔ Special consideration for regular breaks for re-hydration/application of sunscreen ➔ Students and staff who might use glasses and their need for correct fitting goggles. ➔ Lost or damaged glasses - spare glasses. ➔ Remove rucksacks when using chairlift. ➔ Ensure all shoulder straps to ski pants are worn correctly and not allowed to hang below the waist. 	
NOTES	
<ul style="list-style-type: none"> • Visit Leaders should hold the SCO (Snowsport Course Organisers Award) • Visit leaders are recommended to consider full instructional provision of 5 hours per day • Accidents on skiing visits often happen outside of skiing activities. Tobogganing, sledging, 'poly bagging' and ice skating all have their own associated safety issues which should be carefully considered before inclusion in a programme • If academy staff intend to lead ski groups outside normal ski school instruction then they MUST hold an ASCL (Alpine Ski Course Leader) qualification. <p>Staff supervised ski sessions: The following guidelines must be applied:</p> <ul style="list-style-type: none"> • Most staff supervised sessions will usually take place following formal instructional sessions, normally towards the end of a skiing day. It is essential to recognise the likelihood of fatigue and plan accordingly • Sessions should only be undertaken on appropriate slopes and snow conditions familiar both to students and leaders, and should be of a sensible duration • Groups should not go off piste • Most staff will only be qualified to lead groups and will not be qualified to instruct. They should avoid any attempt to introduce new skills. 	
Risk Assessment carried out by: _____ Date: _____	

ACTIVITY	7. Rock Climbing & Abseiling
HAZARDS	<ul style="list-style-type: none"> ✘ Significant falls ✘ Falling objects ✘ Incorrect belay technique or use of belay device ✘ Entrapment by equipment ✘ Climber or abseiler inverting ✘ Student inadvertently or purposely unclipping from harness ✘ Group not properly supervised whilst waiting

CONTROL MEASURES
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Appropriate choice of location, crag and route ➔ Jewellery and rings must be removed, long hair tied back to avoid entrapment in belay and abseiling devices ➔ All participants on outdoor crags, walls, towers and mobile facilities must wear helmets as directed by qualified staff or the facility ➔ Careful training and supervision of belaying should take place with novices ➔ Consider the use of chest harness to prevent inversion ➔ Consider tying directly into harness to avoid unclipping ➔ Agreed supervision of group who are not climbing
NOTES
<ul style="list-style-type: none"> • If students are to belay, a carefully structured teaching session is required to ensure complete understanding. Thereafter, careful direct supervision is required. • There should be a structured build-up of the activity to ensure the right level for each participant • Consider the use of other adults to be trained/supervised for belay
<p>Risk Assessment carried out by: _____ Date: _____</p>

ACTIVITY	8. Hillwalking, not Winter Conditions
HAZARDS	<ul style="list-style-type: none"> ✘ Significant falls ✘ Steep ground ✘ Stone fall ✘ Rivers/streams in spate ✘ Getting lost/separated ✘ Adverse and sudden changes in weather and under foot conditions ✘ Hypothermia ✘ Hyperthermia ✘ Heat exhaustion
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Be aware and take account of changing weather conditions ➔ Appropriate protective clothing/footwear and equipment ➔ Maps, compasses and the ability to use them in poor visibility ➔ Careful route selection appropriate to group and conditions, with emergency alternatives ➔ Mobile phone/radio (see note below) 	
NOTES	

- Unaccompanied walks (or 'remote supervision' expeditions such as those undertaken by DofE groups) are seen as a separate and distinct activity. As such they will require different strategies, preparation and route choice. Also apply Risk Assessment No. 2
- Particular care must be taken in relation to crossing of streams, especially if water levels are high
- Mobile phones/radios are frequently out of range in the hills and although useful at times, must thus be regarded as just one element of emergency equipment

Risk Assessment carried out by: _____ Date: _____

ACTIVITY	9. Mountain Walking, Winter Conditions
HAZARDS	<ul style="list-style-type: none"> ✘ Significant falls ✘ Steep ground ✘ Stone fall/avalanches ✘ Getting lost/separated ✘ Adverse and sudden changes in weather and snow conditions ✘ Snow blindness ✘ Water margins ✘ Benightment ✘ Wind slab, neve and poor runouts ✘ Hypothermia ✘ Heat exhaustion
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Detailed local weather forecast, weather history and assessment of avalanche potential (use any report if available), strong/gusting winds ➔ Be aware and take account of changing weather conditions ➔ Appropriate protective clothing ➔ Helmets must be worn if deemed appropriate by activity leader ➔ Ice axe, crampons, and the ability to use them safely and appropriately ➔ The safe use of ice axe and crampons must be taught before venturing into terrain where they may be necessary to make safe progress ➔ Careful route selection with alternative planned routes inc. low level options ➔ Early start/early finish ➔ Good local knowledge 	
NOTES	
<p>Winter conditions' cannot be defined by exact dates and the term includes:</p> <ul style="list-style-type: none"> • all occasions when the route or any part of it is covered in snow or ice • times when the existing or the forecast weather conditions for a route include near freezing temperatures with strong winds or persistent rain or snow. 	
<p>Risk Assessment carried out by: _____ Date: _____</p>	

ACTIVITY	10. Winter Snow/Ice Climbing
HAZARDS	<ul style="list-style-type: none"> ✘ Belay failures ✘ Significant falls ✘ Steep ground ✘ Stone fall/avalanches/other climbers dropping gear ✘ Getting lost/separated ✘ Hypothermia ✘ Adverse and sudden changes in weather and snow conditions ✘ Snow blindness ✘ Benightment
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Detailed local weather forecast, weather history and assessment of avalanche potential (use any report if available) ➔ All participants on outdoor crags, walls, towers and mobile facilities and indoor walls should must wear helmets as directed by qualified staff or the facility ➔ Appropriate protective clothing ➔ Ice axe, crampons, and the ability to use them safely and appropriately ➔ Careful route selection with alternative planned routes ➔ Avoid routes with climbers above, especially confined gullies ➔ Early start/early finish ➔ Good local knowledge 	
NOTES	
<ul style="list-style-type: none"> • The safe use of ice axe and crampons must be taught before venturing into terrain where they may be necessary to make safe progress. Participants in 'snow craft' training sessions must wear helmets and the site carefully selected for a safe run out for ice axe self-arrest practice and movement skills. • 'Winter conditions' cannot be defined by exact dates and the term includes: <ul style="list-style-type: none"> • all occasions when the route or any part of it is covered in snow or ice • times when the existing or the forecast weather conditions for a route include near freezing temperatures with strong winds or persistent rain or snow. 	
Risk Assessment carried out by: _____ Date: _____	

ACTIVITY	11. Gorge Walking, Ghyll Scrambling, Sea Level Traversing, Mixed Water & Rock Activities
HAZARDS	<ul style="list-style-type: none"> ✘ Significant falls ✘ Drowning ✘ Stone fall ✘ Entrapment/tidal problems/swept off shore

	<ul style="list-style-type: none"> ✘ Sudden changes in weather conditions ✘ Sudden changes to underfoot conditions ✘ Sudden changes in water levels ✘ Sudden immersion ✘ Hypothermia ✘ Pollution/natural and manmade debris ✘ Belay failure with tensioned ropes ✘ Use of ropes in water (entanglement)
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Detailed weather forecast and water level report if available ➔ Local knowledge e.g. venue, sea state, tidal information, access/egress points, water release information ➔ Appropriate protective clothing and footwear ➔ Appropriate helmets for all participants ➔ Appropriate spotting in difficult sections ➔ Detailed knowledge and effective planning of escape routes for all sections ➔ Use of buoyancy aids where judged appropriate by activity leader ➔ Judicious belay selection and care constructing Tyrolean traverses ➔ Throwline and suitable knife ➔ Plunge pools/slides to be checked for depth and obstructions (no diving) ➔ Use of safety boat where appropriate 	
NOTES	
<ul style="list-style-type: none"> • These activities can require a depth of expertise, experience and technical ability in more than one activity • Where entry into water is likely, leaders must carefully consider methods of safeguarding and retrieving any participant in the water • More technical gorges may require different staffing ratios and/or staff experience – may be appropriate to follow a Site Specific risk assessment • Significant emphasis must be placed on dynamic risk assessment, due to the potential for rapid changes to the environment, e.g. unstable boulders, eroded banks etc. Essential to note significant changes and give feedback to other users where appropriate 	
Risk Assessment carried out by: _____ Date: _____	

ACTIVITY	12. Mountain and Off Road Biking
HAZARDS	<ul style="list-style-type: none"> ✘ Collisions with traffic/fixed objects/pedestrians/horse riders/other cyclists/significant falls etc. ✘ Adverse and sudden changes in weather conditions ✘ Adverse ground conditions

	<ul style="list-style-type: none"> ✘ Lifting injuries ✘ Irresponsible riding ✘ Fatigue and dehydration ✘ Mechanical failure ✘ Poor maintenance ✘ Hypothermia ✘ Hyperthermia ✘ Heat exhaustion
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ All participants must wear appropriate helmets ➔ Appropriate clothing, footwear and gloves must be worn ➔ Design of cycles to be fit for the purpose of the specific activity ➔ Careful route selection appropriate to the entire group ➔ Strict group control methods shared with all participants before departure ➔ Caution on long downhill sections ➔ Group to dismount and walk in appropriate sections/specific hazards – see site specific risk assessment or apply dynamic risk assessment ➔ Initial practical test of individual ability before departure from start point or previous knowledge of individual skill ➔ Bikes must be safety checked and include brakes, gears, wheels and headset/head set ➔ Leadership ability, experience and technical skills higher than those required for the chosen route ➔ Follow the Highway Code, Country Code and Mountain Biking Code ➔ If using public roads to link off-road sections, have a clearly defined plan that is understood by all participants for crossing road junctions or turning right. Always consider dismounting and walking at these and other serious hazards e.g. roundabouts, car parks etc. 	
NOTES	
<ul style="list-style-type: none"> • This activity carries a significantly higher likelihood of risk of injury. It is often falsely assumed that if an individual can ride a bike then they can ride off road safely • It must not be assumed that an individual understands how to ride safely on a public road or as part of a group • Effective group control is more difficult than with other activities • Mountain biking may be perceived as having greater environmental impact than other activities. It is important to cycle only on designated bridle paths and byways and not to contravene local agreements 	
Risk Assessment carried out by: _____ Date: _____	

ACTIVITY	13. Underground Exploration
HAZARDS	<ul style="list-style-type: none"> ✘ Significant falls ✘ Rockfall/objects falling ✘ Bad Air poisoning

	<ul style="list-style-type: none"> ✘ Exposure to radon ✘ Rapid change in water levels ✘ Hypothermia ✘ Drowning ✘ Light failure ✘ Incorrect belay technique or use of belay device ✘ Failure of props, stopes, false floors etc.
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Detailed weather forecast and water level prediction ➔ Adequate clothing and equipment ➔ Local knowledge and knowledge of venue used ➔ Familiarity of venue to leader ➔ Appropriate protective clothing ➔ Reserve method of lighting ➔ Extreme caution in old mineral mines with use limited to NAMHO inspected venues ➔ Limited exposure in high radon areas ➔ Careful training and supervision of belaying should take place with novices 	
NOTES	
<ul style="list-style-type: none"> • If students are to belay, a carefully structured teaching session is required to ensure complete understanding. Thereafter, careful direct supervision is required. 	
Risk Assessment carried out by: _____ Date: _____	

ACTIVITY	14. Camping
HAZARDS	<ul style="list-style-type: none"> ✘ Burns & scalds ✘ Fire/carbon monoxide poisoning ✘ Trip hazards etc.: guy lines/tent pegs/drying lines etc. ✘ Injuries from falls with heavy sacks ✘ Excessive loads – back injuries ✘ Sickness / hygiene related illness ✘ Exhaustion when mobile camping ✘ Separation during night/location of toilet/child protection
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Appropriate training in use of all equipment ➔ Strict supervision of novice use of stoves 	

- ➔ Safe storage of inflammable liquids/gas containers and strict procedures for changing gas canisters/refilling Trangia stoves
- ➔ Detailed weather forecast and implementation of alternative plan if necessary
- ➔ Serviceable tents, sleeping bags and ground insulation
- ➔ Careful selection of campsite and siting of tents taking into consideration other users, members of the public, likelihood of flooding.
- ➔ Careful briefing regarding personal hygiene, drinking water, personal washing, washing dishes and toileting
- ➔ Careful route selection for mobile camping (refer also to Risk Assessment Number 8, as appropriate)
- ➔ Shared tents with suitable buddy(s)
- ➔ Staff tent(s) sited to provide suitable supervision of young people, unless provision has been made for remote supervision

NOTES

- There is potential risk of groups lowland camping being vulnerable to intrusion by unwanted visitors
- Different upland or ecologically sensitive areas may have their own policy regarding the management of human waste and it would be prudent to check this prior to the trip.
- With fixed camps, the kitchen area is particularly at risk of fire and should have its own water and sand buckets to hand
- Adequate separation between tents is important for safe movement and fire safety
- Prohibit running and ball games in the vicinity of stoves and tents
- Cooking inside/near lightweight tents should be avoided whenever possible. When it is necessary, appropriate safeguards should be taken
- Stoves should not be stored in sleeping areas in tents
- Only gas canisters with self-sealing valves should be used with gas lighting and gas stoves. Extreme caution be exercised when changing canisters and this should only be done in the open air, and away from lit stoves.
- Caution re-filling Trangia style burners with methylated spirits.

Risk Assessment carried out by: _____ Date: _____

ACTIVITY	15. Orienteering
HAZARDS	<ul style="list-style-type: none"> ✘ Collisions/trips with rocks/trees/branches/brambles/nettles/undergrowth etc. ✘ Ambient temperature and windchill ✘ Short winter afternoons/darkness ✘ Strong winds/falling branches or trees ✘ Sheep and deer ticks
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Weather forecast ➔ Appropriate clothing and footwear ➔ Distinctive sound signal for 'return to base' ➔ Participants have whistles, watches and torches as appropriate 	

- ➔ Return to base times
- ➔ Use of barrier tape/positioning of adults at crucial points
- ➔ Type of course to match venue and group ability
- ➔ Use of buddy(s) groups where appropriate
- ➔ Adequate drinks

NOTES

- This activity may also require the application of Risk Assessment Number 2 – Unaccompanied Activities/Remote Supervision

Risk Assessment carried out by: _____ Date: _____

ACTIVITY	16. Horse riding and pony trekking
HAZARDS	<ul style="list-style-type: none"> ✘ Significant falls ✘ Collisions with traffic/fixed objects/pedestrians/horse riders/ cyclists etc. ✘ Traffic noise and proximity ✘ Bites ✘ Hygiene ✘ Crushing/kicking injuries ✘ Tack failure
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ All participants must wear appropriate helmets conforming to the appropriate British Standard and other body protection, as deemed appropriate by the activity leader ➔ Tack checked by activity leader ➔ Appropriate protective/fluorescent clothing, footwear and other equipment ➔ Approved BHS provider, a member of Association of British Riding Schools ➔ Careful route selection appropriate to the entire group ➔ Strict group control methods shared with all participants before departure ➔ Caution on steep terrain ➔ Initial practical test of group ability before departure from start point ➔ Leadership ability, experience and technical skills higher than those required for the chosen route ➔ Follow the Country Code 	
NOTES	
<ul style="list-style-type: none"> • This activity comes under the AALA regulations if it takes place in ‘remote country’ 	
<p>Risk Assessment carried out by: _____ Date: _____</p>	

ACTIVITY	17. Fieldwork
HAZARDS	<ul style="list-style-type: none"> ✘ Significant falls ✘ Falling objects ✘ Water margins/drowning ✘ Adverse and sudden changes in weather conditions ✘ Adverse ground conditions ✘ Sudden changes in water levels or incoming tides ✘ Pollution/debris ✘ Use of chemicals ✘ Ineffective personal hygiene facilities/options ✘ Sheep and deer tics ✘ Eye injuries ✘ Manual handling of equipment ✘ Inappropriate footwear and clothing
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Local knowledge of Visit Leader ➔ Apply provider's site specific risk assessment, where appropriate ➔ Party management appropriate to location ➔ Detailed weather forecast including tide times for coastal locations ➔ Helmets for all participants near cliff areas (geology excursions) ➔ Eye protection if using geology hammers etc. ➔ Appropriate protective clothing and footwear ➔ Extreme caution with river studies in anything other than ankle deep water ➔ Throwline to be carried and deployed by trained staff, where site requires such protection ➔ Briefing re: dangers of road traffic etc. in urban and rural fieldwork ➔ Care with high walls on castle and fortified town visits ➔ Be prepared to change planned activity in adverse conditions ➔ Briefing/training for use of/carrying equipment, chemicals etc. ➔ Refer to Remote Supervision Risk Assessment if appropriate 	
NOTES	
<ul style="list-style-type: none"> • A number of recent accidents and fatalities have reflected a total underestimation of the power of water and the effect of sudden immersion. River study sites should be carefully chosen beforehand and not used if water levels rise in a short period of time. Depths should alternatively be made from bridges with due regard for the dangers of leaning over railings! • The impact of fieldwork groups is an issue in more environmentally sensitive areas. The digging of soil pits and use of geology hammers on rocks for instance should be avoided, particularly in sensitive areas. 	
<p>Risk Assessment carried out by: _____ Date: _____</p>	

ACTIVITY	18. Kayaking & Canoeing (all paddlesports)
HAZARDS	<ul style="list-style-type: none"> ✘ Drowning ✘ Hypothermia ✘ Lifting injuries ✘ Trailer related accidents ✘ Pollution/debris ✘ Strong winds and squalls/gusts ✘ Separation/group member out of sight of leader ✘ Swamping of craft ✘ Drifting offshore ✘ Strong currents/eddies/stoppers/undertows/rips/tidal streams ✘ Entrapment – strainers/trees/rocks/undercut banks/fishing line/fencing material etc. ✘ Entrapment – in/under craft and fingers/arms/legs/clothing etc. ✘ Collision with fixed objects/other craft/people ✘ Sudden changes in weather and water levels/velocity ✘ Emptying water filled crafts
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Defined and agreed paddling area/brief re: other water users ➔ Wear buoyancy aid ➔ Appropriate assessment of water level and water quality ➔ Appropriate protective clothing/footwear ➔ Water confidence of participants ascertained – capsize/entrapment procedure explained/practiced as deemed appropriate by activity leader ➔ Helmets to be worn when deemed appropriate by Activity Leader ➔ Detailed weather forecast, tidal information (if appropriate) and constant observation of conditions ➔ Throwlines, towlines and suitable knife ➔ Careful handling of trailers and lifting craft and other heavy weights ➔ Adequate food and drink, spare clothing and emergency gear and shelter as appropriate, in waterproof containers ➔ Agreed signal system for clear communication ➔ Appropriately equipped craft ➔ Use appropriate lifting and emptying techniques. 	
NOTES	
<ul style="list-style-type: none"> • It may be appropriate to have a Site Specific risk assessment reflecting the nature of paddlesport discipline/craft being used • Careful consideration to be given to the use of spray decks/types of spray deck • A safety boat may be appropriate, in some circumstances, on open water • Rafted open boats can provide a stable platform for initial paddling sessions or to cater for young people with particular needs. However, capsizes of rafted open boats, although unlikely, can present more problems in righting and emptying 	
<p>Risk Assessment carried out by: _____ Date: _____</p>	

ACTIVITY	19. Dinghy Sailing
HAZARDS	<ul style="list-style-type: none"> ✘ Drowning ✘ Hypothermia ✘ Capsizes, entrapment and entanglement ✘ Lifting injuries ✘ Head injuries ✘ Trapped fingers ✘ Drifting offshore ✘ Pollution/debris ✘ Collision with fixed objects/other craft/people ✘ Running aground ✘ Trailer related accidents ✘ Ropeburns ✘ Sudden changes in weather and surface water conditions ✘ Fleet dispersal
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Defined and agreed sailing area ➔ Agreed communication system boat/boat and boat/shore, as appropriate ➔ Safety boat cover with emergency equipment ➔ Staff to carry appropriate knife/cutting implement ➔ Detailed weather forecast, tidal information (if appropriate) and constant observation of conditions ➔ Appropriate protective clothing ➔ Wearing of buoyancy aids/lifejackets as appropriate ➔ Water confidence of participants ascertained ➔ Helmets to be worn when deemed appropriate by Activity Leader ➔ Capsize procedure briefing ➔ Staffed trained re: entrapment procedures 	
NOTES	
<p>Risk Assessment carried out by: _____ Date: _____</p>	

ACTIVITY	20. Powerboating/Use of Safety Boat
HAZARDS	<ul style="list-style-type: none"> ✘ Drowning ✘ Hypothermia ✘ Capsizes, entrapment ✘ Lifting injuries ✘ Engine & propeller injuries ✘ Engine/propeller failure

	<ul style="list-style-type: none"> ✘ Fire/fuel spillage/pollution ✘ Pollution/debris ✘ Drifting offshore ✘ Sudden changes in weather and water conditions ✘ Collision with fixed objects/other craft/people ✘ Running aground ✘ Trailer accidents
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Defined and agreed operating area ➔ Agreed communication system boat/boat and boat/shore, as appropriate ➔ Detailed weather forecast, tidal information (if appropriate) and constant observation of conditions ➔ Wearing of buoyancy aids/lifejackets/helmets as appropriate ➔ Regular recorded servicing and safety checks ➔ Cut engine on approach to swimmers ➔ Flare pack, appropriate fire extinguisher and emergency kit in waterproof container if used on open water/sea ➔ Alternative means of propelling the boat ➔ Secure storage of fuel/refuelling protocol applied ➔ Appropriate protective clothing ➔ Killcords used every time engine is started ➔ Use of prop guard ➔ Effective method of communication with shore and with fleet ➔ Ensure seaworthiness of craft ➔ Do not exceed safe load ➔ Sun protection/eye protection ➔ Apply specific RYA protocols for powerboat training courses, together with any additional event specific control measures required ➔ Use of two kill cords when teaching powerboating with under 16's ➔ Positioning of instructor alongside student 	
NOTES	
<ul style="list-style-type: none"> • The safety role of powerboats may mislead groups and leaders into thinking they are inherently safe. Powerboats have the potential to increase the level of risk unless used with extreme caution and with due regard to good seamanship and the recommendations of the RYA 	
Risk Assessment carried out by: _____ Date: _____	

ACTIVITY	21. Windsurfing
HAZARDS	<ul style="list-style-type: none"> ✘ Drowning ✘ Hypothermia ✘ Entrapment/entanglement ✘ Collision with board/boom/mast ✘ Lifting injuries ✘ Drifting offshore

	<ul style="list-style-type: none"> ✘ Sudden changes in weather and surface water conditions ✘ Collision with fixed objects/other craft/people ✘ Pollution/debris ✘ Trailer related accidents
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Defined and agreed sailing area ➔ Agreed communication system boat/boat and boat/shore, as appropriate ➔ Detailed weather forecast, tidal information and sea state ➔ Appropriate protective clothing/footwear as determined by Activity Leader ➔ Helmets to be worn when deemed appropriate by Activity Leader ➔ Rescue craft/safety boat available as appropriate ➔ Wear buoyancy aid where appropriate ➔ Water confidence of participants ascertained ➔ Ensure condition of non-slip surface on boards 	
NOTES	
Risk Assessment carried out by: _____ Date: _____	

ACTIVITY	22. Surfing (surf boards)
HAZARDS	<ul style="list-style-type: none"> ✘ Drowning ✘ Hypothermia ✘ Lifting injuries ✘ Drifting offshore ✘ Dumping waves ✘ Injuries from own board ✘ Rip currents/undertow etc. ✘ Collision with fixed objects/other craft/people ✘ Pollution/debris ✘ Trailer related accidents
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Defined and agree surfing area ➔ Detailed weather forecast tidal information and sea state ➔ Awareness of rips ➔ Agreed signal system for clear communication ➔ Appropriate protective clothing/footwear as determined by Activity Leader ➔ Wear buoyancy aids, if deemed appropriate by Activity Leader ➔ Helmets to be worn when deemed appropriate by Activity Leader ➔ Water confidence of participants ascertained 	

- Consider foam boards for novices
- Ankle leashes
- Careful briefing
- Effective form of rescue available on beach (extra board, throw line, surf ski/kayak etc.)
- Use appropriate lifting techniques.

NOTES

Water quality can vary around the coast. Check via local knowledge, surfing websites etc.

Small waves under 1' (below knee height) are ideal for novices

Risk Assessment carried out by: _____ Date: _____

ACTIVITY	23. Body Boarding/Boogie Boarding
HAZARDS	<ul style="list-style-type: none"> ✘ Drowning ✘ Hypothermia ✘ Drifting offshore ✘ Dumping waves ✘ Rip currents/undertows ✘ Injuries from own board ✘ Collision with fixed objects/other craft/people ✘ Pollution/debris
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> → Defined and agree surfing area → Agreed signal system for clear communication → Detailed weather forecast tidal information and sea state → Appropriate protective clothing/footwear as determined by Activity Leader → Wearing of buoyancy aids, if deemed appropriate by Activity Leader → Water confidence of participants is ascertained → Helmets to be worn when deemed appropriate by Activity Leader → Wrist leashes worn → Effective form of rescue available on beach (extra board, throw line, surf ski/kayak etc.) 	
NOTES	
<p>Risk Assessment carried out by: _____ Date: _____</p>	

ACTIVITY	24. Improvised Rafting
HAZARDS	<ul style="list-style-type: none"> ✘ Drowning ✘ Hypothermia ✘ Capsizes, entrapment/entanglement ✘ Lifting injuries ✘ Head injuries ✘ Drifting offshore ✘ Collision with fixed objects/other craft/people ✘ Pollution/debris ✘ Poles breaking
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Defined and agree rafting area ➔ Agreed signal system for clear communication ➔ Detailed weather forecast tidal information and sea state ➔ Appropriate protective clothing/footwear as determined by Activity Leader ➔ Wearing of buoyancy aid ➔ Water confidence of participants ascertained ➔ Helmets to be worn when deemed appropriate by Activity Leader ➔ Safety boat cover or effective form of rescue available on shore (throw line, canoe etc.) ➔ Security of improvised raft checked prior to launch by Activity Leader ➔ Examine and replace poles as necessary ➔ Use appropriate lifting techniques 	
NOTES	
<ul style="list-style-type: none"> • This is perceived as a relatively low-key activity and thus not requiring technical skill nor experience on the part of the leader/instructor. However the potential risk is as great as with other water activities. • Participants may get over enthusiastic or 'carried away' whilst rafting. It is important to maintain effective communication to get immediate attention of all participants should a problem occur. 	
Risk Assessment carried out by: _____ Date: _____	

ACTIVITY	25. Outdoor Swimming (Sea, Lakes, Rivers, Swimming Pools with no Lifeguard)
HAZARDS	<ul style="list-style-type: none"> ✘ Drowning ✘ Hypothermia ✘ Drifting offshore ✘ Entrapment/entanglementPollution/debris ✘ Collision with water craft ✘ Water temperature

	<ul style="list-style-type: none"> ✘ Water depth ✘ Sudden changes in weather and water levels/velocity ✘ Wildlife e.g. swans, geese etc.
CONTROL MEASURES	
<p><i>This must be used, adapted and applied in conjunction with Risk Assessment No.1 and any appropriate site specific RA</i></p> <ul style="list-style-type: none"> ➔ Define and agree area to be used ➔ Agreed signal system for clear communication ➔ Conduct the activity in suitable conditions/consider use of wetsuits/other appropriate protective clothing ➔ Local knowledge is essential ➔ Good water clarity is an advantage ➔ Diving should not be permitted ➔ Swimming should not follow soon after a main meal ➔ Non/weak swimmers must be identified and excluded/use of buoyancy aids ➔ Young people counted into and out of the water ➔ If the party is staying at a location with a swimming pool where no life guard provision is made (e.g. some overseas hotels), one of the party must hold the National Rescue Award for swimming teachers and coaches or equivalent life guarding qualification ➔ Appropriate rescue gear available 	
NOTES	
<ul style="list-style-type: none"> • Swimming in open water is potentially hazardous, requires very careful assessment by a qualified person and must always be adequately supervised. A disproportionate number of recent fatalities on school visits have been drownings (8 out of 12 deaths since September 2000). Few of these had been planned swimming activities and thus had not been adequately risk assessed beforehand. • Swimming in the sea increases problems caused by variable factors such as currents, rips, waves and longshore drift. • People that are good swimmers in pools are not necessarily as capable in open cold water. Sudden immersion can have a disabling effect and strong swimmers do drown. 	
Risk Assessment carried out by: _____ Date: _____	

APPENDIX D

The TRUST Adventure Activity Leadership Matrix

This section describes the adventure activities approved by the Trust, the Leadership qualifications required and appropriate supervision ratios.

- The Trust approval for an adventure activity is not required, provided that the Principal and Governing Body are satisfied that the level of activity and leadership qualification falls within this matrix.
- **Any outdoor or adventure activity not included in this matrix will require the Trust approval.**
- **Any activity included but going beyond the described range of operation will require the Trust approval.**
- Any other leader or organisation providing licensable activities in the UK must provide evidence of a current AALA Licence.
- Competent and suitable volunteers can be entered on the Trust Register of Approved Leaders.
- Activities operating under the Duke of Edinburgh’s Award Scheme will need to follow that approval system in addition to any required approval specified in these guidelines.
- Maximum staff: student ratio adapted according to qualified leaders event specific risk assessment.

Definitions

Leader - Fully qualified and approved to lead the activity

Competent Second – Competent to take over responsibility for safety of the group and instigate the emergency plan in the event of incapacity or absence of the leader

Briefed Confident Adult - An appropriately briefed, confident adult, who could assist in the leading of the session

Technical Advice

Further advice on the Matrix and additional technical advice can be obtained from the following:

The Trust Consultant for Outdoor Education and Educational Visits

Dave Barham

Please contact via Delta Academies Trust at Education House, Spawd Bone Lane, Knottingley, WF11 0EP

Land Based and Water Based Activities

ACTIVITY	RANGE OF OPERATION	MINIMUM QUALIFICATION FOR LEADER	SUGGESTED MAXIMUM STAFF:STUDENT RATIO
Camping - Static	Lightweight camping/low level	BELA or CLA <i>Contact THE TRUST consultant if required</i>	1 : 12
Camping - Mobile	Low level	WLG, BELA or CLA	1 : 12

ACTIVITY	RANGE OF OPERATION	MINIMUM QUALIFICATION FOR LEADER	SUGGESTED MAXIMUM STAFF:STUDENT RATIO
Camping - Mobile	Wild camping/high level	ML award	1 : 12
Caving – Level 1	Horizontal systems easy climbs e.g. 2-3m with use of life line	NCA local cave leader Level 1	1 : 12 + Competent Second
Caving – Level 2	Caves with some pitches using ladder and life line techniques, up to max 18m	NCA local cave leader Level 2	1 : 6 + Competent Second
Caving –	All other caves	Cave Instructor Certificate	1 : 6 + NCA local cave leader
Mine Exploration – NAMHO Inspected Mines	Level 1 Mines horizontal systems with easy climbs, e.g. 2-3m with use of life line.	NCA LCLA 1 with mine endorsement	1 : 12 + Competent Second
Mine Exploration NAMHO Inspected Mines	Level 2 Mines (as caving)	NCA Level 2 with mine endorsement	1 : 6 + Competent Second
Mine Exploration NAMHO Inspected Mines	All other inspected mines	CIC with mine endorsement	1 : 6 + Local Cave Leader Level 1 Competent Second
Normal country walking/ environmental studies field work/low level fell walking/forest	Low lying countryside/forests/farmland and less than 30 mins from road. No steep slopes.	Teacher/youth leader (recommended training Countryside Leader Award or BELA)	1 : 15
Fell/moors walking (not winter conditions)	Hilly terrain max. 3 hours from road	ML WGL Award	1 : 12 + Competent Second/Briefed Confident Adult
High level Fell/ Mountain walking (not winter conditions)	All UK mountainous terrain	ML Award	1 : 12 + Competent Second/Briefed Confident Adult
High level fell/ mountain walking in winter conditions	As above but in conditions of snow ice underfoot	ML Winter	1 : 12 + Competent Second
Winter mountaineering	Up to Grade III snow and ice	MIC	1 : 3
Winter mountaineering	Up to Grade III snow and ice	MIC	1 : 3
Coastal walks	Non remote as for normal country walking	Teacher/youth leader	1 : 15
Orienteering	School grounds	Teacher/youth leader	Class size
Orienteering	Non remote contained areas	Teacher/youth leader	Class size
Orienteering	Extensive or remote areas	BOF Instructor	1 : 12 + Briefed Confident Adult

ACTIVITY	RANGE OF OPERATION	MINIMUM QUALIFICATION FOR LEADER	SUGGESTED MAXIMUM STAFF:STUDENT RATIO
Rock climbing	Unspecified single pitch climbs with easy access	SPA	1 : 12 + Briefed Confident Adult
Rock climbing	Unspecified single pitch climbs with remote access	SPA Award + ML Award Summer	1 : 12 + Briefed Confident Adult
Rock climbing	Multi pitch rock climbs	MIA Award	1 : 3
Artificial climbing walls	Indoors or outdoors	CWA Award	1 : 12 Briefed Confident Adult
Cycling - road	Any cycling on road not included as part of a mountain bike route.	Contact Educational Consultant for advice	1 : 12 + Briefed Confident Adult
Cycling - off road Non-remote/non-technical	non remote easy tracks less than 30mins walk to road or accessible refuge	CTC/MIAS Non-technical award or equivalent	1 : 12 + Briefed Confident Adult
Cycling - off road non-remote, technical route	any permissible route less than 30mins walk to road or accessible refuge, inc. single track/moorland tracks/obstacles requiring technical skill	CTC/MIAS technical award or equivalent	1 : 12 + Briefed Confident Adult
Cycling – off road Remote location	More than 30mins walk to road or accessible refuge, regardless of terrain	CTC/MIAS Mountainous award or equivalent	1:12 + Competent Second
Gorge scrambling *	Water traverse – medium water	Contact Educational Consultant	1 : 12 + Briefed Confident Adult
Gorge scrambling *	Technical use of ropes and climbing equipment	Contact Educational Consultant	1 : 12 + Competent Second
* Any gorge in a remote location will <u>also</u> require the appropriate Walking Leader Award.			
Skiing - downhill	Resort package skiing with ski school only	Qualified Ski School Instructor	Delegated to ski school
Skiing - downhill	Resort package but with practice sessions outside ski school.	Recommended that Alpine Ski Leader Award appropriate competence for foreign visit to be determined by EVC/THE TRUST	1 : 10 + From 2010, all staff leading downhill skiing must have ASLA
Skiing - downhill	Teaching and leading.	BASI 1 or equivalent international licence	1 : 10 +
Skiing - dry slope	Specific site	Club Instructor	1 : 12
Skiing – cross country	Leading on simple slopes, paths, tracks, easy open areas with suitable local conditions (non remote)	Contact Educational Consultant	1 : 12 + Briefed Confident Adult
Skiing – cross country	Leading on more remote areas of English uplands	Contact Educational Consultant	Contact Educational Consultant
Skiing – cross country	In resort	Contact Educational Consultant	
Ropes courses	Purpose built	Contact Educational Consultant	Contact Educational Consultant

ACTIVITY	RANGE OF OPERATION	MINIMUM QUALIFICATION FOR LEADER	SUGGESTED MAXIMUM STAFF:STUDENT RATIO
Initiative and team work challenges	Non technical use of equipment	Teacher/youth leader	1 : 12
Initiative and team work challenges	Technical use of equipment	Appropriately qualified or contact Educational Consultant	1 : 12
Pony trekking	Specific routes	BHS Stage II and RRS certificate	1 : 6
Horse riding	Specific routes	BHSAI	1 : 4

Water Based Activities

Please see additional information uploaded to Evolve that relates to the table for pre 2007 / post 2007 BCU Coach Qualification requirement and additional table of information. If in doubt please contact the Trust consultant.

ACTIVITY	RANGE OF OPERATION	MINIMUM QUALIFICATION FOR LEADER	SUGGESTED MAXIMUM STAFF:STUDENT RATIO
Kayaking - inland	Sheltered water No journeying	Refer to Delta consultant for advice on up-to-date qualifications	Contact Educational Adviser
Kayaking - inland	Flat water journeying including sheltered areas of large lakes.		Contact Educational Adviser
Kayaking - inland	Moving water Grade 2 and open areas of large lakes		Contact Educational Adviser
Kayaking - inland	Above Grade 2 water		Contact Educational Adviser
Kayaking - surf	Below 1m waves		Contact Educational Adviser
Wave Ski	Below 1m waves		Contact Educational Adviser
Kayaking or Wave Ski - surf	Above 1m waves		Contact Educational Adviser
Kayaking - sea	Journeying as defined for BCL Coach Level 3		Contact Educational Adviser
Open Canoe	Sheltered water No journeying		Contact Educational Adviser
Open Canoe	Flat water – journeying including sheltered areas of large lakes.		Contact Educational Adviser
Open Canoe	Moving water Grade 2 and open areas of large lakes		Contact Educational Adviser
Sailing - crewed sailing dinghy	Sheltered water wind strength below 15mph with		RYA Instructor

ACTIVITY	RANGE OF OPERATION	MINIMUM QUALIFICATION FOR LEADER	SUGGESTED MAXIMUM STAFF:STUDENT RATIO
	appropriate safety cover		1 : 12 + 2 Competent Seconds
Sailing - single handed sailing dinghy	Sheltered water maximum 6 dinghies wind strength below 15mph with appropriate safety cover	RYA Instructor	1 : 6 + Briefed Confident Adult or Max. 6 boats/2 to a boat, i.e. 12 pupils, 1 : 12 + Competent Second
Sail Training, e.g. race training, RYA courses	Inland water Type of dinghies determined by course, plus safety cover	Contact Educational Consultant	
Sailing - sea - dinghy	Estuary, sheltered harbour	RYA Instructor – Sea	
Sailing – sea - dinghy	Open waters. Motorised rescue boat required.	RYA Senior Instructor – Sea	Contact Technical Adviser
Sailing – keel boats	Inland with appropriate safety cover	RYA Instructor – Keel Boat Endorsement	Contact Technical Adviser
Sailing	Other types of sailing cruising yachts	Contact Education Consultant	
Boardsailing	Sheltered water with appropriate safety cover	Venue specific	Contact Educational Adviser
Boardsailing	Inland water with appropriate safety cover	RYA Windsurfing Instructor Level 2	Contact Educational Adviser
Rescue Boat	Where appropriate sailing/windsurfing activity may be accompanied by rescue boat(s)	RYA Powerboat Level 2 Sportboat	Appropriate to rescue boat
Rafting -improvised	Sheltered water Construction and use of improvised rafts for team building type exercises	Relevant water sports award	1 : 12 Briefed Confident Adult

APPENDIX E

Delta Academies Trust Policy on Transporting and Escorting Children on Out of School Activities

1. INTRODUCTION/BACKGROUND

This guidance is issued further to academies who have requested advice regarding staff, parents and volunteers transporting children to out of school activities, often in their own cars.

The main areas of query and concern were:

- Do volunteers require a DBS check?
- Can staff and volunteers transport children alone or is an escort required?
- How can academies ensure that the duty of care to pupils, staff and volunteers is discharged?
- How can academies ensure that pupils are not put at risk of abuse/neglect and that staff and volunteers are not at risk of false allegations of abuse, neglect or misconduct?
- What measures need to be in place to deal with emergency situations e.g. breakdown, illness, a seriously disruptive child?
- What arrangements need to be in place to ensure the safety of the vehicle and children being transported in it, the suitability of the driver and that he/she has appropriate insurance cover?
- How can all of the appropriate safeguarding measures be applied whilst at the same time making it clear to volunteers that their assistance is highly valued, also that we do not discourage them from volunteering?
- How can academies ensure that safeguarding measures are in place in a manner that does not curtail or prevent pupils taking part in valuable out of school activities?

2. PURPOSE/SCOPE

This guidance aims to address the above questions and offer some practical advice and examples of safeguards that can be applied.

Its scope is for those arrangements which are organised by the academy, whereby the academy and its governing body (and hence the TRUST) are responsible. It does not apply to those circumstances where parents make their own arrangements for which the academy is not responsible.

It should be noted that some people who work with children are unsuitable to do so, also that those who harm children often seek paid or voluntary work with them. However this **does not** apply to the vast majority of staff or volunteers.

3. GENERAL PRINCIPLES

- Given the potential risks involved all arrangements should be planned in advance and a risk assessment undertaken.
- Wherever possible it is advisable to use transport other than in private cars (e.g. coach, mini-bus) and with at least one additional adult acting as an escort.
- Whilst the above is not always possible or practical it should always be considered as a first option and only discounted when circumstances clearly predict otherwise.
- A senior member of the academy staff should be responsible for planning, risk assessment and oversight of arrangements. This person should prevent arrangements continuing if risk comes to light e.g. a parent is using a clearly unroadworthy car.
- The above member of staff should plan and keep a record of which children are being transported by whom and make arrangements having considered individual needs and circumstances where necessary e.g.
 - children with special or medical needs,
 - those who have experienced previous abuse,

- vulnerable children,
 - those with challenging behaviour,
 - those who have a history of making false allegations
- Arrangements for dropping children off outside of school hours should be made. Consideration needs to be given to whether this should be at home or at school, perhaps especially for younger children. Sometimes, because of circumstances it is most sensible and safe to arrange a home drop-off rather than a school pick-up e.g.
 - child lives some distance from school,
 - child's home is passed on the journey back to school,
 - parent is unable to collect (maybe doesn't have transport or does not have access to care for other children)
 - driver lives nearby to child's home.
 - The member of staff responsible for arrangements (or other appointed staff member) should be available for contact if any emergency situations or difficulties arise or if, for any other reason, agreed plans need to be altered
 - Those persons undertaking the transport should know who to contact in the above circumstances and also be given the emergency contact number for parents/carers. They should be made aware that if any emergency, health and safety matter or any other difficulty or delay arises that they must immediately contact the staff member and parent (and call 999 if this is appropriate). Under no circumstances must young children be left alone or a child be ejected from a vehicle.
 - In extreme medical emergencies the driver should take the child to A&E if they can reasonably get them there more quickly than if they were to find a telephone to contact or wait for emergency services e.g. in remote rural areas. They should then immediately contact the designated member of staff and/or parent and appropriate arrangements should be made for all children.
 - The designated member of staff should ensure that volunteers are aware of their responsibilities for safety of passengers e.g. helping child cross a busy road, ensuring that young children are not left alone if adult is not there to collect them. Arrangements should be agreed regarding what will be done if the above situation arises.
 - Pupils and parents and those undertaking the transport duties should be made aware of plans in advance and given the opportunity to voice any disagreement or unhappiness. Written permission for agreed arrangements should be obtained.
 - Where any party is unhappy with the arrangement, alternatives should be explored. Please note that some parties may not be willing or able to express the reasons for their unhappiness e.g. previous abuse, fear that they will be prevented from joining the activity, embarrassment.
 - Where all reasonable efforts have been made to cater for the needs/wishes of pupils and parents and this has not been achievable, parents should be invited to make their own arrangements.

4. DBS. CHECKS (also see guidance below)

Guidance from the DCSF 2007 'Safeguarding Children and Safer Recruitment in Education' suggests a flexible approach to checking volunteers in schools, with Principals undertaking a risk assessment and exercising their professional judgement to decide whether a DBS check is necessary.

When undertaking risk assessments the Principal should consider:

- Duration, frequency and nature of contact with children and
 - What is known of the volunteer
 - If others in the school/community are likely to be aware of any concerns
 - If there are any employers/voluntary bodies who could advise on the volunteers suitability
 - Any other relevant information about the volunteer or the work they are likely to do

5. PROTECTING CHILDREN FROM HARM AND MINIMISING THE RISK OF THOSE UNDERTAKING TRANSPORT BECOMING THE SUBJECT OF ALLEGATIONS OF ABUSE, NEGLECT OR MISCONDUCT

- All drivers and escorts should be made aware of the school's Child Protection, Health and Safety, Behaviour, Physical Intervention and Photography/Videography Policies.
- All should be aware of expected conduct in order that:
 - They do not harm children or place them at risk
 - They are protected from allegations being made against them
 - A message is given to those who contravene the code that their behaviour is not acceptable and could lead to serious consequences

6. TRANSPORTING CHILDREN ALONE i.e. 1:1 or WITHOUT AN ADULT ESCORT

Wherever possible, when transporting groups of children in minibuses or large groups, the driver should be accompanied by another adult who is competent to supervise. Where this is not possible a risk assessment should be undertaken which considers

- Experience of the driver supervising groups
- The level of supervision the group require
- Length of the driver's working day, driving time and distance to be travelled
- That the driver would stop safely and undertake any occasional supervision necessary

The following guidance applies to all situations where there is no other adult acting as an escort:

- All arrangements should be agreed with parent and pupil.
- Additional safeguarding measures should be put in place e.g.
 - Using, wherever possible, drivers who have access to a mobile telephone
 - transporting groups of children together who get along well, thus minimising the risk of disruption or conflict,
 - Transporting groups of children who live close-by to each other together to minimise the length of 1:1 contact.
- The route should be agreed in advance and estimated time of arrival determined. Parents and pupils should be informed of these and know whom to contact if concerns or delay arise.
- Pupils should be encouraged to report any situation that gives rise to: unhappiness, concern, or divergence of agreed plans, to their parents and a member of the academy staff.

The following further guidance applies to situations where 1:1 contact is appropriate:

- Wherever possible this should be undertaken by someone the child knows and trusts e.g. staff member, parent, family friend, neighbour.
- This should not be arranged where specific vulnerability has been identified (see earlier).
- The journey should, wherever possible, be of minimum distance and time (e.g. dropping off the last child at home).

7. VEHICLE AND DRIVER SAFETY

Some concerns are often expressed regarding asking volunteers to produce documentation certifying their suitability to drive and the safety of the vehicle. Where Principals consider that this is overly intrusive or bureaucratic in the circumstances and may prevent drivers volunteering, it is advisable to:

- Set out, perhaps in a written document, what is expected e.g. appropriate insurance, use of seat belts, vehicle is roadworthy and safe etc.
- Ensure that drivers sign the attached code of conduct which sets out an expectation of not behaving illegally e.g. drink driving, speeding etc.

8. VALUING AND ENCOURAGING VOLUNTEERS

Most reasonable adults will appreciate the need for an academy to ensure that children are kept safe from harm, risk, or unsuitable persons, and protect themselves from risk of repercussion, allegation or other difficulty. Most will also be re-assured that their own and other children are safeguarded in this way.

The 'Information for Volunteers' sheet (can be photocopied) aims to reassure volunteers that their assistance is greatly valued, whilst setting out the measures that need to be in place to protect both children and themselves.

The Principal may view that in certain circumstances some of these risk management strategies and expectations of volunteers are 'heavy-handed' or 'overly cautious' e.g. where a known and trusted parent is undertaking a one-off short trip during school hours. In such circumstances professional judgement should be applied and those necessary elements of the risk assessment be undertaken.

Under these circumstances it is hoped that volunteers will not be discouraged, children will be safe, and those out of school activities which are of such value to children will not be curtailed.

APPENDIX F

Registration of personal vehicles for use on academy business

ACADEMY:

Name of Driver	Make and Model of Vehicle	Registration Number

I, the driver of the above vehicle(s), confirm that:

- I have a valid full driving licence¹ suitable for the type of vehicle.
- The vehicle(s) has a valid MOT (if required, i.e. the vehicle is over three years old)
- The vehicle(s) is serviced correctly and is roadworthy to the best of my knowledge
- I have current motor vehicle insurance² covering the vehicle(s) and myself
- The vehicle(s) is fitted with front and rear seatbelts that I will ensure any children I transport will wear.
- When transporting children under the age of 12, or under 135cm, I will ensure that the necessary child seat or booster is used

I understand that I am not covered under the above academy's insurance for the use of my vehicle(s).

<p>Notes:</p> <p>1. <i>If the full licence has an endorsed of 3 points the Trust will continue to allow you to use your vehicle on academy business. If there are more than three points or you gain additional points after signing this form you must inform your academy EVC before using your motor vehicle again on academy business.</i></p> <p>2. <i>Your motor vehicle insurance must include business use, which allows you to carry students in your motor vehicle.</i></p>
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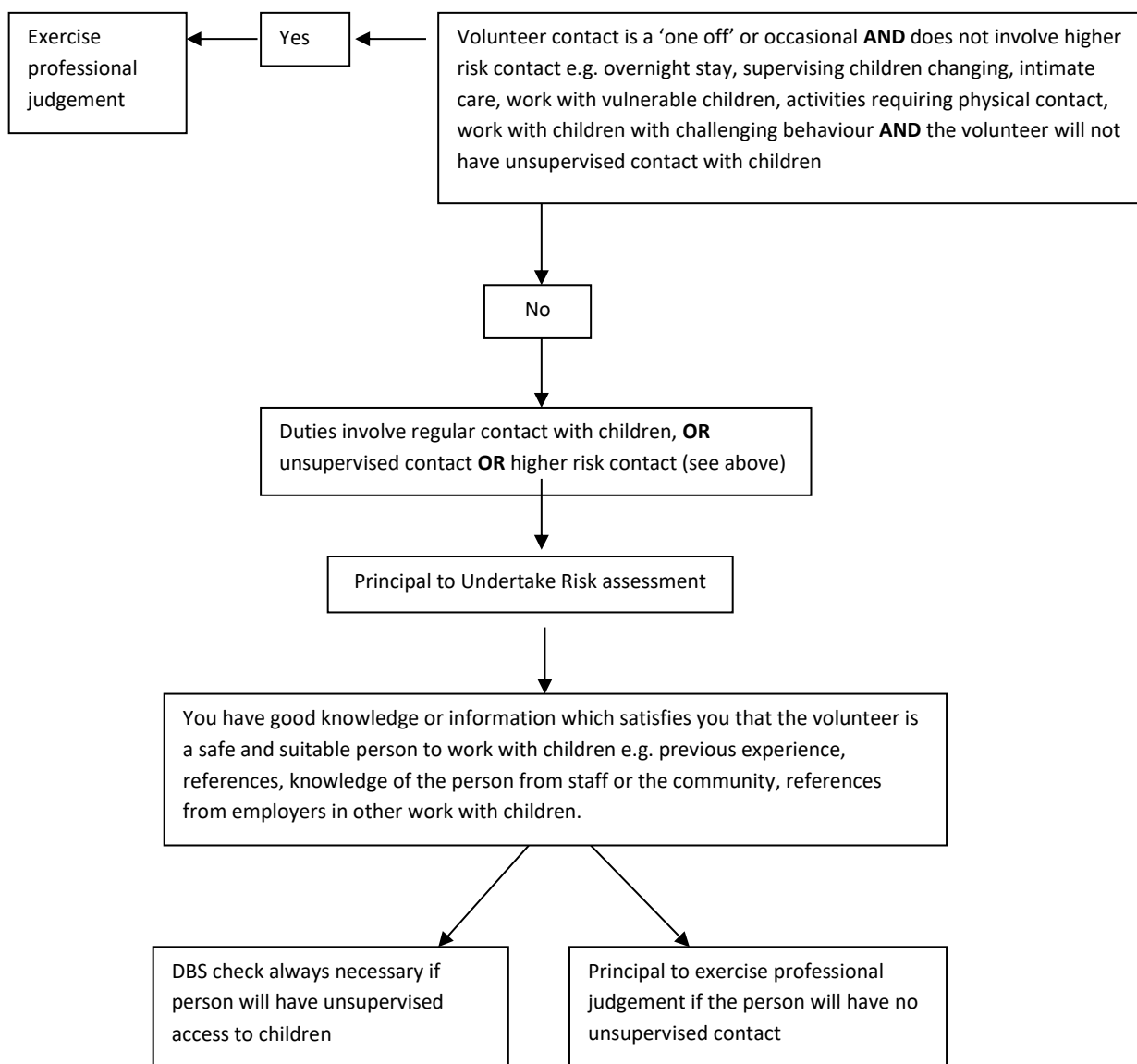
Signed: **Date:**

Print Name (in capitals)

APPENDIX G

Delta Academies Trust Guidance for DBS Checking Of Volunteers in Academies

- Consider checking: new volunteers where they have regular contact with children (i.e. 3 or more times in a 30 day period *or* once a month or more *or* overnight) and existing volunteers changing duties
- Ensure all volunteers are familiar with relevant school policies including Child Protection, Physical Intervention and Guidance for Safe Practice
- Consider asking volunteers to sign a declaration re conduct and suitability, including medical suitability (sample attached)
- Volunteers should not have unsupervised contact without a satisfactory DBS disclosure and, where a DBS check is necessary, should not undertake any work until a list 99 check has been undertaken
- All Child Protection Concerns regarding volunteers should be discussed with the Education Safeguarding and Child Protection Manager



Delta Academies Trust

SAMPLE INFORMATION FOR ACADEMY VOLUNTEERS

_____ Academy highly values parents and others who volunteer to help out with school activities. We hope to encourage your support, contributions and assistance. Many school activities would be at risk if it weren't for your help and many of our pupils benefit greatly from it.

It is our duty to ensure that whilst you are engaged in voluntary activities for the academy that we care for you and ensure your safety. We also, of course, have a duty to ensure that our pupils' welfare is promoted, they are cared for appropriately and they are safeguarded from any harm.

This information is to inform you of what measures we need to apply to ensure that all volunteers and pupils are safe and cared for.

Vetting and Disclosure and Barring Service Checks

We have a responsibility to ensure that all adults working for the school are suitable people to work with children. The DfE and the Trust sets out guidance regarding when adults working on behalf of the academy must be subject to these checks. This means that in certain circumstances, depending on the nature and regularity of your help, and if you have unsupervised access to children that we may need to ask for your permission for a DBS check.

This will check that: you are not included on government lists of people who have been barred from working with children, you do not have convictions and the police do not have any relevant information about you which suggests that you are unsuitable to work with children.

We appreciate that some volunteers might find this intrusive; however, we wish to reassure you that this information is solely for the purpose of ensuring that our pupils are safe from unsuitable people. We can further assure you that this information will be kept confidential to those who 'need to know' (usually the Principal) and securely stored. If you do have convictions this does not mean that you will be considered unsuitable, usually this would only apply if a person has convictions for offences against children, sex offences or offences of serious violence.

No checks will be undertaken without your agreement and you will receive a copy of the check.

In some instances we may ask for your permission to seek information from another person regarding your suitability to work with children e.g. from an employer, your GP

If you have any concerns or would like further information about checks, please discuss these with the Principal or their representative.

Welfare and Safety of Volunteers and Children

We undertake to ensure that any activities which you are involved with are planned properly and safely, also that, where appropriate, you are consulted on and informed of these plans. This helps us to make

sure that you are happy with the arrangements, also that you have the opportunity to make us aware of any anticipated difficulties, reservations or problems that arise. We further undertake to ensure that at all times you will have access to a member of the academy staff should any emergencies arise or you need to talk to someone immediately regarding any difficulties.

Code of Safe Conduct

It is essential that we acknowledge that the vast majority of volunteers behave appropriately whilst working with our pupils. However, expected conduct of adults working in or for an academy is sometimes different to that which applies whilst caring for our own children. Certain laws and government guidance (e.g. regarding smacking children) also govern conduct.

The following, therefore, gives a guide to appropriate conduct whilst working in or on behalf of the academy (e.g. residential visits, out of school activities). Adherence to this code will ensure that both children and adults are safe, including from the possibility of allegations being made against them. This may be used as a template for a letter of agreement or as a framework for an induction or preparatory meeting.

Volunteers must:

- Adhere to the academy's Child Protection, Behaviour, Physical Intervention, Photography and Video, Health and Safety and Intimate Care Policies.
- Behave in a mature, respectful, safe, fair and considered manner.
- Provide a good example and a 'positive role model' to pupils.
- Not behave in a way that could lead a reasonable observer to question your conduct, intentions or suitability to care for other people's children.
- Not leave a dependent child in a position which may compromise their safety e.g. if parent has not collected them
- Observe people's rights to confidentiality (unless you need to report something to the Principal or their designated representative e.g. child protection concerns). This would include the posting of any information or image on social media.
- Not touch children in a manner which is gratuitous or would be considered sexual, threatening or intimidating.
- Treat all children equally, never build 'special' relationships with individual children or confer favour on particular children.
- Not discriminate favourably or unfavourably towards any child.
- Not make arrangements to contact, communicate or meet children outside of your 'work'.
- Not develop 'personal' or sexual relationships with children.
- Not push, hit, kick, punch, slap, throw missiles at, smack, a child or threaten to do so.
- Not be sarcastic, make remarks or 'jokes' to children of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature.
- Not embarrass or humiliate children.
- Not give or receive (other than 'token') gifts unless arranged through school e.g. donating outgrown PE Kit, football boots, uniform.
- Not allow, encourage or condone children to act in an illegal, improper or unsafe manner e.g. smoking, drinking alcohol.
- Not behave in an illegal or unsafe manner whilst transporting children e.g. exceed the speed limit, drive recklessly, be under the influence of drugs or alcohol, drive a vehicle which is unroadworthy, otherwise unsafe or not properly insured, use a mobile phone whilst the vehicle is in transit, fail to use seat belts.

- Never undertake any work with children when not in a fit and proper state to do so e.g. under the influence of medication which induces drowsiness, have a medical condition which dictates that you should not be caring for children.
- Report to the Principal:
 - Any accidents/incidents whilst transporting children
 - Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation.
 - Any difficulties you experience e.g. coping with an unruly child, situations you anticipate you may not be sufficiently qualified, trained or skilled to deal with or handle well.
 - Any behaviours of another person working for the academy, which gives you cause for concern. (You will be protected by our 'whistle blowing policy' in these circumstances).

APPENDIX I

Drug Issues and Off-site Visits and Activities - Further guidance

This document approaches matters that must be considered as part of the planning of a visit. As a matter of principle appropriate academy policies must be applied and where necessary adapted to meet the requirements of off-site visits and activities.

The TRUST acknowledges the work of the Risk Management Group of North Yorkshire Children and Young People's Service in devising this guide.

As part of the planning process for any off-site visit or activity, the Visit Leader must carefully consider a range of issues connected with medicinal needs and substance use and misuse.

These issues may include;

- The necessary and authorised use of medicines
- The need for medication arising from an incident, experience or development of an unforeseen illness
- The possession, use, and for overseas visits, the possible importation of tobacco
- The possession and consumption of alcohol and, for overseas visits, the possible illegal importation of alcohol
- The possession, use or sharing (i.e. supplying) drugs illegal in the UK and abroad and other unauthorised substances which, although legal, may be used as a drug, e.g. volatile substances.
- The possible illegal importation of drugs from abroad

Whilst these are issues that may affect some children and young people the Visit leader should also recognise, and plan accordingly, for the fact that they could also apply to some adults participating in a visit, activity or residential experience.

Legal Matters when Abroad

In some countries the legal position of drugs including tobacco and alcohol differs from the UK position. Details of these differences may be found at www.fco.gov.uk/travel.

When travelling abroad, it is important that the Visit Leader is aware of these differences. However, these differences in legal status of drugs should only alter practice or behaviour expected from young people/adults where the country in question has stricter rules than the UK.

For Example: Legal age to buy and consume Alcohol	France 16 years old	UK 18 years old but 16 with a meal when alcohol bought by an accompanying adult, aged 18 years or over	Iceland 20 years old
Outcome:	UK rules apply	UK Law/ rules apply	Icelandic law applies

Codes of Conduct and Informing Parents

Prevention is always better than having to resolve a problem that could possibly have been foreseen. It is good practice to consider what risks there may be and how these may be eliminated or reduced by discussion and agreement prior to any activity taking place.

The chart identifies some of the issues that will require addressing prior to any activity or visit taking place. When considering these issues the age, maturity, capability and experiences of the group should be taken into account.

Issue: Involving Young people and Parents	
How will staff analyse the activity/experience and identify possible drug/alcohol-related risks? From whom will staff seek additional advice/help? .	<p>Risks are identified and noted. Suitable expectations / responses both negotiable and non-negotiable are noted for discussion and notification.</p> <p>Note is taken of national and local guidance and advice sought from relevant individuals, e.g. Local Authority Advisers /Consultants</p>
How will young people be involved in the decision making process and at what stage?	A meeting is held with participating young people and/or their representatives. The responsibilities of the adults for ensuring young people’s safety are described. Personal responsibility of individual children and young people for their own safety is clearly understood. Their responsibility for the safety of others is understood. Behaviour expectations are clearly outlined and understood.
How do you gain fully informed parental consent?	Through printed information to parents/carers; parents/carers meeting and opportunities for parents/carers to ask questions. Consent must always be gained in writing and where necessary the Visit Leader may implement a behaviour contract between the academy, parents/carers and a young person.
What if the expectations and/or agreement is broken?	<p>As a matter of principle the normal academy policy must be followed with any necessary adaptation to allow for the circumstances of the activity/visit.</p> <p>Response to infringements needs to be proportionate and in line with policy and removal from the whole activity/visit would need to be in line with agreements outlined above.</p> <p>Note: Infringements that have the potential to compromise the safety of individuals or others, e.g. a “hang over” or the use or suspected use of substances are likely to result in at least removal from an activity or in a young person being sent home.</p> <p>Prior consideration must be given to the safety, security, cost and continued supervision of the individual and the rest of the party. The potential need for and deployment of additional staff and the financial implications need to be understood and agreed as part of the planning.</p>

Specific drug issues

Children and Young People’s Drug Use - Medicines

Visit Leaders must continue to implement and review procedures for the recording of medical needs, storage and distribution of medicines. The procedure for use and administration of medicines on school visits/activities must be strongly influenced by the academy's existing 'Supporting Pupils with Medical Conditions Policy'.

Issue: Storage and Handling of Medicines	
What arrangements are in place to guide the possession and use of over the counter medicines?	Over the counter medication is listed and lodged with a named member of staff designated with that responsibility. Clear arrangements must be in place for young people to access their medication if and when required,
Are there young people in your party who have particular medical conditions requiring regular prescribed medication?	Identify additional staffing or provision required. Ensure that the health and safety of other young people and adults is not compromised.
Is there a member of staff willing to administer this medication and keep an appropriate record?	Identify staff members who will ensure that medication is taken/administered appropriately. (Staff could seek advice from their union)
Will staff be covered by insurance against claims for negligence?	The Trust has insurance in relation to the negligence of staff. Cover is subject to staff following the requirements of insurers which will include acting in accordance with agreed procedures and any health care plan and completion of appropriate documentation.
How will you keep the medication secure and at the correct temperature?	Ensure that arrangements are in place for the medication to be secure and that refrigeration facility is available if necessary, including on the journey. If not, seek medical/parental advice on alternatives.
Have you considered the possibility of the unauthorised use/supply (sharing) of prescribed or over-the counter medicines?	Arrangements in place for keeping medicines safe and for dispensing / recording as appropriate. Situation is monitored.

Staff Drug Use – Medicines

Visit Leaders must ensure that they have relevant information about the medical needs of staff members. These records must be treated confidentially by the Visit Leader.

Staff members must ensure that their medicines are stored safely. It is expected that staff who use medication are aware of any effects on driving etc. and restrict their actions accordingly.

Children and Young People's Drug Use – Tobacco

Legal Position

- The sale, but not the purchase, possession or use of tobacco, to under 18's is illegal in the UK. Many countries now have restrictions on smoking in enclosed and public places. Passive smoking

is a danger to health and in no circumstances must non-smokers be subjected to second-hand smoke. The expectation must be of non-smoking and certainly not in face to face situations where adults interact with pupils

- The Visit Leader must ensure that practice in no way condones or encourages smoking and that all adult members of the party are fully informed of the policy. The default position is that the usual academy No Smoking policy will apply. However, if members of the party are over 18 years, you may wish to negotiate times and places they may smoke, making the sanctions clear
- *For example: One leader of a skiing course was notified that some young people would not get through a day's activities without smoking. There would be significant impact on behaviour if a smoking ban was enforced. The Visit Leader established prior to the course the number of cigarettes they would need and agreed they would smoke only during free time and in designated open smoking areas*
- There must be a clear expectation, explicit to parents/carers, adult party members and pupils that cigarettes and tobacco must not be brought back from overseas visits as presents.

Staff Drug Use – Tobacco

Staff must be clear about the times and places they may smoke. The rules followed whilst on academy premises will usually be applied.

Children and Young People's Drug Use – Alcohol

Legal Position

- It is legal for those over 5 years old to consume alcohol in the home.
- In most cases, sale of alcohol to under 18's is illegal in the UK.
- It is illegal for someone to purchase alcohol for someone under 18 years of age - i.e. buy a drink at the bar and give it to someone under 18 years of age elsewhere on the premises
- The exception is where 16 and 17 year olds are having a table meal. It is legal for those over 16 to drink but not purchase beer, lager, cider or wine (but not spirits) if this is ancillary to a substantial meal. The drink must have been bought for them by someone over 18 years of age who must accompany them throughout.

Alcohol is the substance most likely to be abused, with significant and potentially dangerous consequences for young people and staff. Alcohol can pose a danger to the individual drinker and, through their behaviour, to others both at the material time and later, for example, having a "hang-over" the next day could compromise safety. The use of alcohol by young people and staff may also increase the risk of poor decision-making, misunderstandings and accusations of inappropriate behaviour.

Every effort must be made to prevent situations where young people are endangered through alcohol misuse. It is expected that single day visits will be alcohol free. However, residential visits may present different issues but even here serious consideration must be given to zero tolerance to alcohol. It is simply not possible to recommend a "safe level" for drinking because so many factors affect an individual's response to imbibing alcohol. Indeed an alcohol-free experience may be regarded as a new learning experience for some.

The priority for safety is that staff must at all times be able to respond to any emergency and being alcohol-free is the only certain way of ensuring that one's actions cannot later be criticised as being influenced by drink should any enquiry or legal action follow. Having the same rules for adults and pupils/students also reduces tensions about different standards and reminds everyone that safety is paramount.

Having considered the feasibility of a zero alcohol option, if this is discounted, perhaps on grounds of the age and make-up of the party, consideration must be given to the following;

Issue 1: Over 18's	
Does the visit involve any young people over 18?	The proportion of young people over 18 may affect the way you deal with this issue.
Will you allow over 18's to drink alcohol at certain times, outside organised activities?	Set clear parameters and decide if, where, what and how much alcohol consumption is to be permitted and confirm direct or remote supervision arrangements by staff.
How will the under 18's in the group be monitored?	Clear and agreed procedures if arrangements for different age-groups vary. It may be fairer to decide on the same behaviour standards for all young people and adults.
Issue 2: Over 16's and Evening Meals	
Will you allow over 16's to drink alcohol with an evening meal?	If going abroad, check this is within the law of the country you are visiting.
Will you restrict the amount or type of alcohol they may drink?	Clear parameters regarding the amount of beer, wine or cider permitted to be consumed as an ancillary to their evening meal.
How will you monitor those who do not have parental permission to drink alcohol during an evening meal?	Monitor situation and take due regard of fully informed parents/carers wishes
Issue 3: Foreign Exchange Visits for Under 16's	
Will young people be allowed to accept alcohol from their host families during an evening meal or at other times?	Ensure that young people are prepared for different cultural expectations about alcohol. Apply parents/carers wishes to the use of beer, wine or cider. This must be made clear to host families.
Issue 4: Safety and First Aid	
How will young people be reminded of personal safety messages?	The young people may only be allowed out of direct supervision in at least pairs. Geographical boundaries may be set for 'free time'. Where practicable young people have an emergency telephone number to contact staff.
What emergency procedures will be in place?	The young people must be aware of the action that is expected of them if too much alcohol is consumed. It should be emphasised that breaking the rules is a lesser consideration than individual safety. Young people must know how to summon help immediately, if they feel someone is ill or in danger.

Whatever decisions are made about alcohol use, these must be clearly communicated to young people, parents and host families and, whilst undertaking an activity or visit, reinforced as necessary. The sanctions must be made clear.

It is essential to discuss emergency plans beforehand and to emphasise that personal safety is a far greater consideration than the fear of reprimand.

Staff Drug Use – Alcohol

Staff alcohol consumption is an issue to be discussed and agreed in the planning stage of a residential visit. It is not possible for guidance to be given on what may be a “sensible” limit for the consumption of alcohol. Zero alcohol consumption is the best recommended practice. This said, the key points are:

- The effect of alcohol on health and safety of self and others and the capacity of all staff to be able to respond to any emergency at any time, which could include driving
- The effect of alcohol on decision making ability
- The potential for inappropriate behaviour or unprofessional conduct (e.g. Sexual Offences Act)
- What constitutes being ‘off duty’
- Staff members being fit to resume duty.

Issue 1: Staff Use of Alcohol	
What is the view of the academy Leadership on staff use of alcohol on a school visit?	Apply the academy policy with any necessary adaptation
What process will you use to consult staff about decisions and communicate these to staff members before you go?	A briefing meeting must be held to discuss the necessary range of issues relating to the visit together with agreed practice.
Does the length of the visit affect the decision?	If the visit is short, staff may not wish to use alcohol.
Will there be any staff who will not be drinking alcohol during the trip? How will you ensure that these staff members are not given additional, unexpected responsibilities? How will the Visit Leader ensure that working relationships are not put under strain? How will supervisory responsibilities be organised?	Establish a rota, so that staff members have a clear understanding of when they are on and off duty. Ensure that at all times, there is appropriate supervision by alcohol free staff. <i>(1 unit of alcohol is processed by the body every hour).</i>
Is it acceptable to drink alcohol in front of young people? If so, what are the restrictions?	Clear parameters are established and adhered to.
Does large scale public purchase by staff of duty-free alcohol compromise the integrity of the school/establishment drugs/alcohol policy?	Establish and adhere to an agreed protocol.

It is expected that single day visits will be alcohol free. Alcohol misuse (use at the wrong time or use to excess) will be considered a disciplinary matter.

Young people must always be supervised by alcohol-free staff, either directly or remotely.

Children and Young People’s Drug Use – Illegal Drugs

Legal Position

- It is illegal to possess (which includes using) and/or supply (for “supply” read “share”) Class A, B and C drugs. (For more details see www.talktofrank.com)

- “Magic mushrooms” are a Class A drug and is now always illegal even when not processed.
- Cannabis is a Class C drug and is illegal.
- The use of solvents and ‘poppers’ (nitrites) is not illegal, but the course of action an academy takes if young people are using these substances may be similar to the action taken in the case of illegal drug use/supply.

Issue: Illegal drug use, possession and supply	
Are you aware of the laws about the possession/supply of drugs in the area to be visited even though you are most likely to be applying UK law except where the local law is stricter?	Check the situation on www.fco.gov.uk/travel or other relevant sites
Do all party members fully understand how the use of illegal and unauthorised drugs (including volatile substances and poppers) can compromise safety and potentially bring someone into contact with a legal system?	Ensure all party members are informed of expected behaviours and of the legal position. Ensure all party members understand how the use of some substances, especially cannabis, alcohol and ecstasy, can affect judgement, senses, perception and co-ordination for a number of days after their use and therefore compromise safety.
Do all party members understand legal and party rules for the bringing back of tobacco, alcohol or other substances?	Ensure all party members are informed of any party-imposed restrictions what they are allowed to bring back, especially if these are different from legal allowances
If the visit is to a country where practice and attitudes towards cannabis is perceived by young people as being more relaxed than in the UK, do all party members understand the gravity of anyone being found in possession of cannabis or other illegal substances? Do they understand the legal and other consequences, including disciplinary, that may follow if they are caught in possession of or supplying of an illegal substance?	Ensure all party members know the expectations of behaviours.
What will you do where expectations are not met and a drug related incident occurs? How will you differentiate between possession, use and supply (sharing) of a substance?	Clear and agreed consequences in response to specific drug-related situations which are practicable and capable of being supported by other appropriate adults from the academy.

The academy substance use and misuse policy will apply with any necessary adaptations to take account of the nature of the visit.

The expectation that there will be no use of illegal substances must be clearly made to young people before departing. Parents should also be made aware of the parameters and possible consequence of a young person being sent home in terms of supervision, cost and transfer of duty of care to them or a named responsible adult.

In the UK teachers are not legally bound to inform the police of illegal drug use or possession of an illegal substance, although they may choose to do so if they feel this in the best interests of the child or if their academy policy directs this.

Visit Leaders must make themselves aware of the legal situation and policing arrangements which apply to the country they are visiting. When abroad, there may be other interpretations of concepts such as ‘possession’, ‘intent’ and ‘criminal responsibility’. In the UK the supplying (sharing) of illegal substances

would normally be reported to the police; however it may be possible to resolve such an incident within the school group unless the activity has involved local, i.e. non-school people, in which case the local police may have to be informed.

In the UK, responses to possession, use or supply of illegal drugs must be in keeping with the school's/establishment's drug policy, taking account of the law and Child Protection considerations.

Staff Drug Use - Illegal Drugs

Every academy visit must be free from illegal drug use. Illegal drug use will be considered a disciplinary matter.

A staff member must always be capable of fulfilling their duties. This is especially relevant when responsible for the pastoral care and health and safety of young people. Use of illegal substances whilst staffing an academy visit may also threaten the image of the academy and the TRUST and adversely affect working relationships.

Resources and Further Information

The following websites have information and guidance for schools on medical conditions:

The Anaphylaxis Campaign www.anaphylaxis.org.uk

Asthma UK www.asthma.org.uk

Diabetes UK www.diabetes.org.uk

National Society for Epilepsy www.epilepsynse.org.uk

National Eczema www.eczema.org

Drugs: Guidance for Schools DfES Feb 2004 www.drugs.gov.uk

APPENDIX J

Questionnaire for Young People Going On a Visit

Can you answer the following questions?	ANSWER
Who will be the Visit Leader in charge?	
Where am I going to visit?	
How can I contact my Visit Leader?	
How do I use the phone if help is required?	
What will be done to keep me safe and secure on the visit?	
What should I do if I get lost or into difficulties when not with the Visit Leader?	
What safety arrangements are there?	
What is the code of conduct for my visit?	
What do I do to keep my money and valuables safe?	
Complete the following only if you are going on a residential visit	
What is the address and telephone number of the place(s) where I shall be staying?	
Where am I to sleep and where am I to dress?	
How should I behave (house rules) where I am staying?	
What are the necessary security arrangements (e.g. precautions before opening the bedroom door, areas which are “out of bounds”, the need to be with at least one other known person)?	
What to do if I am worried or unhappy about anything if I am staying with a host family?	
Is there an agreed password/phrase I can give to get immediate help? What is it?	

APPENDIX K

Delta Academies Trust-

Exchange Visit Questionnaire

You have requested a place on the exchange visit to You will be paired with another young person with whom you will stay for aboutdays and who you will have to entertain at home too. We want to make this exchange a successful and enjoyable experience for both you and your partner. To do this, we need as much information as possible about you and your family, so that we can pair you with a young person of similar family and interests. Therefore, will you please complete this questionnaire as fully as possible, and return it to us immediately. All the information that you give us will be treated with complete confidence and only those directly involved with the organisation of the exchange will have access to it. Thank you.

Name:		Gender: Male/Female:
Date of Birth:		Age:
Address:		
Telephone No:		
Type of House:		
Number of Bedrooms		
Do you have your own room?		Will your guest have their own room?
If not, who will they share a bedroom with?		
Do you have a garden?		Yes/No
Does your family have a car?		Yes/No
How many brothers have you?		Ages:
How many sisters have you?		Ages:
Which of them live at home?		
Do you have any pets?		Yes/No If so, what type:
What is your father's job?		
What is your mother's job?		

Exchange Visit Questionnaire – Page 2

Your hobbies and interests:	
Do you suffer from a medical condition?	If so, please give details
Do you suffer from any allergies?	If so, please give details
Are you taking any medication?	If so, please give full details:
Have you any dietary needs?	
Please add below any other information that you consider important:	

Signed:
(Parent/Guardian/Carer)

Date:

APPENDIX L

Emergency Card (Visit Leader)

(This 'card' must remain with the Visit Leader at all times on a visit)

In the event of a significant incident or accident that does not involve serious injury or fatality, and/or is not likely to attract media attention, the Visit Leader should immediately ensure any necessary first aid is given and seek medical attention if appropriate. The Visit Leader should seek advice from their academy emergency contact(s) if necessary, which should normally include a member Senior Management of the academy.

The Visit Leader should not be making the initial contact with next of kin. This is the responsibility of the academy duty staff.

In the event of an incident that does involve serious injury or fatality, and/or is likely to attract media attention, the Visit Leader should adopt the following protocol:

1. Assess the situation;
2. Safeguard uninjured members of the group (including self);
3. Attend to any casualties;
4. Call emergency services, if appropriate.
(999 or appropriate local number if abroad, Europe 112, North America 911)

Then:

1. The Visit Leader should seek advice from their academy emergency contact(s) and they will contact directly the Executive Principal /ELT Education Lead and ask for support in dealing with incident. Base/emergency contact should confirm they will contact family.
2. Base Contact **must** confirm when and how the family of the student/staff will be informed and by whom.
3. If practicable, delegate party leadership to the Deputy Leader, in order that you can be contactable at all times, and to enable you to coordinate all necessary actions.
4. You will be provided with a dedicated name/number to refer all press, media, parental, or other enquiries to the Trust and for continuing contact with the TRUST during the incident.

Wherever possible, prevent group members from using telephones or mobiles, or going on-line until such time as this has been agreed with Principal or designate

Do not allow any member of the group to discuss liability with any other party.

When the incident is under control:

- Seek further and full details of the incident, how and why it happened so far as can be established at this stage.
- Maintain a detailed written log of all actions taken and conversations held, together with a timescale and take photographs of the situation– It may be appropriate to ask someone else to do this.
- Contact the tour operator
- Contact the British Consulate / Embassy if abroad.

APPENDIX M

Emergency Card (Home Contacts)

(For visits that take place outside normal academy hours.)

This 'card' or equivalent must remain with the academy "Emergency Home Contact" at all times, if access to EVOLVE is not possible. The academy's Emergency Home Contact(s) should have all visit information, including itinerary, venue details, names, medical information and emergency contact details for all participants including staff.

In the event of being contacted by the Visit Leader (or other member of staff involved in a visit), you should:

- **Confirm the phone number at which the caller can be contacted back on;**
- **Note the time and confirm GMT/BST or local time if abroad;**
- **Note their location;**
- **Determine the nature of the emergency;**
- **Determine the type of help required.**
- **Confirm when and how contact with parents of students will be made and by whom.**
- **Confirm with academy leadership the appropriateness of arranging for the Visit Leader to make contact with next of kin once they have been made aware of the situation by academy duty staff and/or emergency service personnel.**

If the incident does not involve serious injury or fatality, and/or is not likely to attract media attention:

- Provide the required assistance if possible;
- Seek further advice or pass on details to other academy contacts who may be able to assist.

If the incident does involve serious injury or fatality, and/or is likely to attract media attention:

- Inform the Visit Leader that someone will phone him/her back within 30 minutes;
- You should contact the Principal of the academy (if this is not you) or if not available another member of senior leadership.
- The Principal or a member of the Leadership Team should consider the appropriate time to seek advice and support from the Executive Principal or ELT Educational Lead in dealing with the incident.

Support from the Executive Principal or ELT Educational Lead may include:

A continuous link with the affected group, helping direct all actions; providing links with the media, rescue agencies, tour operators, insurance companies, etc. and appropriate arrangements for the return of the party.

You will be provided with a dedicated name/number to refer all press, media, parental, or other enquiries to the Trust and for continuing contact with the Trust during the incident.

Emergency Contacts:

Name	Position of Responsibility	Phone Number
	EVC	
	Principal	
	Executive Principal/ ELT Lead	
	SLT	
	SLT	
	Tour Operator-Abroad	
	Tour Operator/Provider	

APPENDIX N

Safety at the Water Margins

GENERAL CONSIDERATIONS

Visit Leaders should recognise that all activities undertaken on, in or near water are potentially hazardous. The level of risk will vary greatly depending on circumstance, but even quite shallow water, i.e. knee depth, must be treated with caution and appropriate safety measures taken.

Fieldwork groups operating near water may be particularly at risk and leaders are strongly advised to:

- *check the working area thoroughly beforehand to ensure that the water and bankside conditions are suitable for the particular group and purpose;*
- *consider the likely effects of water and air temperatures, and wind-chill;*
- *consider the need, where appropriate, for the wearing of buoyancy aids and for the provision of rescue aids and training;*
- *brief the group regarding waterside dangers and safety precautions; including waterborne diseases such as Weils disease;*
- *ensure that adult supervision is provided appropriate to the group and environmental circumstances.*

SWIMMING IN THE SEA OR OTHER NATURAL WATERS

Supervisors should bear in mind the extreme effect of cold water on the human system. Swimming must only occur where qualified lifeguards are present. **The visit leader or another designated member of staff in the group must hold a relevant Life Saving Award if lifeguard cover is not available.** For further advice contact The Royal Lifesaving Society (UK), River House, High St, Broom, Warwickshire B50 4HN (Tel: 01789 773994).

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for an academy group. They should only be allowed as formal and supervised activities, preferably in recognised bathing areas which have official surveillance.

Several potential risks to health can occur in or near water. Visit leaders should consider the risks involved, seek advice where necessary and advise parents and participants accordingly.

For further information on water safety, study the advice leaflet that can be found in Evolve (Resources Tab) or at the following links:

<http://www.rosipa.com/leisuresafety/Info/WaterSafety/groupsafety-watermargins.pdf>

or

<http://www.national-library.info/download.asp?fileid=423>