

Children and Young People's Service Handbook for Educational Off-site Visits and all Adventurous Activities

September 2013

Prepared by the Quality & Improvement Service

Preface

This Handbook reflects the requirements of Health and Safety legislation and guidance from other sources. All North Yorkshire LA employees, volunteers and staff employed by Governing Bodies who have adopted this policy must work within the terms of the Policy, Procedures and Guidance.

The **Policy, Procedures and Guidance** form the handbook of North Yorkshire Children and Young People's Service for all educational off-site visits and all adventurous activities (both on and off-site) conducted by schools and all other maintained establishments working with young people.

In this document it is referred to as "**The Policy and Procedures**"

Section 1 Policy & Procedures sets out what should be done.

Section 2 Duke of Edinburgh's Award Procedures sets out how training and expeditions should be done by any North Yorkshire DofE units.

Section 3 Guidance provides further visit specific guidance, templates and forms which are available at <http://cyps/northyorks.gov.uk>

No procedures and guidance can ever cover all possible sets of circumstance and therefore safe educational off-site visits and activities rely on the appreciation of training, good sense and sound judgement of visit and activity leaders and other adults working within their own level of experience and competence.

The Policy, Procedures and Guidance supported by thorough preparation prior to departure provide a framework for all educational off-site visits and activities to continue at the highest possible levels of safety and quality.

This handbook will be reviewed at least every 12 months.

Weblinks to related documents.

There are a number of external documents which are referred to in this handbook.

Links to both NYCC and external web accessible documents and pages are embedded in the pdf version of this document.

Links to all documents can be found on <http://cyps.northyorks.gov.uk>

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Statement of intent

Each year schools, youth support service and social care establishments in North Yorkshire organise a wide variety of educational off-site visits and adventurous activities locally, across the country and abroad.

The range of educational visits varies from a walk in the local area to residential experiences in Europe and beyond. The type of activity is similarly broad from on-site adventurous activities, local sports fixtures and cultural day visits to adventurous activities, expeditions, foreign exchanges and musical tours.

The purpose of this handbook is to set out the policy, procedures and additional guidance and advice for the management of educational off-site visits and all adventurous activities involving young people whilst they are in care of, and are the responsibility of the Children and Young People's Service.

Off-site visits and activities often provide exciting and life-enhancing opportunities which are simply not available within the classroom or other setting. They help develop self-esteem and can stimulate social, environmental and emotional development as well as achieving other educational and curriculum aims.

Whilst there can be no doubt as to the benefits gained we must also have regard to the risks involved. It is essential that off-site visits and all adventurous activities are carried out with the highest regard for the health and safety of both the young people and adults involved.

This major revision of the North Yorkshire Handbook, originally published in 2004 and updated in 2008, reflects changes in legislation, recognised good practice and national guidance together with lessons learnt from serious incidents both in this country and abroad. It has been written in conjunction with colleagues in the Quality & Improvement Service, Legal Services, Health and Safety and Insurance & Risk Management as well as colleagues from establishments who will implement these procedures.

I am immensely grateful for the invaluable contribution made by all of those planning, leading and supervising visits and activities including those who often do so on a voluntary basis, without which many events would not take place. I hope that this handbook will help you to continue to provide high quality learning experiences confident that you are following current good practice and keeping children and young people as safe as they should be.

Pete Dwyer
Corporate Director
Children and Young People's Service

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SECTION 1: POLICY & PROCEDURES

PART 1 – POLICY

Rationale

It is recognised that young people can derive great benefit from participating in educational visits, residential trips and adventurous activities. In particular they are wonderful opportunities to extend young people's learning and enrich their appreciation of themselves, others and the world around them. They can add to the quality of life and can be the catalyst for improved academic achievement, a lifetime interest or, in some cases, professional fulfilment.

Most educational visits take place without incident. However if these activities are to be successful and to be of maximum benefit to young people, they must be planned, prepared, delivered and reviewed in ways which are based on good and safe practice.

The aim of this handbook is to set out the parameters under which all employees and volunteers must operate when taking responsibility on behalf of the Local Authority.

It does not attempt to set out in detail the syllabus, equipment or specific skills associated with the delivery of each sports or activity. Visit or activity leaders in the course of acquiring professional qualifications or national governing body awards will have demonstrated adequate competence with respect to the knowledge, skills and procedures necessary to lead groups safely in specific land or water-based activities.

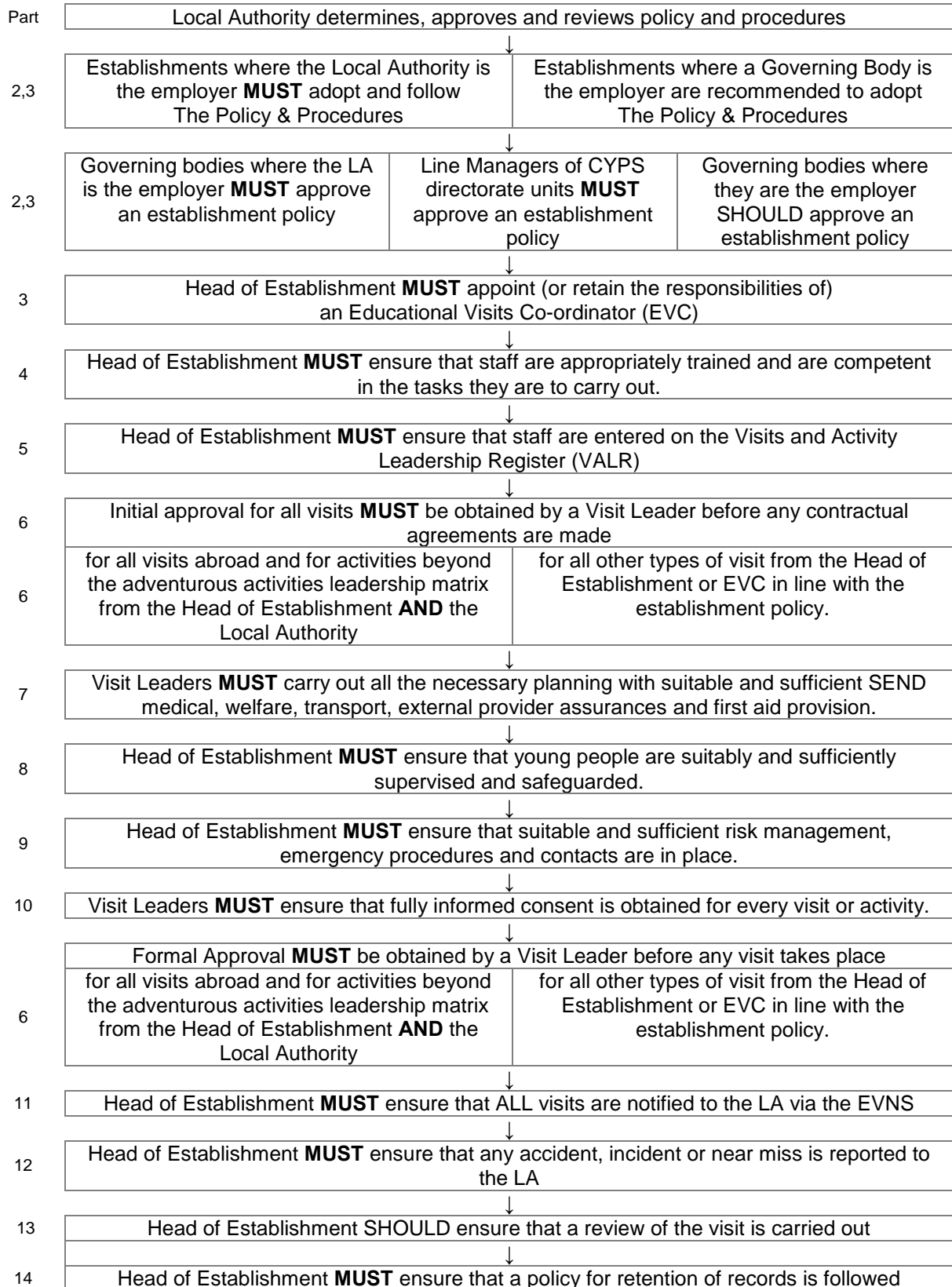
Remit

All schools maintained by and where North Yorkshire County Council is the employer **MUST** use The Policy and Procedures for the management, planning and completion of ALL educational off-site visits and all adventurous activities with young people and visits abroad involving staff.

All CYPS directorate managed establishments **MUST** use The Policy and Procedures for the management, planning and completion of ALL educational off-site visits and all adventurous activities with young people and visits abroad involving staff.

It is recommended that in schools where the governing body is the employer that they should adopt and follow The Policy and Procedures and agrees to notify the LA of visits and agree to be monitored by the LA.

Procedures Overview



PART 2– LEGAL ISSUES

In English law, a person who injures someone else can only become liable to compensate the injured person for the injuries caused if the person who caused the injury is negligent. Being negligent means that a duty of care must exist and have been breached. Everyone involved in organising and carrying out an off-site visit or activity has a duty of care to a greater or lesser degree. This guidance aims to help everyone to reduce the risk of injury through negligence, or otherwise, to the lowest level practically possible

Proving that a duty of care has been observed includes amongst other things having appropriate systems in place and following them and where appropriate carrying out and implementing risk assessments.

All adults in charge of young people have a duty to act as a reasonably prudent parent would do in the same circumstances and in a way appropriate to the skills, qualifications and responsibilities of their professional role. These duties apply at all times to all visits and activities

Health and Safety legislation includes requiring:

Employers to:

- **assess the risks of activities**
- **introduce measures to control those risks**
- **tell their employees about those measures**

Employees to:

- **take reasonable care of their own and others' health and safety**
- **co-operate with their employer over safety matters**
- **inform their employer of any serious risks, or shortcomings in health and safety arrangements**

Further guidance:

- CYPs Health and Safety Policy and Guidance Handbook

PART 3 – ROLES AND RESPONSIBILITIES

Local Authority

In managing the health and safety of young people and adults on educational off-site visits and adventurous activities, as the employer the LA will;

- **determine, approve and review The Policy and Procedures**
- **provide named staff for support & advice**
- **provide appropriate training for staff**
- **maintain a register of Visits and Activity Leadership qualifications**
- **initially approve visits abroad and off-matrix adventurous activities**
- **provide a framework for risk management of templates and generic risk assessments**
- **provide 24/7 emergency response contacts**
- **give final approval for visits abroad and off-matrix adventurous activities**
- **provide a system for notification of all visits and activities to the LA**
- **review reported accidents, incidents and near misses**
- **monitor establishments arrangements and their visits and activities**

Governing Bodies where the LA is the employer (Community or Voluntary Controlled schools)

To fulfil its responsibilities for the health and safety of young people and adults on educational off-site visits and activities, the Governing Body **must**;

- adopt The Policy and Procedures contained in this document
- approve and periodically review a policy for their school
- monitor the implementation and operation of the policies

Voluntary Aided and Foundation schools where the Governing Body is the employer

In establishments where the Governing Body is the employer, the role of this body will be the same as the LA. It is recommended that governors of these establishments should formally adopt The Policy and Procedures and agree to be monitored by the LA.

- Governing Bodies who adopt The Policy and Procedures and agree to be monitored by the LA **must** give written notification to the LA and formally record this.

Managers of CYPS establishments

To fulfil its responsibilities for the health and safety of young people and adults on educational off-site visits and activities, Managers of CYPS establishments **must**;

- adopt The Policy and Procedures contained in this document
- approve and periodically review a policy for their establishment
- monitor the implementation and operation of the policies

Federations and Confederations

Schools which are federated or confederated may wish to operate for the purposes of educational off-site visits and activities as one 'establishment' or share one member of staff who acts as the EVC for more than one school.

Each school **must** have in its school policy details of the arrangement and **must** notify the LA of;

- the 'lead school' for the establishment which the LA will use for the purposes of the Educational Visits Notification System and the annual audit
- which schools educational off-site visits and activities will now fall under the umbrella of the 'lead school'
- the name of the Educational Visits Co-ordinator for the 'establishment'
- any subsequent changes to these arrangements

Head of Establishment

A Head of Establishment is either a Headteacher of a school or the person in charge of any other kind of establishment.

In order to fulfil their responsibilities as an employer, Heads of Establishments must ensure that;

- the Policy and Procedures are followed
- a policy for their establishment is determined, approved, reviewed and followed
- staff are appropriately trained and are competent in the tasks they are to carry out
- staff are entered on the Visits and Activity Leadership
- an EVC is appointed (or role retained) and Visit Leaders are approved
- initial approval is given for all visits and activities
- all visits and activities have sound educational aims and objectives
- all visits or activities are suited to the age, aptitude and experience of the young people and planned and managed appropriately
- suitable SEND, medical and welfare provision and appropriate immediate first aid provision
- all possible assurances are obtained including Provider Statements and evidence of licensing or accreditation
- visits are compliant with LA contractual, insurance and finance & charges requirements
- young people are suitably and sufficiently supervised and safeguarded
- risk management is suitable and sufficient
- each visit or activity has a Plan B, risk managed where appropriate
- 24/7 emergency arrangements are in place and that a nominated member of staff is on-call
- fully informed parental consent is obtained
- final approval is given for all visits and activities as described in Part 6
- all visits and activities are notified to the LA
- accidents, incidents and near misses are reported to the LA
- all visits and activities are reviewed
- an adequate range of visits and activities are monitored
- all records are retained according to the relevant LA Retention of Records Policy

Educational Visits Co-ordinator

Each establishment must appoint an Educational Visits Co-ordinator (EVC). The Head of Establishment may retain this role, or delegate it to another member of staff.

EVC's must;

- follow The Policy and Procedures when planning or approving a visit or activity
- follow the establishment policy when planning a visit or activity
- be the main point of contact with the LA Adviser and other appropriate LA staff
- have attended EVC training and revalidation
- ensure that appropriate training for staff is arranged
- be appointed by the Head of Establishment and have a clear list of delegated responsibilities
- give initial approval for visits and activities if delegated to do so
- have a sound understanding of the educational benefits of off-site visits and activities
- assist Visit Leaders in appropriately planning and managing visits and activities if required
- assist Visit Leaders in ensuring suitable SEND, medical, welfare and appropriate immediate first aid provision if required
- assist Visit Leaders in choosing suitable providers and gaining assurances if required
- be competent to assist Visit Leaders to carry out suitable and sufficient risk management if required
- ensure the Visit Leader has all participant contact details and establishment contacts are carried on each visit or activity
- give final approval for visits if delegated to do so as described in Part 6
- review accidents, incidents and near misses if delegated to do so
- monitor a range of visits and activities

Visit Leader

A Visit Leader is a person whom the Head of Establishment has approved to lead a particular educational visit or activity.

Visit Leaders **must**;

- follow The Policy and Procedures when planning a visit or activity
- follow the establishment policy and procedures when planning a visit or activity
- have attended VL or PEV training
- have appropriate training, qualifications and competence for the visit or activity
- be approved by the Head of Establishment, appoint a deputy where appropriate and define roles and responsibilities of accompanying adults
- be in sole charge of a visit or activity
- gain initial and formal approval for all visits and activities and keep the EVC informed at each stage of the planning process
- determine sound educational aims and objectives for each proposed visit or activity
- appropriately plan and manage all visits and activities with regard to their suitability for the age, aptitude and experience of the young people
- ensure suitable SEND, medical and welfare provision and appropriate immediate first aid provision and that all adults are aware as appropriate
- ensure that insurance arrangements are suitable and adequate
- gain assurances from external providers including Provider Statements and evidence of licensing or accreditation and share appropriate emergency details
- ensure that young people are suitably and sufficiently supervised and safeguarded and have been involved in the planning process where appropriate
- carry out suitable and sufficient risk management before and during the visit or activity, including a preliminary visit if appropriate or required by policy
- ensure, and implement if required where appropriate a risk managed Plan B or cease visit or activity
- ensure that all participant contact details and establishment contacts are carried on the visit or activity and accompanying adults are appropriately briefed
- gain fully informed parental consent
- report accidents, incidents and near misses to the Head of Establishment
- review each visit or activity

Accompanying staff and volunteers

Accompanying staff and volunteers **must**;

- not be left in sole charge of young people unless previously agreed during the planning and risk assessment process or because it is the only reasonable way to deal with an unanticipated emergency situation.
- follow the Visit Leader's instructions.
- bring to the Visit Leader's attention any risk they feel is not acceptable.
- report immediately to the Head of Establishment if they feel their concerns are justified but are being ignored.
- not be accompanied by their own children without the specific agreement of the Head of Establishment. Where staff are accompanied their children should normally be of the same age, aptitude and experience as the rest of the group.

Parents

Parents and carers **must**;

- be fully informed about the visit or activity including rules and procedures and asked to ensure that their children understand and will follow the rules and procedures
- be asked to give written informed parental consent for their child to participate and acknowledge their own and their child's responsibility to support the disciplinary, health, safety and welfare arrangements for the visit or activity
- provide emergency contact details to the Head of Establishment and Visit Leader
- be asked to provide all relevant details regarding their child's emotional, psychological and physical health to the Head of Establishment and Visit Leader
- be told that they may need to take responsibility for collecting their child if illness or unacceptable behaviour occurs during a visit or activity

Young People

Young people **must** be instructed to;

- behave sensibly and responsibly otherwise arrangements may be made to return them to their establishment or home
- not take unnecessary risks
- follow the instructions of the Visit Leader and other supervising adults, including those at any venue
- report anything that may harm anyone to the Visit Leader or supervising adult
- dress as requested
- be sensitive to local codes and customs, especially abroad

PART 4 – TRAINING

The LA provides the following training for staff.

All published events can be accessed through the current training course system.

Educational Visits Co-ordinator (EVC)

It is a LA mandatory requirement that every establishment which carries out educational off-site visits and activities appoints a trained EVC.

This course is suitable for new to role EVC's. It covers the role and responsibilities of an EVC.

This course is also suitable for Establishment Administrators who may have been delegated visits and activities administrative duties as they will gain a better understanding of the responsibilities of their EVC's.

An attendance certificate is issued. It is a full day course. It requires revalidation every three years.

Educational Visits Co-ordinator Revalidation (EVCR)

This course is suitable for existing EVC's where the mandatory LA requirement requires them to be revalidated every three years.

An attendance certificate is issued. It is a half day course.

Visit Leader (VL)

This course is suitable for staff who have been approved by the Head of Establishment to be Visit Leaders. It covers planning and managing educational off-site visits and activities, and proportional, suitable and sufficient risk management. It involves both theoretical and practical work.

An attendance certificate is issued. It is a full day course. *There is no requirement to refresh this training.*

Visit Leader (Theory) - Planning Educational Visits

This course is the minimum NYCC requirement in order to be an approved Visit Leader. It covers the theory of planning and managing educational off-site visits and activities, and proportional, suitable and sufficient risk management.

An attendance certificate is issued. It is a 2 hour course. *There is no requirement to refresh this training.*

PEV training is available as a course during the day or at a number of school venues throughout the year as an after school twilight session both booked through the current training course system.

PART 5 – VISITS AND ACTIVITY LEADERSHIP REGISTER

The LA maintains a register of all approved visits and adventurous activity leaders who are entitled to lead visits and teach and instruct adventurous activities including Duke of Edinburgh's activities.

No person should lead visits or adventurous activities unless they have been entered onto the Visits and Activity Leadership Register (VALR).

Leaders must demonstrate competence to the LA. This is usually evidenced by;

- **A relevant National Governing Body leadership, instructional or coaching award,**
- **Appropriate site-specific assessment by an LA appointed Technical Adviser.**

In addition, to maintain the validity of many NGB qualifications and awards the holder must have a current relevant first aid award and a record of continuous professional development

Establishments **MUST** keep their own records of first aid and minibus driving licences and entitlements as well as copies of qualifications entered on the VALR.

Adventurous activity leaders must confirm on registration and revalidation they have recent and relevant experience and knowledge of current practice.

All leadership registrations may be subject to approval by a Technical Adviser.

Applications to the register should be completed on the Visits and Activity Leadership Registration form, available in the guidance and electronically from CYPS.

Copies of certificates must be authenticated by a Head of Establishment or EVC and sent with the registration form either electronically or physically to the LA.

The Outdoor Learning Service maintains a separate record of visits and activity leadership of employees working within the Service. It is the responsibility of the Head of Service to ensure that it is kept up to date.

Further guidance:

- Visits and Activity Leadership Registration form
- CYPS Health and Safety Policy and Guidance Handbook
- NYCC First Aid Procedure & Assessment Guidance
- NYCC Guidance for the Safe Use of Minibuses

Visits and Activity Leadership Registration form

NORTH YORKSHIRE COUNTY COUNCIL – CHILDREN AND YOUNG PEOPLE'S SERVICE

Education and Skills

Visits and Activity Leadership Register

Establishment		DfE No (if known)	
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Section 1: Personal Details. Please only include details for one adult and include copies of all qualifications you have listed below.

Name		NYCC Employee No (if known)	
Email		I will be working with DofE	<input type="checkbox"/>

Competence (Qualification or training attended, awarding body and level if appropriate)	Date awarded	Expiry date

Please list the leadership qualifications for educational visits, adventurous activities, outdoor learning and the Duke of Edinburgh's Award. Please do not include personal competence awards or EVC, EVCR, VL or PEV training delivered by NYCC.

Section 2: Declaration by individual listed above- Please tick all the appropriate statements in the list below.

<input type="checkbox"/>	I confirm that this is a true record of my educational visits and outdoor learning qualifications and I understand that I will be required to operate in accordance with the CYP5 Handbook for Educational Off-site Visits and All Adventurous Activities.		
<input type="checkbox"/>	I confirm that I have maintained or improved the standard set during the leadership assessments listed above through regular participation and continuous professional development, and will continue to apply current knowledge, practice and guidance.		
<input type="checkbox"/>	I have personal competence in the activities listed above (please list below and not next to any qualifications) and request information regarding how to gain approval and registration.		
Signature or email (if electronic submission)			
Name		Date	

Section 3: Declaration by Head of Establishment/EVC- Please tick all the appropriate statements in the list below.

<input type="checkbox"/>	I confirm that I have had sight of the original certificates listed above and included with this registration submission and that I will deploy this individual (in either a paid or voluntary capacity) in accordance with the CYP5 Handbook for Educational Off-site Visits and All Adventurous Activities. I confirm that appropriate safeguarding checks and induction have been carried out with this person in line with employer policies.		
Signature or email (if electronic submission)		Date	
Name		Role	

Please return this form to educationalvisits@northyorks.gov.uk

VALR Registration

June 2014 V.5

PART 6 – APPROVAL

Establishments may give Formal Approval for all types of visit or activity **EXCEPT** those listed below:

- **all visits abroad**
- **all adventurous activities including those on the matrix as well as those not on it. Refer to Section 3 for additional information regarding this:
Approval and notification for off-site visits and activities November 2014**

The LA will approve any visit of these types and they **MUST** not go ahead without it.

Any visit of these types **MUST** be approved by the establishment in the normal way under their policy arrangements and submitted to the LA for Formal Approval using the Educational Visits Notification System

Where LA Approval is required, it **MUST** receive the request at least eight weeks prior to departure.

Where a visit is going abroad involving any commercial contract with a provider initial approval **MUST** be gained from the LA before any contractual agreements are signed or deposits are paid.

The LA will require full information to ensure that appropriate health and safety arrangements are in place at least eight weeks prior to departure.

- establishments may approve all other types of visit delegated to them. These include all visits not requiring LA formal approval
- all visits or activities that take young people beyond the establishment boundaries and all adventurous activities require formal approval
- the establishment's policy must detail who may give Initial and Formal Approval for visits and activities
- all formal approval must be given in writing. Signing the Planning and Approval Flowchart is sufficient

PART 7 – PLANNING AND MANAGING

Educational aims and objectives

When planning an educational off-site visit or activity there are a number of questions to consider ensuring that suitable educational aims and objectives have been set.

Aims and objectives encompass broad aspects of the wider education of young people and will not be restricted to formal educational learning outcomes.

- a) What learning outcomes are the young people going to achieve?
- b) Where and when should the activity take place?
- c) How will you make it a valuable learning experience?
- d) How will you evaluate the impact of the visit or activity?

Further guidance:

- Council for Learning Outside the Classroom
- High Quality Outdoor Education (2006)

Suitability of the visit or activity

It is essential that all visits and activities are appropriately planned and managed with regard to their suitability for the age, aptitude and experience of the young people.

Further guidance:

- Council for Learning Outside the Classroom
- HSE Glenridding Beck Investigation

Planning and Approval Flowchart

A Planning and Approval Flowchart should be used to ensure that all legislative and mandatory health and safety obligations are addressed.

It is also a suitable format to record both Initial and Formal Approval for visits and activities within the establishment.

Not all elements will be appropriate to all visits and activities, with some requiring significantly more planning due to the more complex nature of the venture.

Repeat and local visits may not need as much complex planning; however there is no less a duty of care and the same amount of diligence should be applied.

Visit or activity title:	
Date(s):	
Where (ENVIRONMENT) :	
Visit Leader (STAFF):	

Retention: This checklist to be retained for DOB of youngest child + 25 years.
Refer to the relevant Retention and Disposal of Records Schedule for detailed information.

Part			
7	Outline Proposals	<input type="checkbox"/> Aims & Objectives	_____
7, 8		<input type="checkbox"/> Who (GROUP)	_____
3, 5,A		<input type="checkbox"/> Who else (STAFF)	_____
		<input type="checkbox"/> What (ACTIVITY)	_____
		<input type="checkbox"/> How (DISTANCE)	_____
		<input type="checkbox"/> Estimates of costs	_____
	↓		
3, 6	Initial Approval	<input type="checkbox"/> EVC	_____ Signature & date
		<input type="checkbox"/> Head of Establishment	_____ Signature & date
		<input type="checkbox"/> Local Authority	_____ Email response date
	↓		
8	Formal Proposals	<input type="checkbox"/> Detailed itinerary *Retain DOB+25 yrs	_____
7		<input type="checkbox"/> Supervision & safeguarding	_____
7		<input type="checkbox"/> SEND provision	_____
7		<input type="checkbox"/> Medical & welfare issues	_____
7, 12		<input type="checkbox"/> First aid provision	_____
7,H		<input type="checkbox"/> Accommodation *Retain DOB+25 yrs	_____
7,H		<input type="checkbox"/> Provider assurances	_____ Provider statement or LOtC QB and accreditations
7		<input type="checkbox"/> Contracts / Finance *Retain 7 years	_____
7		<input type="checkbox"/> Insurance *Retain proforma letter DOB+25	_____ SJI subscribers could already be covered – Please check
7,H		<input type="checkbox"/> Transport *Retain coach lists DOB+25yrs	_____
9		<input type="checkbox"/> Familiarisation visit	_____
9,B,H		<input type="checkbox"/> Risk assessments *Retain DOB+25yrs	_____ Event, generic, site specific and activity specific - SAGED
9,B,H		<input type="checkbox"/> Appropriate Plan B	_____
12		<input type="checkbox"/> Emergency contacts	_____
10,H	<input type="checkbox"/> Parental consent method	_____ Annual (fully inform appropriately) or individual	
	↓		
3, 6	Formal Approval	<input type="checkbox"/> EVC	_____ Signature & date
		<input type="checkbox"/> Head of Establishment	_____ Signature & date
11		<input type="checkbox"/> Notified to LA via EVNS	_____ Date
3, 6		<input type="checkbox"/> Local Authority	_____ EVNS response date

Part

10

Fully Informed Parents	<input type="checkbox"/> Full written details *Retain DOB+25 yrs Date _____ <input type="checkbox"/> Fully informed written parental consent gained *Retain 1yr (See below) Date requested: _____ <input type="checkbox"/> SEND medical and welfare issues requested Date requested _____ <input type="checkbox"/> Method to advise of rolling programme changes agreed _____ <input type="checkbox"/> Parents Meeting Date _____
↓	(Retain consent summary for DOB+25yrs) Retain individual consent on pupil file if an incident has occurred.
Informed young people	<input type="checkbox"/> Full details of visit or activity _____ <input type="checkbox"/> Engage in risk management _____ <input type="checkbox"/> Behaviour and conduct _____ <input type="checkbox"/> Responsibilities of adults _____ <input type="checkbox"/> Emergency procedures _____
↓	
Informed staff	<input type="checkbox"/> _____ <input type="checkbox"/> <i>Establishments may use for specific dissemination of information. e.g. Office, kitchen etc.</i> _____ <input type="checkbox"/> _____
↓	
Informed staff	<input type="checkbox"/> Full details of visit or activity _____ <input type="checkbox"/> Risk management issues _____ <input type="checkbox"/> SEND medical & welfare _____ <input type="checkbox"/> Define responsibilities _____ <input type="checkbox"/> Emergency Procedures _____
↓	
Visit or activity	<input type="checkbox"/> Documentation to all staff on visit _____ <input type="checkbox"/> Documentation to emergency contacts _____ <input type="checkbox"/> ID cards, contact numbers to young people _____ <input type="checkbox"/> First Aid & clear-up kits _____ <input type="checkbox"/> Appropriate way home for all _____ <input type="checkbox"/> Emergency contacts stand down _____
↓	*Retain group list (inc adults), itinerary DOB+25 yrs
Review	<input type="checkbox"/> With young people, staff, parents _____ <input type="checkbox"/> Report to EVC and Head of Establishment _____ <input type="checkbox"/> Identify issues for future visits _____ <input type="checkbox"/> Inform LA of useful items for other establishments e.g. new risk assessments _____

SEND, health & well-being and first aid provision

SEND

The Equalities Act 2010 imposes a duty on establishments to make reasonable adjustments in order that where provision or physical features puts a disabled person at a substantial disadvantage in relation to persons who are not disabled, to take such steps as it is reasonable to have to take to avoid the disadvantage.

Further guidance:

- Managing Medication & Complex Health Care Needs of Children and Young People
- Inclusion Quality Mark

Health & Well-being

As part of the planning process for any off-site visit or activity, the Visit Leader should carefully consider a range of issues which may include:

- the necessary and authorised use of medicines
- the possession, use and consumption of tobacco, alcohol and drugs
- other risk-taking behaviour

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

Further guidance:

- CYPS Health and Safety Policy and Guidance Handbook
- NYCC Guidance on developing a drugs policy

First Aid provision

Immediate appropriate first aid **MUST** be available on every educational off-site visit and activity.

In determining an appropriate level of qualification, Heads of Establishments, EVC's and Visit Leaders need to take into account, the activity, group, environment and distance from the establishment.

Visits involving large numbers of young people may require a number of people appointed as first aiders, especially if smaller sub-groups are independent and remote from each other.

Further guidance:

- CYPS Health and Safety Policy and Guidance Handbook
- Corporate First Aid Procedure & Assessment Guidance
- Statutory Framework for the Early Years Foundation Stage 2012
- NYCC Early Years First Aid Approved Providers
- HSE First Aid at Work Guidance

Using external providers

When an Establishment is using an external provider for **accommodation** or for **provider led teaching and instruction**, the provider is responsible for the risk management of their provision – i.e. their facilities and activities.

An Establishment should ensure that the provider completes a Provider Statement. A suitably completed form is the minimum requirement for obtaining relevant assurances from a provider.

The Establishment may also need or wish to refer to the provider's risk assessments or other appropriate documentation.

The Establishment and its staff are responsible for risk managing any aspects of the visit which they have organised including non-taught time and travel.

Further guidance:

- Provider Statement
- Learning Outside the Classroom Quality Badge

Insurance

All NYCC maintained schools, Voluntary Aided and Foundation schools, outdoor centres, Youth Support Service and Children's Social Care establishments have insurance cover for public liability and employers' liability.

Additional adequate insurance should be taken out where appropriate for all educational off-site visits and activities. When considering insurance the following should be borne in mind:

- North Yorkshire County Council maintains a traded service option through the Insurance and Risk Management Service that provides a very broad range of cover
- establishments electing for another policy should ensure that it provides protection that at least matches that of the traded service policy, particularly for higher risk activities
- Visit Leaders must ensure that any insurance included in a packaged booking provides adequate cover for all members of the party
- any individual giving advice (egg a Governor) must ensure that their professional indemnity insurance covers such advice
- staff relying upon their own policy, especially an annual travel policy, should ensure that cover extends to such activity at work
- staff may also wish to consider additional Personal Accident or Income Protection cover

Further guidance:

- Insurance and Risk Management Section

Finance & charges

The Education Act 1996, sections 449-462 sets out the law on charging for school activities in schools maintained by local authorities in England.

The Schools Finance Manual Chapter 24 provides guidance to Heads of Establishments and Governing Bodies as to the requirements of a Charging & Remissions Policy, voluntary contributions and what can or cannot be charged for.

All financial transactions are subject to the Schools Finance Manual.

The following guidelines cover the general responsibilities and procedures:

- The Governing Body is responsible for ensuring that there are safe and efficient systems in place for the control and custody of visits funds
- all monies collected or expended must be paid into and accounted for through the school's BAFS account or School Fund account
- all income received must be recorded on receipts, payment cards or class lists
- all income must be banked intact without any deduction of payments
- parents should be encouraged to pay by cheque not cash – all cheques should be payable to the school, not the Visit Leader or any other adult
- blank cheques should never be signed. Where a payment total is uncertain it is permissible to sign a cheque provided that the payee's name is completed and a receipt obtained
- if cash is required during a visit or activity the float must be authorised by the Head of Establishment. Receipts must be obtained for all expenses and the float accounted for within two weeks of return
- when all expenses have been met, an account should be drawn up and any surplus returned to parents
- quotes for visits or activities should be obtained from reliable tour operators
- Visit Leaders or other adults must not request or receive inducements, excessive hospitality nor other favours
- accounting records must be regularly reviewed by the Head of Establishment or designated member of the Senior Management Team
- it is good practice to keep accounts on an individual visit or activity basis
- records should be kept according to the Schools Retention of Records Schedule.

Further guidance:

- Veritau Limited
- Schools Finance Manual – Chapter 24 Charging for School Activities
- DfE Guidance – Charging for School Activities

Transport

Use of private cars driven by establishment staff or volunteer adults

The Head of Establishment must ensure that for establishment staff the following are checked;

- driving licence
- insurance (covering business use)
- MOT certificate (for cars over 3 years old)
- appropriate child seats
- three-point seatbelts for every seat that will be used.
- driving not under the influence of alcohol or drugs

For volunteer adults who are not establishment staff assurances should be gained from the driver for;

- driving licence
- insurance in connection with the duties they are undertaking
- MOT certificate and a serviced, roadworthy car
- appropriate child seats
- three-point seatbelts for every seat that will be used.
- driving not under the influence of alcohol or drugs

A Voluntary Validation Form is one way of doing this.

In certain situations staff or volunteers may agree to transport young people. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort.

There will be occasions when adults are expected or asked to transport young people as part of their duties. Adults, who are expected to use their own vehicles for transporting young people should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded.

It is a legal requirement that all passengers should wear seat belts and it is the responsibility of the staff member to ensure that this requirement is met. Adults should also be aware of current legislation and adhere to the use of car seats for young people.

Where adults transport young people in a vehicle which requires a specialist licence/insurance e.g. PCV or LGV- staff should ensure that they have an appropriate licence and insurance to drive such a vehicle.

It is inappropriate for adults to offer lifts to a young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers.

There may be occasions where a young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

Coaches, Buses and Minibuses with a driver

Professional operators of buses and coaches are legally required to be licensed. Establishments using operators to transport young people should seek assurances that the operators have the appropriate Public Service Vehicle (PSV) Operators' Licence and that operators have adequate procedures in place to deal with emergencies such as vehicle breakdown.

Where seatbelts are fitted it is the responsibility of the Visit Leader to ensure that they are used by young people. Seatbelts are usually fitted on coaches, which should be hired in preference to service buses which generally do not have them fitted.

Minibus with establishment driver

National legislation and LA policy and guidance applies to drivers of minibuses. Drivers are required to hold the correct licence for the weight of the minibus being driven (this will vary on when a licence was initially gained) and in addition **MUST** hold a current MiDAS. Establishments **MUST** ensure that appropriate motor insurance is in place for both establishment owned and hired vehicles.

Rail and Underground

These are potentially frightening methods of travel, especially the underground for young people who have not used it before.

Visit Leaders must ensure;

- Direct supervision and clear instructions to all staff and young people as to what to do if they become separated from the group.
- Avoidance of rush hours wherever possible
- Advanced purchase of group tickets wherever possible

Ferries

Visit Leaders should as part of the planning process as to whether young people can be allowed on an open deck.

Air travel

Appropriate supervision around busy airport and ferry terminals will depend on the age and maturity of the young people and their familiarity with this mode of travel. Appropriate deployment of staff should be planned when passing through security and passport checks to deal with any issues that arise.

Further guidance:

- NYCC Guidance for the Safe Use of Minibuses
- NYCC Driving at Work Policy & Procedures
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings 2007
- Guidance for Safe Working Practice for the Protection of Children and Staff in Early Years Settings September 2012
- Practice guidance: Safer working practice for Staff and volunteers working with Children and young people

Validation for Voluntary Vehicle Use

For completion by drivers of private vehicles transporting young people for North Yorkshire County Council establishments.

Establishment	
---------------	--

Driver	
--------	--

Make and Model of vehicle	Registration number

I am the driver of the above vehicle(s) and confirm that;

- I have a valid full driving licence suitable for the type(s) of vehicle above.
- A valid MOT Certificate is held (or not required as it is less than 3 years old) for the vehicle(s) above
- The vehicle(s) are serviced correctly and roadworthy
- I have appropriate motor vehicle insurance covering the vehicle(s) and myself
- I will ensure that young people will wear seatbelts in both front and rear seats.
- Young people under the age of 12 or less than 135cm in height will use a child seat.
- I will not be under the influence of alcohol or drugs whilst driving young people.

I understand that I am not covered by any establishment or county council insurance for the use of the vehicle(s) listed above.

Under the terms of the Data Protection Act 1998 we must inform you of the following:

By signing this form you are giving your explicit consent to North Yorkshire County Council to process your data. The processing involved will be for the purpose of monitoring health and safety in North Yorkshire County Council in accordance with relevant legislation. This may involve the sharing of information you provide with local regulatory bodies.

- I consent to North Yorkshire County Council processing the information detailed in this form.
- I understand that this will be used by the County Council in pursuance of its purposes and my consent is conditional upon the County Council complying with their obligations under the Data Protection Act 1998.

Signed	
Name (please print)	
Date	

PART 8 – SUPERVISION AND SAFEGUARDING

Supervision

The Head of Establishment must be satisfied that young people will be supervised by an adult who is:

- competent and suitable
- holds a DBS enhanced disclosure where legally required
- fully briefed on establishment policies and relevant procedures
- approved by the Head of Establishment

Competence and suitability may be evidenced by:

- qualified teacher status or other professional qualification related to the supervision of young people
- 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, teaching assistant, youth worker or social care worker direct access to a member of staff must be maintained in an appropriate way.

Heads of Establishments will need to access technical advice from appropriately qualified individuals to check competence and suitability in areas outside their own expertise.

Any adults not fulfilling the above criteria who have access to young people will require supervision by a teacher, teaching assistant, youth worker or social care worker.

All staff and volunteers having substantial or unsupervised access to young people should hold a current DBS enhanced disclosure.

Staff and volunteers in other circumstances and without an appropriate disclosure should be subject to appropriate supervision by a member of staff with a DBS enhanced disclosure.

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. Two supervisors who are able to confirm each other's count should make head counts independently if appropriate
- rendezvous arrangements should be clearly established and young people told what to do should they become separated from the group

- young people may be issued with a copy of the establishment's emergency contact details. School 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

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 if appropriate prepare a written list of all young people and any sub-groups, amended if required for each adult. All young people must know who they are responsible to at each stage of the visit or activity.
- supervisors of sub-groups must ensure their 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 a large group
- there is 'down' time between activities

Parents accompanying a visit

Parents who accompany a visit and supervise small groups of young people should do so under the direction of a member of staff from the establishment. Visit Leaders should consider if it is appropriate for a parent to supervise their child or for the child to be directly supervised by another adult.

Young people no longer on roll at an establishment

The LA recommends that children who are no longer on roll at an establishment should not normally accompany a visit or activity.

A Head of Establishment may give consideration to a young person who is no longer on roll at an establishment accompanying a visit provided that they were on roll when the visit was organised and approved.

Consideration must also be given to ensure that fully informed parental consent is given and that the young person has suitable journey insurance cover.

Safeguarding Young People and Safeguarding Practice

All adults involved in any educational off-site visit or activity are required to follow their establishment's Child Protection Policy and Procedures and the North Yorkshire Safeguarding Children Board Procedures in addition to following the appropriate guidance listed below.

Taking young people off site may increase their vulnerability and adult supervisors are required to be mindful of this issue at all times. Risk management must take this into account and appropriate control measures to ensure safety must be applied.

The Head of Establishment, EVC, Visit Leader and all supervising adults must ensure that measures are taken on all visits and activities to protect all young people from neglect, physical, sexual, emotional or racial abuse during the planning stage and 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 young person leaving accommodation. Control measures must be in place
- adults should avoid being alone with a young person 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
- 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 young people and parents
- where separate washing and 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 Head of Establishment, Senior Designated Person for Child Protection or in unusual circumstances to the LA
- all allegations against people who work with children must be reported to the Local Authority Designated Officer, (LADO)

Further guidance:

- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings 2007
- Guidance for Safe Working Practice for the Protection of Children and Staff in Early Years Settings September 2012
- Practice guidance: Safer working practice for Staff and volunteers working with Children and young people

Supervision Ratios

The legal framework and national guidance does not lay down specific ratios for educational off-site visits and activities.

The responsibility for ensuring effective supervision rests with the Head of Establishment. Suitable ratios and the choice of specific competent staff and other adults are a matter of judgement for the Head of Establishment and EVC in consultation with the Visit Leader as part of the risk management process. Supervision ratios depend entirely on the risk management for the visit or activity for the particular young people on a particular day.

Factors to consider will include:

- **STAFF** (All the adults on the visit)
- **ACTIVITY** (Including the nature, duration and type of the visit or activity)
- **GROUP** (Including age, aptitude, experience, behaviour, SEND)
- **ENVIRONMENT** (Including access to assistance, weather, phone/radio coverage)
- **DISTANCE** (Including distance from the establishment and type of transport)

Generally it is good practice to have at least two adults accompanying any educational off-site visit or activity.

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

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

There is no legal or LA specific ratio other than when leading visits or activities with young people five or under when the Statutory Framework for the Early Years Foundation Stage applies. The prescribed ratios inside a setting in Sections 3.27 to 3.28 vary dependent on the type of setting and the age of the young people and must be adhered to, (1:13 in early years settings and 1:30 in infant classes in maintained schools), however it is not unusual for a ratio of 1:1 to be necessary outside the setting.

Any ratios given in guidance documents should only be considered a starting point. For example, the DfES publication HASPEV (1998) suggested the following as a general guide for local visits in normal circumstances;

- | | | |
|-------------------|----------------|---------|
| • Year 1 to 3 | (Age 5 to 8) | 1:6 |
| • Year 4 to 6 | (Age 8 to 11) | 1:10-15 |
| • Years 7 upwards | (Age 11 to 19) | 1:15-20 |

Without special safeguards or control measures, these ratios will not be adequate to meet the needs of non-local, most residential or more complex visits.

Preparing Young People

Young people 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. The Visit Leader must ensure that the young people are capable of undertaking the proposals.

Young people must understand:

- the aims of the visit or activity
- which adult is responsible for them
- relevant background information about the location and activity
- what is expected of them
- the standard of behaviour expected and 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
- hazards involved, especially at water margins, and measures to reduce risk
- clothing, equipment and food required
- what to do if separated from the group and emergency procedures

Young people 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.

Post 16 Visits and Activities

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

Whilst a higher degree of responsibility may be expected of them, Heads of Establishment must still decide upon appropriate staff and ratios and follow all procedures and approval.

Exchange visits

Such visits can present unparalleled opportunities for cultural understanding and development of young people. However the context in which they occur is far removed from most other educational visits and requires special attention and appropriate planning and management should consider remote and distant supervision, safeguarding and communication issues.

Further guidance:

- Child Safe
- Education Development Adviser for Learning Beyond the Classroom

Staff children accompanying a visit

It is the responsibility of the Head of Establishment to determine if they wish to allow children of staff to accompany an educational off-site visit or activity provided by the establishment for its young people.

There are numerous factors which need to be considered and each request should be treated individually.

The Head of Establishment must ensure that the young people are effectively supervised at all times, and that should a member of staff not be available that the remaining staff can continue effective supervision.

The Head of Establishment should be mindful that if any incident, accident or injury were to occur then the parent would look after the young person. In this situation they would no longer be acting as a member of staff and would not be able to provide effective supervision of the group. If this parent was also the Visit Leader then the visit would be compromised unless a competent deputy leader was available. In some circumstances it may be appropriate to choose a different Visit Leader.

The visit content, educational benefit or activities which are proposed may not be suited to the age, aptitude and experience of the child as they may well not be of a similar age to the group. Unfortunately tragedies such as that at Glenridding Beck show that this is a serious consideration in determining if a child can accompany a visit or activity.

External providers may not wish for mixed age groups to partake in activities which they are instructing as their staff, procedures and systems for teaching and equipment which they use may not be suitable for a range of ages.

With regards to Professional Liability and School Journey Insurance the establishment will need to determine with the Insurance and Risk Management Section if this can be covered before making any financial or contractual arrangements.

Staff only visits abroad

The LA has a duty of care for all employees and has developed protocols for International School Partnership Projects that involve adult only travel abroad.

Heads of Establishment **must** ensure;

- the project is submitted to the chair of the Global Learning Strategy Group
- Insurance and Risk Management are provided with a full itinerary and delegate names and passport details in order to arrange Business Travel Insurance. (Schools Journey Insurance or Personal Travel Insurance is not appropriate)
- the visit is planned, managed, notified and approved as any other visit

Modes of Supervision

Remote supervision may be integral to visits or activities involving some young people.

Visit Leaders still remain responsible for the health, safety and welfare of young people and must follow the planning and approval procedure.

Direct supervision: Young people are directly supervised and accompanied by appropriate adults and line of sight is maintained.

Close supervision: The Visit Leader and other adults are close enough to intervene if necessary, and are immediately available to provide direct supervision when required.

Distant supervision: The Visit Leader and other adults remain out of sight and hearing of the young people, but have strategies to periodically observe or meet the young people, and are close enough to intervene if required.

The Visit Leader must ensure that young people have:

- the knowledge, experience and competence to act safely and independently in a particular situation 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 and written details of the rendezvous and emergency contact procedure if appropriate
- maps, plans and any other essential information and suitable clothing and equipment including where coins, mobile phones or 2-way radio (with known range etc.)

Supervision Matrix

		Knowledge of the group			Key	
		No knowledge	A trusted source tells me they are competent	I trained them myself		
Knowledge of the area	From the map only	0	1	2	0	Direct supervision
	I have been there before	1	2	3	1	Close supervision. Frequent visual/oral contact required.
	I know the area very well	1	3	3	2	A few checkpoints. Distant viewing especially of possible error or higher risk
					3	See at start and finish of the day and see at a distance once or twice during the day

From MLTE Remote Supervision Guidance Notes

Adventurous Activities Leadership Matrix

Adventurous activities require appropriate qualifications and supervision ratios. In addition many qualifications are limited in their range of operation by terrain or other factors.

- **LA approval for all adventurous activities is required.**
- **Any adventurous activity included in this matrix will require LA approval.**
- **Any outdoor or adventurous activity not included in this matrix will require LA approval.**
- **Any activity included but going beyond the described range of operation will require LA approval.**
- **Refer to Section 3 for additional information regarding this:
Approval and notification for off-site visits and activities November 2014**
- any NYCC employee leading activities that would normally be licensable must be on the Visits & Activity Leadership Register (VALR)
- any other leader or organisation providing licensable activities in the UK must provide evidence of a current Adventurous Activities Licence
- competent and suitable volunteers can be entered on the register
- activities operating under the Duke of Edinburgh's Award Scheme will need to follow additional DofE approval systems

The NYCC Outdoor Learning Service may on occasions work to different parameters as befitting the familiarity with a location, experience and qualification of staff and extensive back up and emergency support that is immediately available. Their Site Specific Risk Assessments and Centre Operating Procedures will reflect this context.

Definitions

Leader

Fully qualified and approved to lead the activity

Assistant Leader / 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

Supporting staff / Briefed Confident Adult

An appropriately briefed, confident adult, who could assist in supervising young people.

Further guidance:

- Education Development Adviser for Learning Beyond the Classroom

Land Based Adventurous Activities

Camping (Excludes DofE training & expeditions – refer to DofE Procedures Part 8)

Activity	Context	Leader Qualification	Suggested Maximum Ratio
Camping – static	Low level camping	As below or Teacher/ Youth Leader/Social Care Worker with VL or PEV and BELA/CLA recommended	1:12
Camping – mobile	Wild or high level camping	Appropriate hillwalking qualification	1:12 & Briefed Confident Adult

Caving or Mine Exploration

Activity	Context	Leader Qualification	Suggested Maximum Ratio
Caves or mine systems which are horizontal	Caves or NAMHO inspected mines which have easy climbs (3m max) with lifelines	As below or LCLA Level 1 & Mine endorsement for mines.	1:12 & Competent Second
Caves or mine systems with pitches less than 18m	Any cave or NAMHO Inspected mines with pitches less than 18m	As below or LCLA Level 2 & Mine endorsement for mines.	1:6 & Competent Second
Caves or mine systems with pitches over 18m	Any cave or NAMHO Inspected mines with pitches over 18m	CIC & Mine endorsement for mines.	1:6 & LCLA Level 1

Combined Rock and Water Activities (also known as Beck Scrambling, Gorge Scrambling)

Activity	Context	Leader Qualification	Suggested Maximum Ratio
Gorge scrambling	Easy accessibility, non-technical low water	As below or appropriate hillwalking qualification according to terrain	1:12 & Briefed Confident Adult
Gorge scrambling	Water traverses – medium water levels	Where site specific RA requires; WWSR Training or BCU Level 3 or LCLA Level 2 & appropriate hillwalking qualification according to terrain	1:12 & Briefed Confident Adult
Gorge scrambling	Technical use of ropes & climbing equipment or high water levels	Contact Adviser	1:12 & Competent Second

Cycling – on road

Activity	Context	Leader Qualification	Suggested Maximum Ratio
Cycling	Any road cycling	Contact Adviser	1:12 & Briefed Confident Adult

Forest Schools (Bushcraft, Woodland skills) # Refer to the LA and the Education Development Adviser

Activity	Context	Leader Qualification	Suggested Maximum Ratio
Forest Schools	According to Qualification held	National and LA training & qualifications available	According to ESRA / Activity RA

Hillwalking (Excludes DofE training & expeditions – refer to DofE Procedures Part 8)

Activity	Context	Leader Qualification	Suggested Maximum Ratio
Lowland country	Low lying countryside, forest, farmland or coastal paths, with no steep slopes and less than 30 min from road	As below or Teacher/ Youth Leader/Social Care Worker with VL or PEV and BELA/CLA recommended	1:15
Moorland country - Summer	All UK Moorland terrain with no snow and ice conditions underfoot	As below or WGL	1:12 & Briefed Confident Adult
Mountain country – Summer	All UK mountainous terrain with no snow and ice conditions underfoot	As below or Summer ML	1:12 & Briefed Confident Adult
Moorland country - Winter	All UK Moorland terrain with snow and ice conditions underfoot	BMG, aspirant BMG, MIC, Winter ML or IML	1:12 & Competent Second
Mountain country – Winter	All UK mountainous terrain with snow and ice conditions underfoot	BMG, aspirant BMG, MIC, Winter ML or IML. IML only in rolling terrain where crampons & ice axe are not needed by the group	1:12 & Competent Second

Horse Riding

Activity	Context	Leader Qualification	Suggested Maximum Ratio
Pony trekking	Specific routes	BHS Stage II and RRS test	1:6
Horse Riding	Specific routes	BHS AI	1:4

Mountaineering & Climbing

Activity	Context	Leader Qualification	Suggested Maximum Ratio
Rock climbing – Artificial wall	Artificial climbing wall structures indoors or outdoors	As below or CWA	1:12 & Briefed Confident Adult
Rock climbing – Leading on an artificial wall	Leading on an artificial climbing wall structures indoors or outdoors	As below (excluding SPA) or CWLA	1:12 & Briefed Confident Adult
Rock Climbing – single pitch with easy access	Unspecified UK single pitch climbs with easy access	As below, but no hill walking qualification required	1:12 & Briefed Confident Adult
Rock Climbing – single pitch with remote access	Unspecified UK single pitch climbs with remote access	As below or SPA and appropriate hill walking qualification	1:12 & Briefed Confident Adult
Rock Climbing – multi pitch	Unspecified UK multi pitch climbs	As below or MIA	1:3
Winter Climbing	Up to and including Grade III snow and ice routes	BMG, aspirant BMG, MIC	1:3

Mountain Biking #Refer to the LA and the Education Development Adviser

Activity	Context	Leader Qualification	Suggested Maximum Ratio
Cycling – Off-road non-technical route in non-remote locations	Any route less than 30min to road on trail type routes, forest tracks etc.	As below or MIAS Level 1(# or equivalent)	1:12 & Briefed Confident Adult
Cycling – Off-road technical route in non-remote locations	Any route less than 30min to road or regardless of terrain	As below or MIAS Level 2 (# or equivalent)	1:12 & Briefed Confident Adult
Cycling – Off-road technical route in remote locations	Any route more than 30min to road or accessible refuge regardless of terrain	MIAS Level 3 (# or equivalent) & appropriate hillwalking qualification	1:12 & Competent Second

Orienteering # Navigation training can also fall under the activity of Hillwalking

Activity	Context	Leader Qualification	Suggested Maximum Ratio
Orienteering	School or outdoor centre grounds	As below or Teacher/Youth Leader, recommend Teaching Orienteering Part 1 and/or 2	1:30
Orienteering	Local areas and small woods free from obvious major hazards: traffic, fast/deep water, crags	Teacher/Youth Leader or Teaching Orienteering Parts 1&2 or UKCC Level 1	1:12 & Briefed Confident Adult
Orienteering	Extensive or remote areas	UKCC Level 2 or equivalent	1:12 & Briefed Confident Adult

Ropes Courses and Initiative Challenges

Activity	Context	Leader Qualification	Suggested Maximum Ratio
Initiative Challenges	Non-technical use of equipment	Teacher/Youth Leader	1:12
Initiative Challenges	Technical use of equipment	NYCC LA assessment or contact adviser	1:12
Ropes Courses	Purpose built ropes courses	Contact Adviser	Contact Adviser

Snowsports # For other disciplines refer to the LA and the Education Development Adviser

Activity	Context	Leader Qualification	Suggested Maximum Ratio
Artificial slope alpine downhill skiing	Teaching on dry or indoor snow slopes	BASI Level 1 (# LA Assessment at NYCC OLS centres)	1:12
On-piste alpine downhill skiing	Resort package skiing led by ski school only	Qualified ski school instructor	Delegated to ski school
On-piste alpine downhill skiing	Resort package with practice sessions outside ski school	Alpine Ski Course Leader Award or as below	1:10
On-piste alpine downhill skiing	Teaching skiing	BASI Level 3	1:10

Water Based Adventurous Activities

Open Canoeing # Site Specific training to be carried out by BCU L3 Coach or Technical Adviser

Activity	Context	Leader Qualification	Suggested Maximum Ratio
Open Canoe	Sheltered water / canals / slow rivers less than 50m from bank No journeying	BCU Coach L1 (Open Canoe) (Kayak Coach with OC experience) or UKCC L1 & site specific training	1:12 & Briefed Confident Adult
Open Canoe	Flat water – journeying including sheltered areas of large lakes.	BCU Coach L2 (Open Canoe) or UKCC L1 & New 3* Open Canoe	1:12 & Competent Second
Open Canoe	Moving water Grade 2 and open areas of large lakes	BCU Coach L3 (Open Canoe) or UKCC L2 & Moderate Water & New 4* Open Canoe	1:12 & Competent Second

Kayaking # Site Specific training to be carried out by BCU L3 Coach or Technical Adviser

Activity	Context	Leader Qualification	Suggested Maximum Ratio
Kayaking - Inland	Sheltered water / canals / slow rivers less than 50m from bank No journeying	BCU Coach L1 (Kayak) or UKCC L1 & site specific training	1:12 & Briefed Confident Adult
Kayaking - Inland	Flat water journeying including sheltered areas of large lakes.	BCU Coach L2 (Kayak) or UKCC L1 & New 3* Kayak	1:12 & Competent Second
Kayaking - Inland	Moving water Grade 2 and open areas of large lakes	BCU Coach L3 (Kayak) or UKCC L2 & Moderate Water & New 4* Kayak	1:12 & Competent Second
Kayaking - Inland	Above Grade 2 water	BCU Coach L4 (Kayak) or UKCC L2 & Moderate Water & New 5*	1:12 & Competent Second
Kayaking - Sea	Journeying as defined for BCU Coach L3	BCU Coach L3 (Sea) UKCC L2 & Moderate Water & New 4* Sea	1:8 & Competent Second
Kayaking - Surf	Below 1m waves	BCU Coach L3 (Surf) or BCU Coach L3 (Sea) or UKCC L2 & Moderate Water & New 4* (Sea or Surf)	1:8 & Briefed Confident Adult
Wave Ski - Surf	Below 1m waves	BCU Coach L3 (Surf) or BCU Coach L3 (Sea) or UKCC L2 & Moderate Water & New 4* (Sea or Surf)	1:12 & Briefed Confident Adult
Kayaking or Wave Ski - Surf	Above 1m waves	BCU Coach L3 (Surf) or UKCC L2 & Moderate Water & New 5* Surf	1:6 & Competent Second

Powerboating

Activity	Context	Leader Qualification	Suggested Maximum Ratio
Safety Boat for Sailing and Windsurfing	Sailing or windsurfing must be accompanied by a safety boat which is manned or can be manned immediately.	RYA Safety Boat (assumes RYA L2 Powerboat & VHF Certificate)	Appropriate to safety boat

Rafting - Improvised

Activity	Context	Leader Qualification	Suggested Maximum Ratio
Rafting -improvised	Sheltered water Construction and use of improvised rafts for team building type exercises	NYCC LA assessment or relevant watersports award	1 : 12 Briefed Confident Adult

Sailing # Appropriate Safety cover MUST be provided - refer to Powerboating above

Activity	Context	Leader Qualification	Suggested Maximum Ratio
Sailing in crewed dinghies	Sheltered water wind strength below 15mph with appropriate safety cover	RYA Dinghy Instructor	1:4 or Maximum of 3 dinghies 1:12 & 2x Competent Second
Sailing - single handed dinghies	Sheltered water maximum 6 dinghies wind strength below 15mph with appropriate safety cover	RYA Dinghy Instructor	1:6 & Briefed Confident Adult or Maximum of 6 dinghies(2 to a boat) i.e. 12 pupils 1:12 & Competent Second
Sailing - race training or RYA courses	Inland waters	Contact Adviser	Contact Adviser
Sailing in crewed or single handed dinghies in the sea	Estuaries, sheltered harbour	RYA Dinghy Instructor (Tidal)	Contact Adviser
Sailing in crewed or single handed dinghies in the sea	Open waters	RYA Senior Instructor (Tidal)	Contact Adviser
Sailing in Keelboats	Inland waters	RYA Dinghy Instructor with Keelboat Endorsement	Contact Adviser

Surfing

Activity	Context	Leader Qualification	Suggested Maximum Ratio
# Refer to the LA and the Education Development Adviser			

Windsurfing # Appropriate Safety cover MUST be provided - refer to Powerboating above

Activity	Context	Leader Qualification	Suggested Maximum Ratio
Windsurfing	Sheltered inland water with appropriate safety cover	RYA Start Windsurfing Instructor	1:6 & Briefed Confident Adult

PART 9 – RISK MANAGEMENT

Risk management is the process of ensuring that all young people and adults on educational off-site visits and activities are kept as safe as they should be.

This involves not just risk assessment, but the whole planning process from trained and appropriately appointed people, through choosing providers and venues to systems to ensure suitable emergency procedures and contacts.

The process of risk assessment is central to an effective health & safety management system. There is sometimes confusion over the need for risk assessment as well as the actual process of completing proformas.

Risk Assessment is a legal requirement under health & safety legislation and in terms of civil courts can be used to demonstrate that effective controls were in place or not, before an accident occurred. In addition to the legal necessity of completing risk assessments, there are many other important reasons for ensuring a comprehensive risk assessment programme is in place before any educational off-site visit or activity and these include;

- to identify previously unrecognised hazards and introduce controls to reduce the likelihood and/or severity of an accident occurring
- as a communication tool to inform employees, young people and other participants of risk and control measures in place that must be adhered to
- as a communication tool to inform the Head of Establishment and EVC of risks that may need further control through additional resources, time and effort
- as reassurance to parents and enforcement bodies that risks have been effectively identified and controlled

Risk Assessments should be;

- clear and concise
- proportional and practicable
- suitable and sufficient
- recorded and reviewed

Key Risk Management terms

Hazard: What could reasonably be expected to cause harm.

Risk: The extent of possible harm from the hazard.

Control Measure: What can be reasonably done to reduce the risk.

Generic, Activity and Site Specific Risk Assessments

A generic risk assessment for a particular activity e.g. climbing will identify all the common hazards and suitable controls for that activity. However, in different venues the hazards and controls will vary and these should be recorded 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 site specific assessments.

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 and the particular circumstances of the location. Generic risk assessments as included in Section 3, which can be used as a basis for adapting to local circumstances.

Producing a written Risk Assessment

All visits and activities must be fully risk assessed and a record kept of significant hazards and associated control measures.

There is no single correct format for a written risk assessment. There are a variety of formats used within establishments, all of which if completed to the legal standard of suitable and sufficient, can be effective.

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 young people with special needs as well as staff who are pregnant or who have specific medical conditions.

Risk Assessments must be current, signed and dated and be made available for all staff affected by the assessment. This does not mean giving a copy to all staff. Risk Assessments should be kept in folders or files or on computer format readily accessible.

The Procedures contains the following templates and generic risk assessments;

Event Specific Risk Assessment template

An Event Specific Risk Assessment (ESRA) should be used for an individual event, or a rolling programme of similar events.

This risk assessment should contain Hazard, Risk and Control Measures for;

- Staff (all adults on the visit)
- Activity
- Group
- Environment
- Distance

Activity Risk Assessments

Activity Specific Risk Assessments can be completed, and then attached to the ESRA for any activity which occurs during the visit.

It is important, however that the Visit or Activity Leader carefully adapts and applies any changes as necessary.

Site Specific Risk Assessment template

Site Specific Risk Assessments can be completed, and then attached to the ESRA for any visit or activity which uses that site.

It is important, however that the Visit Leader carefully adapts and applies any changes as necessary.

Generic Risk Assessments

Generic Risk Assessments which may well need to be adapted for each visit or activity are included in the Guidance.

In addition other generic risk assessments can be found on the CYPS website.

Further guidance:

- CYPS Health and Safety Policy and Guidance Handbook

Event Specific Risk Assessment			
Establishment	Location/Purpose		Date(s)
Visit Leader & mobile phone	Other Staff & Adults & mobile phones	No. Young People	Age(s) / Year Group(s)
Benefits to the young people of this off-site visit or activity			

Hazards and Risks Identify significant hazards and assess the risks	Control Measures Reasonable practicable precautions	Who needs to know
Group		
Transport		All participants
Site(s) and the environment		All participants
Activity Arrangements		All participants

Alternative Plans (Plan B/Plan C)

On going risk assessment – the most essential element – NOTE THE FOLLOWING:

1. *Apply the control measures as required*2. *Monitor how effective they are*3. *Change, adapt, revise***Emergency contacts and procedures (Names and numbers of senior staff back at the establishment and delayed return and emergency procedures).****NYCC CYPS CONFIDENTIAL NUMBERS DO NOT GIVE TO PRESS, PARENTS OR MEMBERS OF THE PUBLIC**

CYPS Emergency contact numbers Office hours: 01609 532234, Out of Office hours: 01609 777398, If the switchboard is not working: 01609 534375

Risk Assessment Completed:	Date	Visit Leader
Review comments		
Reviewed by:	Date	Visit Leader

GENERIC RISK ASSESSMENT	1. All Educational Off-site Visits and Activities
HAZARDS & RISKS (identify significant hazards and assess the risks)	<ul style="list-style-type: none"> × Road traffic accidents × Slips, trips, falls, strains etc. × Visit Leader incapacitated × Objects falling from height × Equipment failure × Cold and Heat related conditions × Adverse weather conditions (lightning, strong/gusting winds) × Getting lost or becoming separated from the group × Unplanned or inappropriate entry into water leading to drowning × Burns/fire/smoke injuries × Substance abuse/alcohol/drugs etc. × Diseases/stings/bites/trampling/kicks from animals and plants × Inappropriate contact/abuse from strangers
LEADER COMPETENCE	<ul style="list-style-type: none"> ✓ Visit Leader should have either OEAP Visit Leader or NYCC Planning Educational Visits training ✓ Appropriate first aid qualification or access to immediate first aid.
CONTROL MEASURES (reasonable practicable precautions)	
<ul style="list-style-type: none"> ✓ Appropriate and approved leadership, briefings, appropriate supervision ratios and first aid provision ✓ Participant list, relevant information, headcounts, registers etc. ✓ Adventure Activity Leadership in line with the Adventure Activity Leadership Matrix ✓ Ability, training and previous experience of accompanying staff ✓ Relevant local knowledge and seasonal issues and daylight considered ✓ Weather forecast, underfoot conditions, surface water conditions, depth and speed of water and tidal implications considered along with the impact of weather on activity and young people ✓ Lightning: If 30s or less between flash and thunder take shelter. Continue after 30min has passed. ✓ Apply controls described in "Group Safety at Water Margins" and any other appropriate measures ✓ Swimming ability and/or water confidence of all participants identified. ✓ Previous experience, age, ability and fitness of young people, warm up activities as appropriate ✓ Arrangements for young people with SEND, medical conditions or requiring particular attention ✓ Appropriate PPE available to young people and adults & equipment checked and fit for purpose ✓ Communications between visit leader, other staff and base ✓ Emergency procedures in place and equipment available ✓ Plan B risk managed as appropriate ✓ Fire safety procedures in place ✓ Strategies to prevent cold and heat related conditions, appropriate clothing and eye protection ✓ Apply controls in the establishment drugs, alcohol and substance abuse policy. 	
NOTES	
<ul style="list-style-type: none"> • Each event must be risk assessed on an individual basis and not rely on previous assessments or generic details. Recent accidents have occurred to parties led by staff who have run incident free activities for many years. • It is good practice to involve young people both in the risk-benefit assessment process and in the safety precautions to be followed. 	

GENERIC RISK ASSESSMENT	2. Non Direct Supervision
HAZARDS & RISKS (identify significant hazards and assess the risks)	× All hazards identified in Generic Risk Assessment No. 1 apply but the risks may be heightened by the lack of direct or close supervision, which means the following additional controls may be required
LEADER COMPETENCE	<ul style="list-style-type: none"> ✓ Visit Leader trained and experienced as appropriate to the activities ✓ First Aid immediately available with appropriately briefed young people
CONTROL MEASURES (reasonable practicable precautions)	
<ul style="list-style-type: none"> ✓ Appropriate group or team size and use of buddy system ✓ Groups/teams must be trained, briefed and assessed as competent for the proposed activity ✓ Staff to have sufficient knowledge of young people 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 young people 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. Group/team members must have watches ✓ Adventurous activity groups/teams 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 ✓ Adventurous activity groups/teams should be self-sufficient in any emergency equipment 	
NOTES	
<ul style="list-style-type: none"> • Each group/team member should carry an emergency card with appropriate contact phone numbers, residential address, emergency plan etc. • Mobile phones and radios are frequently out of range in the hills and although useful at times, must thus be regarded as just another layer of cover. • DofE training, practice and qualifying expeditions must be approved via the DofE approval system. • A pre-visit to accommodation is always to be recommended to ensure its suitability for the proposed visit. 	

GENERIC RISK ASSESSMENT	3. Residential Visits Accommodation
HAZARDS & RISKS (identify significant hazards and assess the risks)	<ul style="list-style-type: none"> × Fire × Building/grounds fabric × Electricity and electrical appliances × Catering × Child protection × Lost young people
CONTROL MEASURES (reasonable practicable precautions)	
<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 young people 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 Head of Establishment or EVC ✓ Group accommodation is segregated by gender unless accommodation prevents this (e.g. single room Mountain Hut) ✓ Young peoples' rooms can be locked if necessary but staff can always gain access ✓ All accompanying staff and volunteers must have valid CRB 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 ✓ Young people know where staff will be throughout the night ✓ Young people are checked into rooms at "lights out" ✓ Catering staff have food hygiene qualifications ✓ Young people 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. DofE Expedition training) ✓ Young people 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	
<ul style="list-style-type: none"> • It is good practice for younger children to wear easily identifiable clothing, badges or hats. • Young people should not wear any badge identifying them by name. • Young people should know details of their destination and emergency contacts. It would be good practice for younger children 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 young people and /or unwelcome visitors. 	

GENERIC RISK ASSESSMENT	4. Transportation of young people
HAZARDS & RISKS (identify significant hazards and assess the risks)	<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
LEADER COMPETENCE	<ul style="list-style-type: none"> ✓ Driver appropriately licensed. ✓ MiDAS assessment held by NYCC employees.
CONTROL MEASURES (reasonable practicable precautions)	
<ul style="list-style-type: none"> ✓ Emergency procedures and contacts in place ✓ Contingency plans for delays, cancellations or breakdowns ✓ Use of Visit Leader Emergency Card and Young Person ID Card ✓ Effective communication systems (where appropriate ensure coverage of mobile network, identify available landline access or use of radios) ✓ Appropriate supervision and head counts and registers ✓ Plan for appropriate comfort stops with effective supervision in service stations and rest areas ✓ Young people know their Visit Leader and Sub-Group Leader ✓ Young people briefed regarding purpose, expectations, appropriate behaviour, timings, supervision ✓ Use of small groups or 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 ✓ 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 ✓ Use of seatbelts to be monitored and enforced by staff in addition to any responsibility by carrier 	
SPECIFIC TYPES OF TRANSPORT	
<p>On foot</p> <ul style="list-style-type: none"> ✓ 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. <p>Private vehicles</p> <ul style="list-style-type: none"> ✓ Driver to complete 'Validation for Voluntary Vehicle Use' ✓ Parental permission obtained specifically for private vehicles ✓ Booster seats used as appropriate <p>Minibus</p> <ul style="list-style-type: none"> ✓ 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 <p>Hired coach/bus/taxi</p> <ul style="list-style-type: none"> ✓ Coach hired from LA approved company/reputable firm/correct licence/appropriate DBS arrangements for drivers and escorts ✓ All arrangements to be agreed with contractor or Integrated Passenger Transport, if used ✓ Coaches to be fitted with seatbelts ✓ Buses without seatbelts not to be hired for sole use (scheduled service buses acceptable without seatbelts) ✓ Taxis on NYCC business MUST have appropriate child seats & restraints as in a private car 	

Group Safety at Water Margins

Group Safety at Water Margins

Who is this leaflet for?

Teachers, lecturers, youth workers, voluntary leaders and anyone else who might organise and lead the type of educational visit described below.

What does it cover?

Learning activities that might take place near or in water – such as a walk along a river bank or seashore, collecting samples from ponds and streams, or paddling or walking in gentle, shallow water.

What doesn't it cover?

Swimming and other activities that require water safety or rescue qualifications and equipment, or water-golfing craft.

How will it help me?

Hazards are always present. This leaflet lists a number of things to take into account which will help you to plan and lead a safe and enjoyable visit. Read note¹ to find further guidance!

¹ Further information is available in the DFES publication *Health and Safety of Pupils on Educational Visits: A Good Practice Guide (HASPEV)* and its supplements, which include *A Handbook for Group Leaders*. See Section 5 for contact details.

department for
education and skills



*‘I am grateful to the Central Council of Physical Recreation for taking the lead in producing **Group Safety at Water Margins**. They have worked with partners from all sectors to produce a good practice guide which enjoys widespread support. This new guidance complements my Department’s own **Handbook for Group Leaders** and will help the training of educational visits co-ordinators. Safety during educational visits is paramount and I will watch the impact of **Group Safety at Water Margins** with particular interest.’*

Ivan Lewis

Parliamentary Under-Secretary of State
for Young People and Adult Skills

1 Things to think about before you go

Why are we going?

There are many reasons for leading a visit near water. Off-site visits can bring the curriculum to life. They can also develop team-working skills and improve self-esteem, which can help to raise achievement. Perhaps more importantly these experiences can help young people begin to learn how to look after themselves in an unfamiliar environment. They can also be fun!



Whatever your reason for going, having a clear purpose and plan will help your group to get the most from the day – and will help to maintain safety.

How well do I know my group?

What is the age range of your group? Is the group used to an outdoor environment? Can the group members’ behaviour be trusted? How physically able is the group? Do any group members have special educational or medical needs? Will group members have warm, waterproof clothing and suitable footwear? Each of these factors may impact on your choice of venue and activity.

1 Things to think about before you go (cont)

Who will be in charge?

You need to assess accurately your own competence to lead the proposed visit. If you are a school teacher you should refer your plans to your head teacher and educational visits co-ordinator or outdoor education adviser. If you work in a local authority or are a voluntary leader, find out who is responsible for advising on visits within your own organisation, and ask their advice.

If the proposed activity is beyond your level of competence or resource, then you should make different plans which are within your capacity. Alternatively you could approach an external organisation to lead those aspects of the visit that are beyond your capacity (see note² for ideas).



Whatever you choose to do, be sure that all those present know who is responsible for what should be happening at every point during the visit.



Check out what lies downstream, or around the corner from your work area – is there a fallen tree, a fence, a weir, a waterfall – or any other hazard? If you are not happy with your choice of location, look for another, safer one.



2 Getting ready to go

If you do lead the visit yourself you should take a number of steps to identify the foreseeable hazards, and to minimize the risks these present to your group. This is commonly known as risk assessment. Some of the things you will need to consider are listed below.

Who will help me?

You will need enough competent helpers on the day. Consider what ratio of leaders to group members is appropriate to your group, activity and venue. The person responsible for advising on visits in your organisation can assist with this. Ask the same questions about your helpers as you would about the group. You should also brief them fully on the purpose and plan for the visit, and ensure that they understand their responsibilities throughout.

How can I prepare the group?

Telling group members in advance about the purpose of your visit, the environment you are visiting and any hazards it presents will help them to prepare and to participate appropriately on the day. If appropriate, obtain informed consent from group members' parents.

How well do I know the place?

You should always check out a venue before you go there with a group. A competent person accompanying you on any exploratory visit can help you to identify hazards, and assist you if you get into difficulty. If in the last resort, a pre-visit is not possible then the group leader should obtain information in other ways in order to prepare adequately for the visit.

Here are some of the things you should think about on an exploratory visit:

Look for the hazards

If you will be working near water, how likely is it that someone will fall in?

If they do, could you get them out by reaching with a towel, a stick, a piece of clothing, or any public safety equipment that is available? Could you wade in to get them without putting yourself in danger? **If not then you should move to Plan B. Remember that sudden and unexpected immersion in cold water has a rapid and dramatic effect on the body's systems and will impair people's ability to reach safety.**

² This might include an LEA approved outdoor education centre, a centre in membership of the British Activity Holiday Association or the Institute for Outdoor Learning, or a centre holding the relevant licence from the Adventure Activities Licensing Authority. See Section 5 for contact details.

Do you intend your group to get into the water?

First consider whether entering the water is appropriate to the purpose of the visit, and what you expect your group to be doing in the water.

If you do plan to enter the water, your group must be able to get in and out easily. Find some gradually sloping land and check that the bank is not slippery, and that there is no deep mud or vegetation.

You also need to be sure there are no underwater hazards (such as rocks or roots which can trap feet, rusty cans or wire which can cut, or strong currents). The best way to check for hazards is to wade in using a strong stick for support and ensuring you have a colleague to assist you.



Remember that fast moving water above knee height is likely to knock people off their feet. Consider whether this is likely at your venue. You may need to move to Plan B.

Think about what could change

Your surroundings

Are there cliffs above you (could someone knock loose stones down) or below you (how close to the edge are you)?
Is there livestock nearby (could it enter your work area)?

The weather

Get a weather forecast before you go and ensure you understand how it might affect your location and planned activity. Heavy or persistent rainfall can alter situations vastly – even when falling elsewhere. River banks will become slippery, and streams and rivers can rise quickly and flow faster. **You may need to move to Plan B (see opposite column).**



Tidal conditions

If you are working near the sea or an estuary, check tidal conditions with the coastguard, so you know when high tide is, how high it will reach, and whether there are any strong local currents. Could your work area be cut-off or submerged by a sudden wave or quick rise in the tide level? **The tide may advance more quickly than your group can retreat.** Also beware steeply shelving shingle beaches, where one step could take someone out of their depth.

Again you may need to move to Plan B.



Ask somebody with good local knowledge (perhaps the land or water owner) if there have been any changes to the area, or whether the local environment alters regularly.

Think about what to wear

In damp, cold weather wearing a few layers of clothing with waterproof trousers and jacket will help to keep your group warm and dry. Wellingtons or other waterproof boots may be a good idea – however remember that wellingtons can fill with water and make it difficult to reach safety. You should also take some spare clothing and towels with you. In warm weather sunscreen, baseball caps and long sleeves will protect your group from burning. Your group should keep footwear on at all times during the visit.

What's Plan B?

Plan B is an alternative – not an emergency procedure. You may need to change your plan for any number of reasons. Plan B might mean doing the same activity at a different location, or a different activity altogether. Be prepared to move to Plan B before or even during the activity. **You also need to pre-check your Plan B.**

If you visit a place regularly you might be able to identify *cut-off criteria*. These are signs that circumstances have changed such that you need to move to Plan B. Examples might include the river or tide having risen above a certain point. However, remember that visiting one venue once a year for ten years is ten days' experience – not ten years'.

3 Things to think about on the day

Tell people where you are

Make sure that somebody at your usual base knows where you are going, what you will be doing and when you expect to return. Also leave details of any alternative plans.

Brief the group

Although you have prepared your group and helpers in advance of the visit, you should also brief them on the day. Make sure that the group and the helpers know what they will be doing, and what is expected of them. Also let them know about any foreseeable hazards that you identified on the pre-visit. This will help you achieve your objectives and lessen the chance of something unexpected occurring.



Always get a local weather forecast on the day of your visit – and know how this will impact on your plans and location.

Review the situation

On arrival at your venue reconsider the key issues that were raised in your pre-visit. Has anything changed that means you should now switch to Plan B? You should review the situation continuously, as conditions may change at any point, meaning you have to change plans or cut short your visit.

If you need to change plans

Your group may well be disappointed if they cannot complete the activity that was originally planned, particularly if they or another group have enjoyed it before. A well-briefed group and a good Plan B can help to overcome this disappointment. If you move to Plan B be sure to notify your base of this.



*Just because you did it last year – does not mean that you have to do it this year!
Just because it was safe last year – does not mean it is safe this year!*

Group control

Behaviour

Agree the safety rules before the visit and stick to them. If you decided on your pre-visit that it was unsafe to enter the water, then have confidence in your decision and do not be pressured into changing it. If you do enter water, keeping the group on task will help to ensure safety, as incidents are more likely to occur during unstructured activity. The group need to be aware that pushing, dragging or ducking others into water are unsafe and unacceptable practices.



Set physical boundaries beyond which the group should not venture. You might use fixed landscape features such as a wall, or place your own markers.

Supervision

Having small groups, each with its own leader, is often better than one large group with several leaders. Ideally there would be enough leaders so that the overall leader does not have their own group. Each group should appoint a *head counter* to check regularly that all members are present. If you are walking along a canal towpath, or any other narrow track near water, make sure that everyone present is aware of the dangers of such a restricted environment.



The prudent leader will often choose to get between the group and a potential hazard.

Changing

If your group need to change their clothing, normal sensitivity should ensure that neither you nor they are put in a vulnerable position. This issue should be covered in your child protection procedures.



Continued overleaf...

3 Things to think about on the day (cont)

Health and hygiene

Water quality is important and can be affected by a number of factors such as rainfall or hot weather. Bacteria may derive from chemicals, sewage, dead animals or other causes. Have a look round for any obvious signs such as cloudiness in the water, or froth on the surface.

Make sure your group wash their hands before eating, and if appropriate shower upon return. If any members of your group fall ill following the visit advise them to tell their GP where they've been and what you were doing.

Ensure that the group have sufficient food and drink for the visit. In hot weather it is particularly important to drink water to avoid dehydration.

First aid and incidents

The group leader should have a good working knowledge of first aid and ensure that an adequate first aid box is taken. Any wounds should be cleaned and covered quickly.

Emergency procedures are an essential part of planning a visit. Ensure that you know where the nearest hospital is and that you can gain assistance if needed. Remember that mobile telephones may not work in remote areas.

If you have been trained, and are currently practised in the use of throwlines, you may wish to take one with you. However, remember that taking a throwline is **not** a reason to take a risk. Using Plan B is preferable to using a throwline.



Record any incident which may have given you cause for concern. This will help you to understand how and why it happened and how to avoid it in the future.

4 In the long term

The more often you visit a venue, the more confident you will become – but beware complacency! It is still important to check the venue before each visit, as things could have changed since your last visit. You could also do a number of things to develop your own skills and those of others:

Plans C, D and E

Visit more venues so that you have a range of alternative plans. This will also help you to develop your understanding of the outdoor environment and the weather.



Plan for succession

You could maintain and develop your own skills by asking for training, and assisting on visits led by more experienced people. You could also help others to develop by asking them to assist on your visits.

5 Further information

Purpose and content of visit

There are a number of individuals and organisations that can provide resources to help you plan a productive visit. LEA Outdoor Education Advisers and Educational Visit Co-ordinators have already been mentioned. Other helpful contacts include:

Association of Heads of Outdoor Education Centres
C/o NAHT, 1 Heath Square,
Bolton Road, Haywards Heath,
West Sussex RH16 1BL.
01444 472476

Institute for Outdoor Learning
Plumpton Old Hall,
Plumpton, Penrith,
Cumbria CA11 9NP.
01768 885800
www.outdoor-learning.org

British Activity Holiday Association
Orchard Cottage, 22 Green Lane,
Hersham, Walton on Thames KY12 5HD.
01932 252994
www.baha.org.uk

National Association of Field Studies Officers
Stibbington Centre, Stibbington,
Peterborough, Cambridgeshire
PE8 6LP.
01780 782386
www.nafso.org.uk

Field Studies Council
Montford Bridge, Preston Montford,
Shrewsbury, Shropshire SY4 1HW.
01743 852100
www.field-studies-council.org

5 Further information (cont)

Relevant qualifications

If you enjoy leading outdoor visits then you should consider further training or gaining a relevant qualification. The organisations below all provide qualifications which will help you develop your skills in this area.

British Canoe Union
Adbolton Lane, West Bridgford,
Nottingham NG2 5AS
0115 982 1100
www.bcu.org.uk

British Sports Trust
Clyde House, 10 Milburn Avenue,
Oldbrook, Milton Keynes MK6 2WA.
01908 689180
www.bst.org.uk

Mountain Leader Training UK
Slabod Cottage,
Capel Curig LL24 0ET.
01690 720272
www.ukmtb.org

Lifesavers The Royal Life Saving Society UK
River House, High Street,
Broom, Warwickshire B50 4HN.
01789 773994
www.lifesavers.org.uk

OCR Examinations Board
Progress House, Westwood Way,
Coventry CV4 8HS.
02476 470033
www.ocr.org.uk
(OCR provide a Level 3 Certificate
In Off-Site Safety Management)

Royal Yachting Association
RYA House, Ensign Way, Hamble,
Southampton SO31 4YA.
0845 345 04000
www.rya.org.uk

Safety information

The DFES good practice guide *Health and Safety of Pupils on Educational Visits* (and its three part supplement) is a key reference point for information on organising and leading visits safely and can be downloaded at www.teachernet.gov.uk/visits

Further safety information is also available from the following sources:

Adventure Activities Licensing Authority
17 Lambourne Crescent, Cardiff Business
Park, Llanishen, Cardiff CF14 5GF.
029 2075 5715
www.aala.org.uk

**British Association of Advisers and
Lecturers in Physical Education**
Sports Development Centre,
Loughborough University,
Loughborough, Leics LE11 3TU.
01509 228378
baalpee@lboro.ac.uk

The Environment Agency
Rio House, Waterside Drive, Aztec West,
Almondsbury, Bristol BS32 4UD.
01454 624400
www.environment-agency.gov.uk

**Health and Safety Executive
Information Services**
Caerphilly Business Park,
Caerphilly CF83 3GG.
08701 545500
www.hse.gov.uk
(the HSE provides a free document
entitled *5 steps to risk assessment*)

The Maritime and Coastguard Agency
Spring Place, 105 Commercial Road,
Southampton SO15 1EG.
02380 329100 or 0870 600 6505
(24hr information line)
www.mcga.gov.uk

Qualifications and Curriculum Authority
83 Piccadilly, London W1J 8QA.
020 7509 5555
www.nc.uk.net/safeswimming/

The Royal National Lifeboat Institution
West Quay Road, Poole,
Dorset BH15 1HZ.
0800 328 0600
www.lifeboats.org.uk

**The Royal Society for the Prevention
of Accidents**
Edgbaston Park, 353 Bristol Road,
Birmingham B5 7ST.
0121 248 2000
www.rospa.com

Acknowledgements

This document was developed by a working group comprising the following organisations:



Girlguiding UK



Institute for Outdoor Learning



CCPR and DFES are also grateful to the following organisations for providing feedback to the working group:

Adventure Activities Industry Advisory Committee, British Activity Holiday Association, British Canoe Union, British Waterways, Health and Safety Executive, National Union of Teachers, Outdoor Education Advisers' Panel, Professional Association of Teachers, Royal Yachting Association, Secondary Heads Association, Scout Association, Youth Hostels Association.

Further guidance:

- <http://www.rospa.com/>

Provider Statement for Educational Off-site Visits and Activities

For completion by providers of visits and activities for young people from North Yorkshire County Council establishments.

PART 1: To be completed by the Visit Leader

Establishment	
Email or Fax	
Visit Leader	
Provider	
Date(s) of visit	

PART 2: To be completed by the Provider: LOtCQB holders please complete Section A and declaration.

SECTION A – to be completed by all providers

Yes, No or n/a

1 Learning Outside the Classroom Quality Badge

1.1	Do you hold a Learning Outside the Classroom Quality Badge?	
1.2	If Yes, what is its expiry date?	/ /

2 Insurance

2.1	What is the expiry date of your Public Liability Insurance which will be current during the proposed visit and activities and which covers all directly provided and sub-contracted activity?	/ /
2.2	What is the indemnity limit?	£ m

SECTION B – to be completed by all providers except those who have answered Yes to Section 1.

3 Health & Safety and emergency policies

3.1	Do you comply with relevant health and safety regulations, including the Health and Safety at Work Act 1974 and associated regulations, and have a written health and safety policy and recorded risk assessments which are available for inspection?	
3.2	Do you have accident and emergency procedures in place, with records available for inspection?	

4 Vehicles

4.1	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 EU regulations on passenger seats and seat restraints?	
-----	--	--

5 Staffing

5.1	Are staff who have access to young people checked for relevant criminal history and suitability to work with young people?	
5.2	Are there regular opportunities for liaison between your staff and visiting establishment staff?	
5.3	Is there sufficient flexibility to make radical changes to the programme if necessary, and will the reasons for any such change be made known to establishment staff?	

6 Accommodation

6.1	Does UK accommodation comply with current fire regulation requirements of the Regulatory Reform, (Fire Safety) Order 2005?	
6.2	Have you inspected all overseas accommodation to be used to confirm that it meets legal requirements of the country concerned, that it has fire safety and security arrangements equivalent to those required the UK and are records of these inspections available?	
6.3	Are there security arrangements in place to prevent unauthorised persons entering the accommodation?	
6.4	Are separate male and female sleeping accommodation and washing facilities provided?	
6.5	Is visiting staff accommodation sufficiently close to young peoples' accommodation for adequate supervision?	

7 Sub-contracting

7.1	Will you sub-contract any services? (e.g. activity instruction, transport, accommodation)	
7.2	Where any element of provision is sub-contracted, do you ensure that each sub-contractor meets the relevant specifications outlines in the other sections of this statement, and are records of checks of sub-contractors available for inspection?	

SECTION C – to be completed if the visit contains taught or instructed activities of any sort

8 Adventure Activities (complete if any activities are licensable under AALA)

8.1	What is your AALA Reference Number and expiry date?	
8.2	Does the licence cover ALL planned activities, which are in the scope of an AALA licence?	

9 Activity Management (complete for all taught or instructed activities)

9.1	Do you have a policy for staff recruitment and training & assessment which ensures that all staff with a responsibility for participants are competent to undertake their duties?	
9.2	Do you maintain a written code of practice for all activities which is consistent with National Governing Body guidelines and, if abroad the relevant laws and regulations of the country concerned?	
9.3	Do you confirm staff competence by appropriate National Governing Body qualifications for the activities undertaken, or have staff had their competence confirmed by an appropriately qualified and experienced Technical Adviser.	
9.4	Where there is no National Governing Body qualification for an activity are operating procedures, staff training & assessment requirements explained in a code of practice?	
9.5	Will participants have access at all times to a person with a current appropriate first aid qualification and staff practised & competent in accident and emergency procedures?	
9.6	Is there a clear definition of responsibilities between your staff and visiting staff regarding supervision and welfare of participants?	
9.7	Is all equipment used in activities suited to the task, adequately maintained in accordance with statutory requirements and current practice, with records kept of maintenance checks as necessary?	

SECTION D – to be completed by tour operators

10 Tour Operators

10.1	Do you comply with the Package Holidays and Package Tour Regulations 1992 and The Foreign Package Holidays (Tour Operators and Travel Agents) Order 2001, including bonding to safeguard clients' monies?	
10.2	Please provide details of bonding (ABTA, ATOL etc.) with reference numbers and expiry dates	

SECTION E – to be completed by providers of overseas expeditions

11 Overseas expeditions

11.1	Do you agree to provide sufficient written information and assurances specific to the expedition as required by the establishment and its employer?	
------	---	--

SECTION F – to be completed by all providers

12 Accreditation

12.1	Please provide details of any relevant accreditation with reference numbers and expiry dates	
------	--	--

DECLARATION – to be completed by all providers

Signed _____ Date _____
 Name _____ Role _____
 Provider name _____
 Address _____
 Tel: _____ Email: _____
 Fax: _____ Website: _____

ACTIVITY OR SITE RISK ASSESSMENT	<p style="text-align: center;">Activity or Site Risk Assessment</p> <p>This must be read in conjunction with an adapted NYCC Generic Risk Assessment N^o1, an Event Specific Risk Assessment and other relevant Activity & Site Specific Risk Assessments</p>
HAZARDS & RISKS (identify significant hazards and assess the risks)	<p>×</p> <p>×</p> <p>×</p> <p>×</p> <p>×</p> <p>×</p> <p>×</p> <p>×</p> <p>×</p> <p>×</p> <p>×</p>
LEADER COMPETENCE	<p>✓</p>
CONTROL MEASURES (reasonable practicable precautions)	
<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
NOTES	
<p>•</p> <p>•</p> <p>•</p> <p>•</p>	

PART 10 – CONSENT

Fully informed parental consent **MUST** be gained for all educational off-site visits and activities.

Parents **MUST**;

- Have sufficient information about each individual visit or activity in order to give fully informed consent.

Parents should;

- Ensure that their children understand the rules and procedures and that they will adhere to them.
- Provide all relevant details regarding SEND, health, and welfare to the establishment.
- Provide emergency contact details to the establishment.

Ways of obtaining parental consent

Consent from parents can be gained in two ways.

“Blanket” consent

Schools and services must obtain written parental consent on enrolment of a child or young person for routine local visits and activities which are a normal part of their educational provision. This can include visits and activities beyond the normal day such as after-school sports fixtures.

Individual consent

Schools and services must obtain written consent for every individual visit, activity or series of a similar nature which involve a higher level of risk including but not limited to longer journeys, residential visits and adventurous activities, those which fall outside of normal hours and non-routine activities which are not a normal part of educational provision.

Refer to **Section 3 Parental consent for off-site visits and activities** for further information

Use of electronic on-line payment systems to gain consent

Electronic payment systems used for collecting monies for off-site visits and activities can also be used to gain consent from parents given the following;

- Unique logons to the system must be attributable to an appropriate parent
- Where appropriate both parents must be informed that consent will be gained electronically
- Parents must be fully informed about the visit before giving consent and have access to all relevant information
- Consent must be given before any payments are accepted
- The establishment must ensure that all records can be fully audited and kept secure for the relevant period of time prescribed in the appropriate records retention schedule.

PART 11 – NOTIFICATION

All educational off-site visits and activities **MUST** be notified to the LA through the Educational Visits Notification System (EVNS).

A series of visits or activities which are of the same or largely identical nature can be entered as a rolling programme within a one year time span beginning on 1st September.

This can include separate rolling programme entries for;

- a) Local visits involving only walking from an establishment

and the following types of rolling programmes which involve transport;

- b) Sports fixtures
- c) Swimming programmes
- d) Other multiple visits of a largely identical nature
- e) Family visits for Residential Schools and Children's Social Care establishments **only**.

All other types **MUST** be entered as discreet one-off visits or activities.

All visits which require LA approval **MUST** gain initial approval before any contractual agreements are made with entry onto the EVNS made at least eight weeks before the visit or activity is due to take place.

Notification to the LA is the responsibility of the Head of Establishment, who may delegate it to the EVC. Input of information may be delegated to a suitable person.

Any addition or change must be notified to the LA as soon as possible by making an amendment to the EVNS.

The EVNS is found at <http://visits.northyorks.gov.uk> and is accessed by registration.

- **registrations and user logons MUST be for individual people**
- **users can choose their own user name but should use an authorised establishment email address for communication**
- **due to e-government regulations passwords will need to contain a special character and number and be changed every 40 days**
- **users register to an individual establishment (which may be transferred) and choose an appropriate user role from Head of Establishment, EVC, Administrator or Visit Leader**

PART 12 – ACCIDENTS, INCIDENTS AND EMERGENCY PROCEDURES

Accidents and Incidents

Accidents, incidents and near misses must be reported by Visit Leaders to Heads of Establishments

Heads of Establishments **MUST** investigate any accidents, incidents and near misses and report them to the LA using the standard ARF1 and near miss forms.

Further guidance:

- CYPs Health and Safety Policy and Guidance Handbook
- CYPs Health and Safety Document - Confidential

Emergency Procedures

The Head of Establishment **MUST** ensure that;

- Key personnel have access to and have read the appropriate LA Emergency Response Guide
- The establishment has suitable procedures for dealing with any emergency situation
- All staff involved clearly understand the emergency procedures and have all the emergency contact telephone numbers.
- Suitable member(s) of staff will be the emergency contact(s) for the entire duration of every off-site visit or activity and hold details of the visits and lists of:
 - names, addresses and emergency contact details of everyone on the visit
 - Head of Establishment and all other emergency contacts details

If the emergency involves a serious or fatal accident the Police and LA must be informed IMMEDIATELY by telephoning the Police on 999 and the LA;

- **During office hours : 01609 532234 : CYPs Directorate Support Officer**
- **Out of office hours : 01609 777398 : Emergency Planning Duty Officer**

NO STATEMENT SHOULD BE MADE TO THE MEDIA

– direct them to the Communications Unit

Further guidance:

- Schools Emergency Response Guide
- Children's Centre Emergency Response Guide

PART 13 – AUDITING AND MONITORING

The LA has a responsibility to audit and monitor educational off-site visits and activities and their arrangements.

Auditing

Auditing usually takes place in two ways;

- A self-evaluation form sent to all establishments electronically for completion in the summer.
- a visit arranged to review all documentation including establishment policy, procedures, risk assessments and plans for specific educational off-site visits or activities

Monitoring

Monitoring of off-site visits and activities usually takes place by;

- arrangement with the Head of Establishment to accompany a visit in progress
- unannounced spot-check of an educational off-site visit or activity

Monitoring visits will be conducted in an atmosphere of challenge, support and development, with full regard to the highest levels of Health and Safety provision and quality assurance. They are likely to include an audit trail.

Feedback and recommendations will be given to the Visit Leader on initial findings prior to the Officer leaving wherever possible.

A record of visit will be produced for Head of Establishment and the LA

In the unlikely event that an LA Officer determines that all or part of the visit should cease, the Head of Establishment will be contacted immediately. This action will only be taken where there are serious and imminent risks to the health and safety of young people, adults or members of the public.

Establishments also have a responsibility to have an active self-monitoring process that is integral to the establishment's health and safety management system:

- establishments should monitor their initial checking systems and feedback from the end of visit review
- use the LA self-assessment forms to help review their procedures
- establishments should also carry out their own announced or unannounced checks on their educational off-site visits and activities at regular intervals and keep records of such monitoring

PART 14 – RETENTION OF RECORDS

Establishments must follow either;

- Records Retention and Disposal Schedule for Schools
- Corporate Records Retention and Disposal Schedule

These detail how long data must be held after an educational off-site visit or activity before securely destroying or disposing of it.

Records Retention and Disposal Schedule for Schools Issued 2007

Reference Number	Record	Retention Period (CY Denotes the Current Year)
9.3.1.11	Records associated with school trips.	Issue 3 - Nov 2007
A	Checklists completed and signed by a group leader. Outline Approval forms signed by Headteacher & Co-ordinators. Pro forma of letter to parents offering the trip & insurance details. Pupil list summarising consent forms Risk Assessment records. Trip itinerary. Pro Forma of letter to parents re signing permission forms, providing passports & E111 forms etc. Group list of pupils and group leaders. Coach lists of pupil names & group leaders. Rooming arrangement lists.	DOB of youngest child+ 25 years
B	Parental and medical consents for school trips & visits	Where a pupil was involved in an incident the consent form should be placed on the individual pupil file. Otherwise 1 year from the date of the trip.
C	Trip financial Information	CY + 6

The Planning and Approval Flowchart also indicates which documents need to be retained.

Further guidance:

- Records Retention and Disposal Schedule for Schools
- Corporate Records Retention and Disposal Schedule

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SECTION 2: DofE POLICY & PROCEDURES

PART 1 – POLICY

Rationale

The Duke of Edinburgh's Award is a nationally recognised personal development programme. It equips participants with confidence, self-esteem, self-reliance, team building and communication skills.

	Skill	Physical	Volunteering	Expedition	Residential
Bronze	✓	✓	✓	✓	
Silver	✓	✓	✓	✓	
Gold	✓	✓	✓	✓	✓

Participants need to complete all the sections at an appropriate level to gain the relevant award. The aim of this section of the handbook is to set out the parameters under which employees and volunteers of DofE Units must operate when taking responsibility on behalf of the North Yorkshire County Council Licensed Organisation and the Duke of Edinburgh's Award Scheme.

PART 2 – LEGAL ISSUES

All activities and training, practice and qualifying expeditions must comply with relevant Health and Safety legislation.

This will include the policies and procedures of the relevant employer as well as the requirements detailed in this Handbook.

In addition to legislation there are several documents which are used as a reference for good practice and aspects of these are encapsulated in this section;

- The Handbook for DofE Leaders, 7th Edition
- <http://www.hse.gov.uk/aala/guidance/513-supervision-doe-award.htm>

PART 3 – ROLES AND RESPONSIBILITIES

Local Authority

- **The Duke of Edinburgh’s Award grants a licence to an organisation to run and administer programmes on its behalf, subject to satisfying a number of criteria.**
- **North Yorkshire County Council holds a licence and in this document is referred to as the “Licensed Organisation”.**

In managing the health and safety of young people and adults engaged in Duke of Edinburgh’s Award activities, the Licensed Organisation will;

- **determine, approve and review The DofE Policy and Procedures**
- **provide named staff for support and advice**
- **provide appropriate training for staff**
- **maintain a register of DofE Award and activity leadership qualifications**
- **approve all practice and qualifying expeditions**
- **provide a system for notification of expeditions to the Licensed Organisation**
- **review reported accidents, incidents and near misses**
- **monitor establishments arrangements**

Duke of Edinburgh’s Award Manager

The Duke of Edinburgh’s Award Manager is responsible for the quality of the award within the Licensed Organisation. They will;

- provide advice and support to units
- ensure units have appropriate training
- ensure units uphold the standards and ethos of Duke of Edinburgh’s Award
- maximise the availability and success of the programme across the Licensed Organisation

Expedition Area

The expectation at Gold level is that all expeditions take place in Wild Country. More information about recommended wild country environments called Expedition Areas can be found at www.dofe.org/go/expeditionareas

Duke of Edinburgh's Unit Leader

The DofE Unit Leader is the adult responsible for a unit. They lead, guide and encourage young people, agree their programme choices and sign off evidence and sections in eDofE. They may have other adults who assist them.

Expedition Supervisor

A Supervisor is essential for the expedition section as they are responsible for supervising and supporting a team of participants to ensure their safety and well-being whilst they are doing their expedition. The numbers of young people able to participate will depend on staff numbers. They also need to comply with the responsibilities of the Visit Leader role (Section 1, Part 3)

All adults who wish to lead training or supervise DofE activities must complete a **DofE Supervisor Registration Form** (Section 2, Part 5) and return it to the Licensed Organisation in order to be approved before the activity commences.

For the activity to be an expedition, the Supervisor must ensure the team of young people meet all the expedition 20 Conditions.

Expedition Assessor

In the Expedition section, qualifying expeditions must be assessed by a competent adult who is approved by the Licensed Organisation and accredited by the charity.

Head of Establishment

See Section 1 Part 3.

Educational Visits Co-ordinator

See Section 1 Part 3.

Accompanying Staff and Volunteers

Accompanying staff and volunteers like supervisors need to be approved by the Licensed Organisation (need to complete a **DofE Supervisor Registration Form**). They need appropriate skills, experience and qualifications in addition to the criteria listed in Section 1 Part 3.

Parents

See Section 1 Part 3.

Young People

Young People must be registered with the Award Scheme before commencing any activities or training in addition to complying with Section 1 Part 3.

Entry to the Award

All participants must register via their DofE Unit. The eDofE candidate registration form should be used.

An Order Form should be completed by the Unit Leader and sent to the Licensed Organisation. The unit will be sent the requested entrance packs and licence credits will be allocated on the eDofE system. The group should then enter participant's details onto the eDofE system prior to issuing the welcome packs. Each participant should be given information so that they then can log onto their individual record on eDofE. The DofE provides hand-outs in the 'useful stuff' section of eDofE for participants and leaders.

Further guidance:

- Duke of Edinburgh's Award Order Form

PART 4 – TRAINING

The Licensed Organisation and the Duke of Edinburgh's Award Scheme provide the following training for staff.

Introduction to the Duke of Edinburgh's Award

This course is for new Leaders and volunteers and informs delegates about the Award, its delivery and organisation. It defines the key roles of the Unit Leader and gives information on available resources.

Expedition Supervisor Training Course

The Expedition Supervisor training course covers:

- understanding the role of the Supervisor, Assessor and other adults involved in the delivery of expeditions
- understand the process of remote supervision
- understand the importance of emergency procedures
- understand the duty of care held by the Supervisor

It does not cover:

- assessment of competence or ability to deliver
- hillwalking, management of countryside hazards or conservation
- navigation, rights of way, campcraft or hillwalking or leadership skills

Expedition Training

Is a short course for Leaders that covers the bronze expedition training programme. It shares some fun training exercises, available resources, good practice and looks at case studies.

Expedition Assessor Accreditation Scheme Training Course

The Expedition Assessor Accreditation Scheme (EAAS) provides the opportunity for new Expedition Assessors to have their training skills and learning accredited by the DofE and nationally recognised. The programme has been designed to provide Expedition Assessors with a clear and consistent understanding of their role and responsibility.

Countryside Leaders Award

The Countryside Leaders Award (CLA) is for adults who wish to lead walks and camping expeditions in non-remote, lowland countryside. This corresponds with the recommended DofE bronze and silver expedition terrain. The award is designed for people who already have considerable experience working with young people.

Bespoke training is available and can be arranged via the DofE Award Manager.

PART 5 – VISITS AND ACTIVITY LEADERSHIP

The Licensed Organisation maintains a register of all approved visits and adventurous activity leaders who are entitled to lead Duke of Edinburgh's Award and all other visits and adventurous activities. Further details can be found in Section 1 Part 5.

Staff and Volunteers

The Duke of Edinburgh's Award states that the Licensed Organisation must:

'Approve instructors, supervisors and assessors and ensure that they are properly qualified or experienced for their roles. The approval of an individual as a suitably qualified instructor or assessor rest entirely with the Licensed Organisation'

(D of E Handbook, 2013)

- each person involved with a unit must be registered with the Licensed Organisation before commencing their role by submitting a completed staff registration form and copies of relevant qualifications
- The Head of Establishment is responsible for ensuring that all staff and volunteers have a valid DBS enhanced disclosure
- Unit Leaders are responsible for registering group staff on the eDofE system
- all Expedition Supervisors must be approved by the Licensed Organisation

Applications to register should be completed on the **DofE Supervisor Registration Form**, available in the guidance and electronically from CYPS.

Copies of certificates must be authenticated by the Head of Establishment or EVC and sent with the registration form either electronically or physically to the Licensed Organisation.

DofESupervisor Registration Form

Who needs to be registered?

Staff who are leading and supporting Duke of Edinburgh's Award groups must to be registered with the Licensed Organisation.

Only leadership qualifications are relevant i.e. ML(S), WGL, BEL, CLA, **not** personal competence awards,

PLEASE USE A SEPARATE FORM FOR EACH MEMBER OF STAFF

Unit: _____ DBS Number _____

Name: _____ DBS disclosure date _____

Job Title: _____ Employee No: (NYCC staff only) _____

	Training Courses Attended	Date of Course
1	Introduction to DofE Award	
2	DofE Expedition Training	
3	DofE Expedition Supervisor Training Course	
4	DofE Expedition Assessor Accreditation Training Course	
5	Countryside Leader Award	

	Qualifications	Date of Course	Expiry Date
1	16 hour Outdoor First Aid gained with :-		
2			
3			
4			
5			
6			

Please include photocopies/scans of your certification, signed by your EVC or Head of Establishment.

Incomplete registrations will have to be returned.

There is no requirement to send copies of certificates for EVC / VL / PEV training delivered by NYCC.

Some NGB's revalidate awards at specific intervals; others do not have any revalidation once the award has been confirmed. In any event, please sign the statement below to validate your registration application:

I confirm that I have maintained or improved the standard set during the above leadership assessments, through regular participation and continuing professional development, and will continue to apply current knowledge, best practice and guidance. I understand that I will be required to re-confirm my status after a period of 5 years.

Signed: _____
Countersigned by: _____
Name: _____

Date: _____
Date: _____
Role: _____

Relevant Walking and Campcraft Skills and Experience:-

Details:-

I confirm the competence, skills and knowledge as a supervisor/leader for DofE activities
Authorisation:- by Head of Establishment

Name _____ Date _____

Signature _____

Position _____

Please return this form and photocopies/scans of certificates to:
Leadership Register
DofE Administrator,
North Yorkshire County Council,
Room SB111,
County Hall,
Northallerton, DL7 8AE

Added to Database

User _____

Date _____

PART 6 – APPROVAL

In addition to Section 1 Part 6 visit approval for NYCC maintained establishments, all DofE practice and qualifying expeditions need to be approved by the Licensed Organisation.

Standards required by the Licensed Organisation prior to approval of Expeditions

Most units will wish to provide their own expedition programme and the Licensed Organisation supports this aim. All programmes will need to satisfy the following prior to accreditation as a Duke of Edinburgh's Award activity:

All personnel providing expedition training, practice and assessment opportunities will need to be accredited and registered with Licensed Organisation prior to commencement. Adults that want to supervise and train young people must fill in a **DofE Supervisor Registration Form**.

Expedition Supervisors are required to hold an appropriate qualification from the list below in order to supervise expeditions:

- Basic Expedition Leader Level 3 Award (BEL3) issued by the Sports Leaders or NYCC Countryside Leader Award for training/supervision of Bronze and Silver Awards (held in non-moorland terrain)
- Walking Group Leader (WGL) or Mountain Leader Award (ML) issued by Mountain Training UK for Silver (on moorland terrain) and Gold expeditions.
- for other modes of transport (cycle, canoe etc.) consult with the DofE Manager concerning the appropriate qualifications or experience required
- all supervisors must hold a current First Aid Certificate appropriate to the activities undertaken
- exceptionally the Licensed Organisation may recognise other qualifications or experience

Attendance at a DofE specific Expedition Supervisor course is highly recommended, and is required for the lead supervisor. This concentrates on the 'soft skills' and remote supervision specific to DofE requirements.

External expeditions from commercial providers should if applicable comply with the requirements of Adventure Activities Licensing Regulations 1996. These providers must also be a DofE Approved Activity Provider (refer to www.dofe.org).

The Unit Leader must obtain the AALA licence number of any external provider offering commercial services and provide this to the Licensed Organisation.

A suitably qualified and accredited supervisor shall supervise every team undertaking practice or assessment expeditions. Consent must be meaningful (i.e. inform parents/carers of all activities undertaken or proposed).

Each Qualifying Expedition shall be assessed by a DofE Accredited Expedition Assessor. The Licensed Organisation holds a list of approved assessors.

Prior to an Expedition, DofE Units shall submit the **Notification of Expedition Form (DE1)** to the Licensed Organisation a minimum of FOUR WEEKS prior to the event (Further details under notification procedures).

Longer timescales apply for DofE Expedition Areas, Expeditions Abroad and for variations to the standard expedition conditions.

Any information contained in this Handbook does not replace any establishment policies or procedures that units are also required to comply with in addition to these procedures of the Licensed Organisation.

The responsibility for the Health, Safety and Welfare of participants and leaders remains the responsibility of the governing body of the school or the management committee of the youth organisation or other body.

Notification Procedures/timescales

All practice and qualifying expeditions must be approved by the Licensed Organisation and the relevant DofE Expedition Areas if appropriate. Failure to do this will invalidate the expedition. This system of notification will ensure that the Licensed Organisation knows in advance which groups are undertaking expeditions and they can approve them. The appropriate DofE Expedition Area Office can also give approval and ensure that all requirements are met. The DofE Manager is happy to assist with guidance, planning etc.

Whilst appreciating that units may follow their own off-site procedures, it is still necessary to notify the Licensed Organisation and any relevant DofE Office of any expeditions offered under the Duke of Edinburgh's Award to ensure appropriate accreditation and insurance.

Expeditions in 'Normal' country (All Bronze and most Silver)

A Minimum of Four Weeks in Advance a completed Expedition Notification Form (DE1) should be sent to the Licensed Organisation. Bronze expeditions should **not** normally take place in DofE Expedition Areas.

All Expeditions held in 'DofE Expedition Areas'

DofE Expedition Areas are designated by The Duke of Edinburgh's Award (see the award website www.dofe.org for details).

Groups must apply via the Expedition Area secretary for approval to conduct any Expeditions which are to take place in DofE Expedition Areas as follows:

- **Six weeks in advance** by forwarding the Green Expedition Notification Form and outline routes to the appropriate Expedition Area Office if requesting an assessor or **four weeks** in advance if providing your own assessor
- **Four weeks** in advance by forwarding to the Licensed Organisation a copy of the Green Expedition Notification Form and the Licensed Organisation Expedition Notification Form (DE1)
- Submitting the remaining details e.g. route cards, menus, equipment lists and details about the aim to the Expedition Area Office and/or assessor two weeks before the expedition

Expedition Variations & Ventures Abroad.

If a qualifying expedition does not meet any of the 20 conditions a Variation Request Form needs to be completed and sent to the Licensed Organisation for approval. Final approval may be needed from the Regional DofE Office. Contact the DofE Manager for advice **AT LEAST 12 WEEKS BEFORE THE PROPOSED EXPEDITION.**

- for ventures abroad there needs to be a great amount of planning and DofE advise at least one year notification of plans. Therefore please involve the DofE Award Manager as soon as the expedition is initially proposed.
- all notified and approved expeditions will be issued with an NYCC reference and an Expedition Monitoring Form will be sent to the Unit Leader. This form must be returned to Licensed Organisation as soon as possible after the expedition.

PART 7 – PLANNING AND MANAGING

Duke of Edinburgh's Award activities should follow the guidance within the Planning and Managing section of the policy for Educational Off-site Visits and Activities.

For your venture to be an expedition it must fulfil the Duke of Edinburgh's Award 20 Conditions.

Pre Expedition Requirements

Before accrediting an application the DofE Award Manager will need to be satisfied that the expedition meets the following requirements:

Expedition Team Competence

Team members shall be adequately trained and physically able for the challenge chosen for the venture. (This is normally facilitated by the provision of adequate training and 'practice' expeditions and careful consideration of appropriateness to each team).

Recommended Training Framework – Expedition Activity on Foot

The following are guidelines based upon the Expedition Training Framework as required by the Duke of Edinburgh's Award (www.dofe.org)

They should be viewed in the context of:

- **Capability** – are participants adequately prepared to undertake the challenges required of them in a safe and enjoyable manner?
- **Acquisition of skills** – have the participants been given the skills necessary to be able to enjoy an activity for life, or just enough to fulfil the Award requirements?
- **Progression** – there should be evidence of progress between the Awards, or at the minimum a more efficient application of skills.

	Bronze	Silver	Gold
First Aid and Emergencies			
Basic CPR and airway management	X	X	X
Recognition, prevention and treatment of hypothermia	X	X	X
Treatment of wounds and bleeding	X	X	X
Treatment for shock	X	X	X
Treatment of blisters, cuts, abrasions, minor burns and scalds, headaches, insect bites, sunburn, splinters	X	X	X
Recognition and emergency treatment of more serious conditions such as sprains, dislocations, broken limbs	X	X	X
Knowing what to do in an accident or emergency situation	X	X	X
Summoning help – what people need to know, telephoning for help, written message	X	X	X
Getting help, self-help and waiting for help to arrive, keeping safe and warm, helping people to find you	X	X	X
Emergency transport of casualties			X
Awareness of Risk and Safety Issues			
Expedition fitness	X	X	X
Dealing with being lost	X	X	X
Telling people where you are going	X	X	X
Identifying and avoiding hazards	X	X	X
Keeping together	X	X	X
Weather forecasts – knowing how, where and when to obtain forecasts, relating weather forecasts to observed conditions, looking for signs that indicate changes in the weather	X	X	X
Working together as a Team	X	X	X
Navigation and Route Planning			
Use of 1:25,000 scale OS maps	X	X	X
Familiarity with 1:50,000 scale OS maps			X
Knowledge of scale and distance	X	X	X
Ability to estimate time to travel distance	X	X	X
Understanding common map symbols	X	X	X
Ability to find and give six figure grid references	X	X	X
Basic knowledge of contours and gradient	X	X	X
Ability to interpret contours into major land forms			X
Ability to give a verbal description of a route linking two places from the map	X	X	X
Setting the map, and relating the map to the ground	X	X	X
Locating position using the map	X	X	X
Checking direction of paths using the map	X	X	X
Planning a route and preparing a route card	X	X	X
Accurately estimating speed of travel		X	X
Navigating in poor visibility			X
Micro-navigation – pacing and timing short distances			X

Compass Skills			
Care of the compass, influence of ferrous objects and electromagnetic fields	X	X	X
Finding direction from the compass using cardinal and inter-cardinal points	X	X	X
Setting the map using the compass	X	X	X
Measuring direction in degrees		X	X
Travelling on a bearing		X	X
Camp Craft, Equipment and Hygiene			
Choosing suitable clothing, footwear and equipment and knowing how to use and care for it	X	X	X
Choosing and caring for camping gear	X	X	X
Packing a rucksack and keeping the contents dry	X	X	X
Choosing a camp-site, cooking and sanitation, arrangements for water, refuse disposal, fire precautions	X	X	X
Pitching and striking tents	X	X	X
Food and Cooking			
Preparing and carrying a suitable packed lunch	X	X	X
Use of stoves and safety precautions	X	X	X
Cooking substantial meals under camp conditions	X	X	X
Planning expedition menus	X	X	X
Countryside Code			
Understanding the spirit and content of the Countryside Code	X	X	X
Avoiding noise and disturbance to rural communities	X	X	X
'Leave no Trace' approaches	X	X	X
Expedition Recording			
Choosing an aim	X	X	X
Researching relevant information	X	X	X
Choosing a presentation style	X	X	X
Gathering the information	X	X	X

It is the view of the Licensed Organisation that typically, around **30 hours** of contact time would be required between an experienced instructor and a young person to achieve a basic level of preparedness, prior to any remotely supervised expeditions being undertaken.

This figure is variable, and should take into account:

- the level of understanding and experience of the participants
- the level of experience of the instructor
- the method of training delivery, i.e. indoor sessions, walks and camps
- the weather conditions during training and the time of year
- experience of the type of terrain chosen for the expedition

Equipment

The group and personal expedition equipment must be fit for the nature of the expedition. All expedition teams should have their equipment checked by a qualified person prior to the expedition.

Risk Assessment

A formal risk assessment has been carried out for each expedition; this must include campsites, proposed routes and the formation of a remote supervision plan.

Transport

In all circumstances, it is expected that all necessary precautions, legal and otherwise, are taken in the transportation of participants and leaders engaging in the Duke of Edinburgh's Award Programme, including roadworthiness, MIDAS qualifications, drivers hours, breakdown cover, appropriate insurance etc.

Major Incident Plan

All expeditions should have a plan to cover a major incident (e.g. hospitalisation, injury to participants or leaders etc.).

Insurance

Each group must have Public Liability Insurance to cover the legal liability of staff, participants and volunteers involved in a DofE activity.

Leaders and participants are advised that The Duke of Edinburgh's Award itself provides a 'safety-net' cover, including personal injury insurance for leaders and participants. For further information visit www.dofe.org and follow the link to insurance.

PART 8 – SUPERVISION AND SAFEGUARDING

Supervisors and Assessors

The Licensed Organisation accredits all supervisors and assessors (except where they are provided by the relevant DofE Expedition Areas Office).

Expeditions will **not** be authorised with fewer than two responsible adult supervisors, at least one of whom must be appropriately qualified.

For Multiple/Special Needs Groups this will need to be reviewed in the risk assessment and increased as appropriate.

Supervision Matrix

		Knowledge of the group			Key	
		No knowledge	A trusted source tells me they are competent	I trained them myself		
Knowledge of the area	From the map only	0	1	2	0	Direct supervision
	I have been there before	1	2	3	1	Close supervision. Frequent visual/oral contact required.
	I know the area very well	1	3	3	2	A few checkpoints. Distant viewing especially of possible error or higher risk
					3	See at start and finish of the day and see at a distance once or twice during the day

From MLTE Remote Supervision Guidance Notes

In addition to the requirements for the Expedition Supervisor to be approved by the Head of Establishment to lead the proposed venture the qualifications and experience required to supervise and lead expedition activities is detailed below.

The Duke of Edinburgh's Award Expedition Leadership Matrix recognises three levels of experience and qualification:

Leader

Fully qualified and approved to lead the activity

Assistant Leader / 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 / supporting staff

An appropriately briefed, confident adult, who could assist in supervising young people.

The Expedition Supervisor must ensure that young people have:

- the knowledge, experience and competence to act safely and independently in a particular situation and understanding of agreed rules, boundaries and procedures
- emergency first aid guidance, training and equipment as appropriate to the activity and written details of the rendezvous and emergency contact procedure if appropriate
- maps, plans, any other essential information, suitable clothing and equipment including coins, mobile phones or 2-way radio (with known range etc.)

Land Based Adventurous Activities

Leader Competences: Knowledge and skills for trainers and supervisors:

Terrain ('summer' conditions only)	D of E Level	Distinct knowledge and skills required of D of E leader
<p>Normal Countryside</p> <p>Paths in fields, farmland, woodland, small areas of moorland in which it is not possible to be more than 30 minutes' walk from a road suitable for a normal vehicle. Usually on well-defined tracks in view of easily identifiable features. No steep or rocky ground or river crossings. Non-remote camping.</p>	<p>Bronze groups</p> <p>Some silver groups depending on terrain used</p>	<p>Management of countryside hazards</p> <p>Remote supervision</p> <p>Basic navigation</p> <p>Rights of Way and conservation</p> <p>Clothing and equipment</p> <p>Campcraft</p> <p>Emergency procedures</p> <p>Sources and use of weather information</p> <p>Supervision Plan</p> <p>Remote supervision strategies</p>
<p>Moorland</p> <p>Remote open rough ground where it is possible to be more than 30 minutes from a road suitable for a normal vehicle. Able to reach road within a few hours. Separated from mountain areas (by e.g. roads). Potentially challenging navigation. No unavoidable steep or rocky ground or river crossings. Using non-remote camp sites</p>	<p>Silver / Gold groups</p>	<p>Management of moorland hazards</p> <p>Remote supervision</p> <p>Accurate navigation in potentially poor visibility</p> <p>Access and conservation</p> <p>Clothing and equipment for moorland environment</p> <p>Campcraft</p> <p>Emergency procedures in remote settings</p> <p>Effects of weather on upland areas</p> <p>Supervision Plan</p> <p>Remote supervision strategies</p>
<p>Mountain</p> <p>All mountain and moorland areas of the UK</p> <p>DofE expeditions should be through, rather than over, wild country – it's about solitude not altitude.</p> <p>Potentially using remote campsites</p>	<p>Gold groups only</p>	<p>Management of mountain hazards including steep and rocky ground</p> <p>Remote supervision</p> <p>Accurate navigation in potentially poor visibility</p> <p>Access and conservation</p> <p>Clothing and equipment for mountain use</p> <p>Mountain campcraft</p> <p>Emergency procedures in remote settings</p> <p>Effects of weather on upland areas</p> <p>Supervision Plan</p> <p>Remote supervision strategies</p>

Expedition Leadership Matrix

Terrain (‘summer’ conditions only)	Leader qualifications	Assistant Leader	Additional Supporting Staff	Suggested minimum staff: Student Ratios
<p>Normal Countryside</p> <p>Paths in fields, farmland, woodland, small areas of moorland in which it is not possible to be more than 30 minutes’ walk from a road suitable for a normal vehicle. Usually on well-defined tracks in view of easily identifiable features. Gentle rolling terrain with no steep or rocky ground or river crossings. Camping on official sites and farm based fields with access to toilets and tap water.</p>	<p>NYCC Countryside Leader Award (CLA) or Basic Expedition Leader Level 3 (BEL3) and DofE Supervisor Training and emergency scenario training</p>	<p>Basic Expedition Leader Level 2 (BEL2) or Day walk Leadership (DWL3) and campcraft skills and recommend DofE Supervisor Training and recommended emergency scenario training</p>	<p>Appropriate competence and log booked evidence and recommended DofE Supervisor Training and recommended emergency scenario training</p>	<p>1 Qualified Leader per 4 teams plus 1 Qualified Assistant Leader and additional Supporting Staff ensuring there is normally one adult per team.</p>
<p>Moorland</p> <p>Remote open rough ground where it is possible to be more than 30 minutes from a road suitable for a normal vehicle. Able to reach road within a few hours. Separated from mountain areas (by e.g. roads). Potentially challenging navigation. Moderate rolling terrain with no steep slopes or river crossings. Camping on official sites and farm based fields with access to toilets and tap water.</p>	<p>Walking Group Leader (WGL) or Basic Expedition Leader Level 3 (BEL3) and DofE Supervisor Training and emergency scenario training</p>	<p>NYCC CLA or BEL2 or DWL3 and campcraft skills and DofE Supervisor Training and emergency scenario training</p>	<p>Appropriate competence and log booked evidence and recommend DofE Supervisor Training and recommend emergency scenario training</p>	<p>1 Qualified Leader per 3 teams plus 1 Qualified Assistant Leader and additional Supporting Staff ensuring there is normally one adult per team.</p>
<p>Mountain</p> <p>All mountain and moorland areas of the UK No steep slopes where an inexperienced walker may feel intimidated or may require physical support or where a slip might result in a fall. Potentially using remote campsites</p>	<p>WGL or Summer Mountain Leader (MLS) and DofE Supervisor Training and emergency scenario training</p>	<p>NYCC CLA or BEL3 and DofE Supervisor Training and emergency scenario training</p>	<p>BEL2 and DofE Supervisor Training and emergency scenario training</p>	<p>1 Qualified Leader per 3 teams plus 1 Qualified Assistant Leader and additional Supporting Staff ensuring there is normally one adult per team.</p>

Cycling – on road

Activity	Remit	Leader Qualification	Suggested Maximum Ratio
Cycling	Any road cycling	Contact DofE Manager	1 Leader & additional Competent Seconds: 1 Expedition Team

Horse Riding

Activity	Remit	Leader Qualification	Suggested Maximum Ratio
Horse Riding	Specific routes	BHS AI	1 Leader & additional Competent Seconds: 1 Expedition Team

Water Based Adventurous Activities**Open Canoeing** #Site Specific training to be carried out by BCU L3 Coach or Technical Adviser

Activity	Remit	Leader Qualification	Suggested Maximum Ratio
Open Canoe	Sheltered water / canals / slow rivers less than 50m from bank	BCU Coach L1 (Open Canoe) (Kayak Coach with OC experience) or UKCC L1 & site specific training	1 Leader & additional Competent Seconds: 1 Expedition Team
Open Canoe	Flat water – journeying including sheltered areas of large lakes.	BCU Coach L2 (Open Canoe) or UKCC L1 & New 3* Open Canoe	1 Leader & qualified Assistant Leader: 1 Expedition Team
Open Canoe	Moving water Grade 2 and open areas of large lakes	BCU Coach L3 (Open Canoe) or UKCC L2 & Moderate Water & New 4* Open Canoe	1 Leader & qualified Assistant Leader: 1 Expedition Team

Kayaking #Site Specific training to be carried out by BCU L3 Coach or Technical Adviser

Activity	Remit	Leader Qualification	Suggested Maximum Ratio
Kayaking - Inland	Sheltered water / canals / slow rivers less than 50m from bank No journeying	BCU Coach L1 (Kayak) or UKCC L1 & site specific training	1 Leader & additional Competent Seconds: 1 Expedition Team
Kayaking - Inland	Flat water journeying including sheltered areas of large lakes.	BCU Coach L2 (Kayak) or UKCC L1 & New 3* Kayak	1 Leader & additional Competent Seconds: 1 Expedition Team
Kayaking - Inland	Moving water Grade 2 and open areas of large lakes	BCU Coach L3 (Kayak) or UKCC L2 & Moderate Water & New 4* Kayak	1 Leader & qualified Assistant Leader: 1 Expedition Team
Kayaking - Sea	Journeying as defined for BCU Coach L3	BCU Coach L3 (Sea) UKCC L2 & Moderate Water & New 4* Sea	1 Leader & qualified Assistant Leader: 1 Expedition Team

PART 9 – RISK MANAGEMENT

Risk Assessment

A formal risk assessment has to be carried for each expedition; this must include campsites, proposed routes, bad weather alternative routes and the formation of a remote supervision plan.

Major Incident Plan

All expeditions should have a plan to cover a major incident (e.g. hospitalisation, injury to participants or leaders etc.).

Example Major Incident plan

- i. Arrangements have been made for one of the adults to be near a telephone at specific times where it is practicable to do so, and that the telephone number(s) and times are known to the participants and home contacts.
- ii. Ensure there are at least two accompanying adults, one of whom must be the designated Visit Leader, and all must hold current enhanced DBS disclosure.
- iii. A 'Home' contact person is designated **who must be able to be contacted at all times during the venture** during the expedition who will undertake to contact and liaise with parents/carers and others as necessary.
- iv. Arrangements made so that in the event of an incident one adult assumes responsibility for the group and its welfare, whilst the designated Visit Leader acts as liaison with the home contact and emergency services etc.
- v. Dedicated 'Safety Transport' is available at all times.
- vi. Keep an accurate record of all matters concerning an incident (who, what, where, when), co-operating fully with any enquiries from statutory bodies (i.e. HSE, Police etc.)
- vii. Expedition Supervisors are advised that under **NO** circumstances should you admit liability for any incident.
- viii. In an emergency contact:
 - During office hours: CYPS Directorate Support Office (01609) 532218
 - Out of office hours: (Emergency Planning Duty Officer (01609) 761888
 - The DofE Head Office on 01753 727400 (a paging system operates) to advise them of the incident
- ix. Advise the Licensed Organisation on return of any outcomes.
(*This will help develop procedures etc. for future use*).

Supervision Plan

Supervisors, Assistant leaders and support staff need to create and agree a Supervision Plan for each team on expedition. A template Supervision Form produced by the Duke of Edinburgh's Award can be used to formally record the plan. It is essential that the member of staff supervising the team is aware of the risks on the route and is clear on their role, responsibilities and how they will monitor the safety of the young people.

Supervision Plan

The Duke of Edinburgh's Award – Expedition Supervision Plan				
Name of team:			Number in team:	
Date:	Day of expedition:	Time of sunset:	Predicted weather:	
Hazards on route:		Grid reference:	Possible areas of navigation error:	Grid reference:
Planned meeting points:	Team's ETA:	Grid reference:	Other important information:	

GENERIC RISK ASSESSMENT	Camping
HAZARDS & RISKS (identify significant hazards and assess the risks)	<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
LEADER COMPETENCE	<ul style="list-style-type: none"> ✓ Visit Leader trained and experienced as appropriate to the activities ✓ Appropriate first aid qualification or access to immediate first aid
CONTROL MEASURES (reasonable practicable precautions)	
<p>This must be read in conjunction with Generic Risk Assessment Number 1: Educational Off-site Visits and Activities</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	
<ul style="list-style-type: none"> • 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 prohibited. • 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. 	

PART 10 – CONSENT

Establishment policies and procedures

Establishments may have their own off site visits policy and procedures. These must be approved by the Licensed Organisation prior to use.

Record Keeping.

Units are advised to keep all records concerning DofE participation, expeditions, consents and risk assessments etc. for a minimum of 12 months after completion of the event. In the case of a reportable incident it is advised to keep details until 7 years after the event or in the case of people under 18 at the time then 7 years from their 18th birthday.

In addition establishments should ensure that they comply with their employer's retention of records policy.

Sectional Opportunities 'Providers' Off Site

Units are to ensure that any such providers are 'Bona Fide' and that a Formal Risk Assessment of such providers is carried out.

Due regard is to be given as to Child Protection Issues and advice should be sought if required. No adult should have contact with young people without an Enhanced DBS disclosure being carried out and references etc. being taken up.

Participants 'self-arranged' opportunities

Where individual participants have made their own contacts (e.g. Music Tuition, Sports Clubs, other youth organisations etc.), it is the parents/carers responsibility to ensure the participants safety and welfare whilst engaged in such activities.

This shall be made clear to parents/carers & participants prior to commencement of an activity by the Unit Leader.

PART 11 – NOTIFICATION

See Section 1, Part 6

Supervisor Registration Form

DE1

PART 12 – ACCIDENTS, INCIDENTS AND EMERGENCY PROCEDURES

Major Incident Plan

All expeditions should have a plan to cover a major incident (e.g. hospitalisation, injury to participants or leaders etc.).

Accidents, incidents and near misses must be reported by Visit Leader to Heads of Establishments.

Heads of Establishments **MUST** investigate any accidents, incidents and near misses and report them to the Local Authority using the standard ARF1 and Near Misses form.

If the incident is life threatening or fatal

NYCC Schools / Establishments	Non-NYCC Schools / Establishments
<p>MUST</p> <ul style="list-style-type: none"> • follow schools emergency response guide • contact Head/SLT 	<ul style="list-style-type: none"> • Should follow their established emergency procedures • In addition inform NYCC
<p>Guidelines for Off-site Visits and Activities</p> <p>During office hours: CYPS Directorate Support Office 01609 532234</p> <p>Out of office hours: (Emergency Planning Duty Officer 01609 777398</p> <p>Duke of Edinburgh’s Award HQ: 01753 727400</p>	<p>During office hours: CYPS Directorate Support Office 01609 532234</p> <p>Out of office hours: (Emergency Planning Duty Officer 01609 777398</p> <p>Duke of Edinburgh’s Award HQ: 01753 727400</p>

PART 13 – AUDITING AND MONITORING

Units need to ensure that up to date records of staff and young people are maintained and sent to the Licensed Organisation.

Unit General Administration and Support Responsibilities

Units shall maintain an accurate register of participants and leaders; enrolled participant's DofE Award level, completion dates etc. using eDofE.

The eDofE system will automatically notify the Licensed Organisation on completion of the DofE Award by the participant.

Once verified a certificate and badge will be issued to the group co-ordinator who is responsible for arranging the presentation of the award.

In the case of the Gold Award, The DofE Administrator will then forward the request to DofE Regional Office for Royal Presentation. The DofE Regional Office will ratify completion and issue certificates etc.

All adults (leaders, volunteers, trainers, supervisors, assessors etc.) must hold a valid Enhanced DBS disclosure and be appropriately qualified in respect of expedition supervision and/or assessment. It is the unit responsibility (through its Head of Establishments and Unit Leader) to notify the Licensed Organisation of all such persons and to update changes annually.

Units are to support the Leader, supervisors; volunteers etc. by facilitating access to such training as needed to ensure compliance with current best practice on all aspects of the operation of the DofE Award.

PART 14 – RETENTION OF RECORDS

DofE Units are advised to keep all records concerning DofE participation, Expeditions, Consents and Risk Assessments etc. for a minimum of 12 months after completion of the event. In the case of a reportable incident it is advised to keep details until 7 years after the event or in the case of people under 18 at the time then 7 years from their 18th birthday.

For NYCC maintained establishments see Section 1, Part 14.

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SECTION 3: GUIDANCE

PART 15 – GUIDANCE

Guidance regarding specific aspects of educational off-site visits and adventurous activities is issued as appropriate and can be inserted here.

In addition the Guidance for the Management of Outdoor Learning, Off-site visits and Learning Outside the Classroom produced by the Outdoor Education Advisers Panel provides national guidance the content of which is in line with advice from the Health and Safety Executive.

Any national guidance should be read in conjunction with any relevant policies and procedures of the establishment and North Yorkshire County Council.

SPECIFIC AMENDMENTS TO THE PROCEDURES ARE LISTED BELOW.

Section 1 Part 6 and Part 8

Approval and notification for off-site visits and activities

November 2014

Section 1 Part 10

Parental consent for off-site visits and activities

November 2014

Approval and notification for off-site visits and activities

Handbook for Educational off-site visits
and all adventurous activities
Section 1 Part 6

November 2014

Approval and notification for off-site visits and activities

1. Visits and Activities requiring approval

- 1.1. All visits or activities that take children and young people beyond the school or service boundaries require approval.
- 1.2. All adventurous activities regardless of location require approval.

2. Who is the employer?

- 2.1. The Local Authority is the employer for all community, special and voluntary controlled schools, pupil referral services and all children and young peoples' services.
- 2.2. The governing body or similar is the employer for voluntary aided, foundation, academy, free & independent schools, private nurseries and childcare settings.
- 2.3. Voluntary aided and foundation schools within North Yorkshire who formally adopt the policy and procedures of the Local Authority agree to monitoring, auditing and approval of their visits and activities on their behalf. The governing body however remains responsible for health and safety.
- 2.4. Other schools and settings may subscribe to the advice and support of the Local Authority in order that they have access to competent advice as required under the Management of Health and Safety at Work etc. Regulations. As the employer they remain responsible for health and safety.

3. Initial approval in principal

- 3.1. Visit Leaders should ensure that they gain initial approval in principal for any visit or activity from within the school or service and employer as required before commencing any detailed planning or entering any contract.
- 3.2. Headteachers or managers may delegate approval of some or all types of visit or activity to a trained and current Educational Visits Co-ordinator.

- 3.3. In addition to approval within a school or service any visit going abroad involving any commercial contract with a provider must be gain approval in principal from the Local Authority where it is the employer before any contractual agreements are signed or deposits are paid.
- 3.4. School or service staff who are proposing to lead any adventurous activity where the Local Authority is the employer must be approved to do so.

4. Formal approval

- 4.1. Visit Leaders must ensure that they gain formal approval for all visits and activities according to their school or service policy.
- 4.2. All visits travelling abroad or any adventurous activity require approval from the employer.

5. Notification

- 5.1. All visits and activities which take place off-site must be entered onto the notification and approval system at <http://visits.northyorks.gov.uk>
- 5.2. All adventurous activities regardless of location must be entered onto the system.

6. Adventurous activities

- 6.1. Activities which are considered adventurous by the Local Authority are as follows: those listed in the Handbook in Section 1 Part 8 page 38 onwards, Duke of Edinburgh training practice and qualifying expeditions, archery and other target sports, underwater activities, airborne activities, high ropes and similar activities, and activities at sea not on ferries as part of a journey abroad.
- 6.2. This list is not exhaustive and clarification can be sought from the Local Authority.

7. Interim arrangements for notification of adventurous activities

- 7.1. **All visits and activities abroad** continue to require LA approval. Select "This visit takes place outside the UK" under location.
- 7.2. **Off-matrix adventure** continues to require LA approval. For all activities not listed on the matrix in the Handbook select "This visit contains an adventure activity that is **not** included in the LA adventure activities matrix".
- 7.3. **Adventure.** For all other visits and activities which contain adventurous activities select "This visit contains an adventure activity". These will show as blue upon completion but with these changed arrangements **WILL REQUIRE APPROVAL**. Until approval has been granted these activities **must not** go ahead.
- 7.4. It is envisaged that the notification and approval system will be upgraded to automatically manage these new arrangements before the end of the current school year (2014/2015).

Parental consent for off-site visits and activities

Handbook for Educational Off-site Visits
and all Adventurous Activities
Section 1 Part 10

November 2014

Parental consent for off-site visits and activities

1. Consent and participant information. ^[1]

- 1.1. Consent forms for visits are often used to gain information about participants so that the visit leadership team can manage the welfare of children and young people. This typically includes emergency contact details, medical and dietary requirements and confirmation of swimming ability or water confidence.
- 1.2. This information can be obtained separately prior to any visit and be kept in a central information management system; however parents must be given regular opportunities to enable the school or service to keep this information up to date.
- 1.3. There is no requirement to carry copies of consent forms on visits within the UK; however the visit leadership team must have access to the 'need to know' information. Where information is transcribed to a summary sheet or a report is generated from an information management system there must be a process in place to ensure the information is accurate and up to date.

2. Individual and 'blanket' consent

- 2.1. Schools and services must obtain written parental consent on enrolment of a child or young person for routine local visits and activities which are a normal part of their educational provision. This can include visits and activities beyond the normal day such as after-school sports fixtures. ^[2]
- 2.2. Schools and services should inform parents via a prospectus, website or other appropriate method of the range of visits and activities which are likely to fall under this initial consent.
- 2.3. Schools and services must fully inform parents by whichever written method they deem appropriate of the nature of each visit, activity or series of a similar nature, remind parents that they have already consented, and give opportunity to update information and emergency contact details.

- 2.4. Schools and services must obtain written consent for every individual visit, activity or series of a similar nature which involve a higher level of risk including but not limited to longer journeys, residential visits and adventurous activities, those which fall outside of normal hours and non-routine activities which are not a normal part of educational provision.
- 2.5. Schools and services must fully inform parents by whichever written method they deem appropriate of the nature of each visit, activity or series of a similar nature. If they choose to also inform parents via a meeting there must be a mechanism in place to ensure that the same information is available to those who are unable attend.
- 2.6. Where the visit or activity involves a higher level of risk parents should be given the opportunity to provide specific medical and welfare details. It may be appropriate for parents to complete a medical consent form provided by the school or service ^[3] or by an external provider.
- 2.7. Visits and activities which involve a charge or contribution, or that include agreement to any payment or cancellation terms will need individual consent by parents to the financial arrangement.^{[4] [8]}

3. Electronic consent

- 3.1. Schools may use electronic payment systems to manage consent as long as the following is applied;
- Unique logons to the system must be attributable to an appropriate parent.
 - Where appropriate both parents must be informed that consent will be gained electronically.
 - Parents must be fully informed about the visit before giving consent and have access to all relevant information.
 - Consent must be given before any payments are accepted.
 - The establishment must ensure that all records can be fully audited and kept secure for the relevant period of time prescribed in the appropriate records retention schedule.

4. Data protection

- 4.1. Schools and service must comply with data protection legislation ^[5]. Sensitive information should be accessible and understood by those who need it including relevant leaders from other organisations. Consideration should be given to how that information is carried. This may include copies of consent forms, use of a printed summary sheet or electronic data storage. Schools and services should ensure that individuals' confidentiality can be protected and personal information securely disposed of when it is no longer needed.

5. Visits abroad

5.1. Proof of parental consent may be required by medical professionals before commencing treatment in some countries. For visits in some countries it may be necessary for a leader to be able to prove that they have responsibility for the children and young people with them. It is good practice for the visit leadership team to ensure that they have the appropriate information available including translated documents or access to translation as appropriate.

6. Withdrawal from visits and activities

- 6.1. Parents have a right to withdraw their children from religious education lessons ^{[6][9]} but not from the national curriculum. This means that parents do not necessarily have the right to withdraw their child from a visit to a place of worship if it forms part of the delivery of the national curriculum.
- 6.2. Schools must provide swimming instruction in either key stage 1 or key stage 2. ^[7] This is a statutory part of the national curriculum and parents do not have a right to withdraw their children from PE lessons involving swimming and water safety without an appropriate reason.
- 6.3. It is important for the visit leadership team to be clear about the purpose of a visit, including the wider personal, social and cultural benefits and its link to the national curriculum.

7. Examples of visits and activities which may fall under 'blanket' or individual consent

These lists are not exhaustive and schools and services will need to determine what is appropriate for their circumstances with regard to the type of activity and the extent of their local area.

7.1. 'Blanket' consent

- Local walks
- Local sports fixtures
- Woodland activities
- Swimming lessons
- Bike ability training
- Day visits within the local area
- Local theatre trips beyond the school day as part of the curriculum

7.2. Individual consent

- Sports fixtures beyond the local area
- Day visits beyond the vicinity of the school or service involving longer journeys
- Visits and activities falling outside the normal hours of the school or service
- Non-routine visits or activities which are not part of normal educational provision
- Adventurous activities led by an external provider or school or service staff either on or off-site
- Residential visits
- Visits abroad

References

Statutory legislation & guidance

Data Protection Act [1998]
<https://www.gov.uk/data-protection/the-data-protection-act>

[7] National Curriculum [2014]
<https://www.gov.uk/government/collections/national-curriculum>

Employer policies, procedures and guidance

[3] NYCC Medical consent form
<http://cyps.northyorks.gov.uk/index.aspx?articleid=13975>

[4] NYCC Schools Finance Manual Chapter 24
<http://cyps.northyorks.gov.uk/index.aspx?articleid=13975>

[5] Information Governance for Schools
<http://cyps.northyorks.gov.uk/index.aspx?articleid=21819>

[9] North Yorkshire Agreed Syllabus for Religious Education [2013]
<http://cyps.northyorks.gov.uk/index.aspx?articleid=13900>

Non-statutory advice

[2] DfE Advice: Health and safety: advice for schools. Updated February 2014
<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>

[1] National Guidance for the management of outdoor learning, off-site visits and learning outside the classroom.
<http://oeapng.info>

[6] DfE Advice: Religious education in English schools [2010]
<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

[8] DfE Advice: Charging for school activities [2014]
<https://www.gov.uk/government/publications/charging-for-school-activities>

PART 16 – GLOSSARY & REFERENCE DOCUMENTS

Glossary

Term	Definition
Activity Leader	A person appropriately qualified and approved to lead an activity as part of an overall visit or event
Educational Visits Co-ordinator	A person suitably experienced in planning, managing and leading a range of different visits and activities of the sort carried out by the establishment AND who has undergone suitable training on an OEAP recognised EVC course AND has attended 3 yearly revalidations to maintain currency.
Establishment	School, Pupil Referral Unit, Outdoor Learning Centre, Youth Support Service Centre, College, Music Service, Sensory, Physical and Medical Teaching Service, Children Resource Centre, Children's Home, Children's Centre, Education Looked after Children
Expedition Assessor	A person who has been approved by a Licensed Organisation to assess a DofE Expedition
Expedition Supervisor	A person who is responsible for supervising and supporting a team of participants to ensure their safety and well-being whilst they are doing their DofE expedition
Group Leader	A person responsible for supervising a small group of young people on a visit under the leadership of a Visit Leader
Head of Establishment	Headteacher, Acting Headteacher, Principal, Manager
Technical Adviser	A person appropriately qualified and approved to advise on an adventurous activity as defined by the Activity Centres (Young Persons' Safety) Act
Unit Leader	A person responsible for a DofE unit. They lead, guide and encourage young people, agree their programme choices and sign off evidence and sections in eDofE.
Visit	Any educational off-site visit or activity organised by an establishment
Visit Leader	A person approved by the Head of Establishment who has overall responsibility for the planning, management and leading of a visit
Young Person or people	Pupils, students, children, participants

Reference Documents

National legislation which underpins this policy and procedures

- **Health and Safety at Work Act, 1974**
- **Management of Health and Safety at Work Regulations, 1999**
- **Activity Centres (Young Persons' Safety) Act, 1995**
- **Equality Act, 2010**
- **Statutory Framework for the Early Years Foundation Stage, 2012**

NYCC policy and guidance which is referenced in this handbook.

- CYPs Health and Safety Policy and Guidance Handbook
- Corporate First Aid Procedure & Assessment Guidance
- Early Years First Aid Approved Providers
- First Aid Procedure & Assessment Guidance
- Guidance for the Safe Use of Minibuses
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings, 2007
- Guidance for Safe Working Practice for the Protection of Children and Staff in Early Years Settings September, 2012
- Managing Medication & Complex Health Care Needs of Children and Young People
- Inclusion Quality Mark
- Guidance on developing a drugs policy
- Schools Finance Manual – Chapter 24 Charging for School Activities
- Driving at Work Policy & Procedures
- Schools Emergency Response Guide
- Children's Centre Emergency Response Guide
- Records Retention and Disposal Schedule for Schools
- Corporate Records Retention and Disposal Schedule

In addition there are several documents which are used as a reference for good practice and aspects of these are encapsulated in this handbook or form part of Section 3: Guidance;

- **National Guidance for the Management of outdoor learning, off-site visits and learning outside the classroom, OEAP, 2012**
- **High Quality Outdoor Education, OEAP, 2005**
- **Nothing Ventured...Balancing risks and benefits in the outdoors, EOC, 2010**
- The Handbook for Leaders, 7th Edition, DofE, 2012
- Expedition Guide, 13th Edition, DofE, 2012
- HSE First Aid at Work Guidance
- Practice guidance: Safer working practice for Staff and volunteers working with Children and young people
- <http://www.hse.gov.uk/aala/glenridding-beck.htm>
- <http://www.hse.gov.uk/aala/guidance/513-supervision-doe-award.htm>
- DfE Guidance – Charging for School Activities

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