



Educational Visits Policy

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Responsible person | Liz Stanley and Uriah Johnson

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1. Statement of Intent

This Educational Visits Policy is produced for use at Knowledge Gate International School.

It supplements the guidance published by the UK Department for Education (DfE) and the Health and Safety Executive (HSE), which the School has formally adopted. Links to these documents are available in **Annex H - Further Guidance and Useful Links**.

Knowledge Gate International School has a strong commitment to adding value to learning beyond the statutory School day and beyond the School premises. It is committed to ensuring students will experience a wide range of activities which are well planned and managed.

The Executive Principal is committed to ensuring:

- The risk assessments will focus attention on real risks, not risks that are trivial and fanciful;
- Proportionate systems and procedures are in place and followed to ensure that trips presenting lower-risk activities are quick and easy to organise, and higher-risk activities (such as those involving climbing, caving or water-based activities) are properly planned and assessed;
- Those planning the trips are properly supported to ensure that teachers can readily check if they have taken sufficient precautions or whether they should do more.

The School Board has given its approval to the following types of activities being arranged in support of the educational aims of the school:

- Out of hours Clubs (music, drama, art, science, sport, homework etc.);
- School fixtures and training;
- Common nearby visits (libraries, shops, parks, place of worship);
- Day visits for particular year groups (Zoo, seaside, farms);
- Residential study visits;
- Overseas trips;
- Adventure Activities, which might be classed as higher risk;
- Geography field trips;
- Trips and visits that support the curriculum.

2. Arrangements

2.1. Aims and purposes of Educational Visits

Each year the school will arrange a number of activities that take place off the school site and/or out of school hours, which support the aims of the school. The school is required to identify the purpose of the visit, how this relates to the curriculum and the learning outcomes. The range of activities are outlined in the school prospectus.

Within each curricular scheme of work, the teachers plan educational visits and activities that support the students' learning. Activities are planned and parents/carers are informed of these in due course.

2.2. Approval and Consent

The Executive Principal will nominate the Educational Visits Co-ordinator (EVC).

Every School should prepare a calendar of trips (day and residential) for the following term, which should be shared with the School Board, for information only.

Day trips, the Executive Principal will approve all day trips.

Residential trips and Adventurous Activities The regional CEO will sign off each trip after the Executive Principal has comprehensively checked the paperwork.

See **Annex A for the Educational Visit - sign off checklist** for both residential, adventurous activities and day visit sign off.

The EVC should be specifically competent, with practical experience in leading and managing a range of visits similar to those typically run by the school. The EVC will be trained as necessary. (See **section 3.1** for key functions of the EVC).

The Executive Principal will support the EVC in ensuring that competent staff are assigned to lead and accompany visits, with approval and other decisions.

Before a visit is advertised to parents/carers, the Executive Principal must approve the initial plan. The Executive Principal will also approve the completed plan and risk assessments for the visit at a later date.

An exploratory visit should be made to the planned venue. If this is not practicable, alternative arrangements will be made to gain as much knowledge of the site as possible by liaising with officials at the site or seeking advice from colleagues who have made previous visits. Site officials will be asked for copies of specific site risk assessments.

Where external contractors are involved in organising all or part of the visit the contract will be made with the School on behalf of the students. All payments for the visit will be made through the School accounts.

Parents/carers will be asked to sign a written consent form for each trip or activity. This should be completed for all activities, including adventurous activities, off-site sporting fixtures outside the school day, residential visits and all off-site activities which take place at any time (including during school holidays or at the weekend). Parents/carers will be told where their child will be at all times and of any extra safety measures required.

Parents/Carers will be told in advance of each activity and given the opportunity to withdraw their child from a particular activity, or trip. They will also be given the timetable for the activities that students are involved in and will be informed (by letter/phone call/through their son/daughter) if an activity has to be cancelled. For all residential visits, parents/carers will be invited to a briefing meeting where they can ask for clarification on any aspect of the itinerary and organisation of the visit.

2.3. Staffing

The School recognises the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on a school visit.

The EVC and Group Leaders must familiarise themselves with this policy.

Teachers and other staff are encouraged and supported to develop their abilities in organising and managing students' learning on educational visits, in a variety of environments through induction and training. The selection of staff supporting educational visits will be a key priority in the initial approval of any proposed visit.

The school will ensure that UK Disclosure Barring Service (DBS) screening or relevant Police Check is carried out for volunteer adults assisting regularly, or on residential study visits.

The school does not support additional people accompanying educational visits who are not students at the school or part of the agreed staff complement. This may include family members accompanying visits if the Senior Leadership is not satisfied that there is an educational benefit for the students.

The appointed Group Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments.

2.4. Using an External Provider

An 'External Provider' is one that provides an element of instruction, staffing, guiding or where there is a service provided, or students partake in an activity, for example:

- Activity Centre
- Ski Company
- Educational Tour Operator
- Overseas Expedition Provider
- Climbing Wall where instruction is provided by climbing wall staff
- Freelance instructor of adventurous activities
- Youth Hostel (where instruction is provided)
- Voluntary organisation (e.g. Scout Association), where instruction is provided.

The decision about the use of an external provider is the responsibility of the Group Leader, EVC and Executive Principal.

To confirm that all aspects of the operation of the provider are satisfactory, the school will ensure that either:

- a) The Provider holds a License from the Ministry of Education in Oman;
- b) A '**Provider Form**' (**Annex B**) has been satisfactorily completed by the provider

The EVC and Group Leader should check the suitability of the provider/venue in relation to the intended aims or learning outcomes for the particular group.

2.5. Expectations of Students and Parents

The School has a clear code of conduct for School visits based on the School 'Behaviour & Rewards Policy'. This code of conduct will be part of the condition of booking by the parents, and includes the potential of withdrawal of a student prior to, or during the visit if such conduct places a child or children at risk and would have led to a temporary exclusion from an school.

2.6. Evaluation

All visits will be evaluated by the Group Leader with the EVC. A termly summary of all visits will be made to the School Board, for information only.

The EVC will ensure that any risk assessments prepared for the trip are dated as having been evaluated and/or modified following the visit to assist with the risk management on all future visits.

3. Guidance for Staff

3.1. Key Functions of the EVC

The EVC should be specifically competent. Evidence of competence can be demonstrated through training and qualifications, more importantly, through practical experience of leading educational visits as a Group Leader. EVC's are required to complete Risk Assessments for School Trips training, refreshed every 2 years via the Educare online portal.

EVCs should have sufficient status within the school to guide working practices of colleagues and those leading visits. The function of the EVC is not purely an administrative role, although certain administrative functions can be delegated, as long as roles are clearly delineated.

Key responsibilities of the EVC are as follows:

- Ensure the planning and approval of off-site visits are structured, and to help the school fulfil its health and safety obligations for visits and to support the Executive Principal
- Support and oversee planning of all educational visits to ensure visits are well-managed, engaging, relevant, enjoyable and memorable.
- Ensure the planning and organisation of visits are carried out in line with this policy and to only approve visits when everything is fully in place.
- Ensure appropriate checks and risk assessments are completed and are suitable and sufficient
- Support the Executive Principal in approval decisions, so that those with responsibilities have the required competence to fulfil their roles
- Mentor leaders and aspiring leaders, supporting their ongoing development and training by sampling and monitoring activities, to identify further training needs.
- Ensure activities are evaluated against the aims for learning and development and that any issues or incidents are followed up.
- Ensure the arrangements and planning for all visits are completed within agreed timescales
- Ensure the School Board are notified of any activities which are a cause for concern, including reporting issues about third party providers and venues.
- Ensure all people going on the visits are appropriately vetted, in line with this policy

It is the responsibility of the EVC to ensure that all the required planning and preparation has been completed by the Group Leader. See Annex E for EVC checklist.

3.2. Competence of Group Leaders

The key requirements for Group Leaders are that they must be accountable competent and confident to lead the visit/activity, not that they hold a particular post, title or job description.

Being accountable means that the Leader has been engaged through an appropriate recruitment process, which includes vetting and induction into the establishment's policies and procedures. The details of this process may depend upon whether the Group Leader is employed, contracted or acts as a volunteer, but in all cases should be thorough.

The competence of the Group Leader is the single most important contributory factor in the safety of participants. The EVC will consider the following when assessing the competence of a member of staff to lead a visit:

- What experience has the leader in leading or accompanying similar or other visits?

- Is the leader competent in planning and managing visits?
- What are the leader's reasons for undertaking the visit?
- Does the leader have the ability to manage the pastoral welfare of participants?
- Does the leader exhibit sound decision-making abilities?
- What experience has the leader of the participants he/she intends to supervise?
- What experience has the leader of the environment and geographical area chosen?
- Does the leader possess appropriate qualifications?
- If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
- Is the leader aware of all relevant guidelines and able to act on these?

3.3. Guidance for Group Leaders

Employers, school staff and others also have a duty under the common law to take care of students in the same way that a prudent parent/carer would do so.

Group Leaders will be selected by the Executive Principal and EVC and be given overall responsibility for the preparation, supervision and conduct of the visit. They should be of sufficient seniority to direct other accompanying staff. Refer to **Annex C – Group Leader Checklist**.

Group Leaders are required to liaise with the EVC throughout the planning and preparation of the visit to ensure that any activities, or events that may place staff or other participants at risk are assessed and that all safety measures are in place prior to the visit taking place.

Following the visit, the Group Leader should record any significant issues for reference and to inform future visits. All such information should be shared with the EVC.

3.4. Duties of the Group Leader

The Group Leader must ensure that they suitably manage the visit by ensuring that:

- They are conversant with this policy, any other relevant policies and procedures and UK DfE guidance on Educational Visits.
- The school has a consent form for each student for each visit or activity;
- All required paperwork is submitted to the Executive Principal and EVC for approval before the visit goes ahead;
- Accompanying staff are thoroughly briefed and clear about their specific duties and responsibilities, which are documented;
- They are suitably competent to instruct/supervise students in any planned activity;
- They are suitably familiar with the visit location and centre;
- Appropriate risk assessments and information has been sought from the venue, and checked;
- They understand child protection issues;
- They allow sufficient time to undertake the planning and organisation of the trip;
- They check the school journey insurance policy to establish the level of cover required
- They undertake, complete and share a comprehensive risk assessment;
- Parents/carers and students are adequately briefed with the required information, which may include risk assessment Information;
- They obtain sufficient information about the students to assess their suitability for the visit and the planned activities;
- Students medical information is sought and arrangements are made to manage the medical condition, care and medication;
- They ensure all accompanying staff are briefed on the nature of the group, age, health, capabilities and any special educational needs;
- They organise suitable and sufficient supervision proportionate to the numbers,

- ages and abilities of the group and the planned activities;
- They have sufficient competence and confidence to assess risks as they change throughout the visit and to make a decision to stop activities if the risk becomes unacceptable;
- They have adequate emergency procedures in place which are understood and known by all relevant parties including arrangements in case of venue/residential accommodation, or transport cancellation – see **Annex G**
- A deputy Group Leader is assigned and is conversant with all the trip arrangements
- They provide details of the activity for parents/carers and students with an option to opt out of the activity and to obtain updated medical information if appropriate;
- Transport is arranged in sufficient time (if required) and they should request copies of insurance certificates and assurances from the company about the competency of their drivers;
- Documentation such as insurance, vehicle license for private vehicles transporting students is checked.
- They check there is a completed Provider Form (**Annex B**), where required, if the external provider is not in possession of a Ministry of Education License;
- They have a copy of the Business Continuity Plan on all residential visits;
- They leave full details of all students and accompanying adults on the visit with the emergency contact and the school main reception;
- Ensure that travel first aid kits are carried by the first aiders as well as spare medication along with details of students with medical needs;
- The visit is evaluated with the EVC and a termly summary of all visits is made to the School Board;
- That significant issues are recorded for both reference and to inform future visits
- Complete the online Educational Visit Risk Assessment training prior to planning an educational visit, which should be reviewed as required

3.5. Accompanying Staff and Volunteers

Accompanying Staff and Volunteers must:

- Be conversant with this policy
- Follow the instructions of the Group Leader
- Take care of the students in the same way as a prudent parent would do so
- Help to maintain control and discipline
- Ensure the requirements of any risk assessments, risk control procedures and safe systems are followed
- Be prepared to stop any activity if they feel the risk to health and safety is unacceptable
- Not be left in sole charge of students except where it has been previously agreed as part of the risk assessment
- Inform the Group Leader if concerned about the health, safety and welfare of students during the visit

3.6. Planning

Risks are expected to be reduced to an acceptable or tolerable level, and not necessarily eliminated. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity.

Visit planning should focus on those issues that are individual to the specific event, taking into account the needs of the group (including special and medical needs), the experience and competency of the staff team, and the leader in the context of the event.

Alternative arrangements should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option.

It is good practice to involve participants in the planning and organisation of visits, as in doing so they will make more informed decisions, and will become more 'risk aware' and hence at less risk.

3.7. Supervision

Staffing ratios will vary according to the activity, age, group, location and resources. On all visits there must be an 'effective level of supervision' that has been approved by the EVC and Executive Principal. **Ratios should not be finalised until the general risk assessment is complete.**

Group leaders will need to consider the needs of students with SEN and/or physical disabilities. Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group. Known behaviours, learning and physical needs should also be taken into account. The Group Leader should discuss this with the EVC to ensure any judgement is proportionate and not prohibitive.

Residential visits, adventure activities and trips abroad will require higher levels of supervision and all accompanying staff and volunteers must be DBS checked.

For all other visits, the Group Leader, EVC and Executive Principal must make a professional judgement regarding the number and suitability of staffing on an individual visit basis, after consideration of the following factors:

- the type, level, and duration of activity;
- the nature and requirements of individuals within the group, including those with additional needs;
- the experience and competence of staff and other adults;
- the venue, time of year and prevailing/predicted conditions;
- the contingency options.

Volunteer Adults: At least half of the adults accompanying an educational visit should be staff based at the School (teachers or other members of staff). Organisers are encouraged to use other adults to meet (or exceed) the minimum staffing requirements. Any volunteer helpers should be properly briefed on their responsibilities and especially on safety procedures and must be DBS or Police checked if volunteering regularly, or on a residential visit.

Parent helpers whose children are also on the trip cannot solely supervise a group of children if their child is also in this group, the child should be supervised by a different helper/staff member. If the parent helper is not in sole charge of the group, but is supported by a staff member, then their children can be in the group.

Primary:

For local walks and visits to historical sites, museums, places of worship and other low risk venues:

- 1 adult for every 6 students in school Grades 1 to 3 (under 5s KG classes should have a higher ratio);
- 1 adult for every 10-15 students in school Grades 4 and 5.

The group must be led by a teacher or other approved competent person.

Guidance on ratios for under 5's can be found in the 'Statutory Framework for the Early Year's Foundation Stage.

Secondary:

Oman: One adult per 15 students, with a minimum of two adults. The group leader must be a qualified teacher, or another approved competent person employed by the School.

For Grade 10 students the ratio is the same for camps and journeys. For day visits Grades 11 and 12 may be accompanied by one adult for up to 20 students of one sex.

Mixed sex groups in all year groups still usually require one male and one female adult, but 1 adult can accompany a mixed sex group if deemed appropriate by the Executive Principal and following risk assessment.

OEAP National Guidance on Ratios and Effective Supervision states¹ *'There is no absolute requirement for children to be accompanied by staff of the same gender, even on residentials, but if this is not to be the case then there should be a sound plan to manage the potential issues involved, including the needs for privacy, safeguarding and pastoral support'*

1 <https://oeapng.info/downloads/download-info/6q-faqs-gender-of-staff>

If mixed sex staff are not available to support residential trips, parents **must** be notified in advance that only male/female staff will be accompanying the students.

Abroad:

The School policy is that visits abroad should be accompanied by a minimum of 1 adult to 15 students, with an absolute minimum of 2 adults. Teaching Assistants may accompany trips, but do not count as adults in this calculation.

Remote Supervision:

Young people must be supervised throughout all visits. Where they are unaccompanied by a member of staff or other responsible adult, e.g. D of E expeditions, 'down time' in a shopping mall, etc., this is known as 'remote' supervision.

'Remotely supervised' activities can bring purposeful educational benefits, and the progression from dependence to independence is to be encouraged. Such activities develop essential lifelong skills, including managing risk, self-sufficiency, interaction with the public and social skills, decision making, etc.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

The decision to allow remote supervision should be based on professional judgement taking into account such factors as:

- prior knowledge of the individuals (including their maturity and levels of responsibility);
- venue and conditions;
- the activity taking place;
- preparatory training;
- the competence of the supervising staff;
- the emergency systems in place.

3.8. Homestays

The following guidance relates to arranging homestay visits, where for short periods of time children may be provided with care and accommodation by a host family to which they are not related.

School arranged homestay – suitability of adults in Oman host families:

When arranging a homestay, the school should consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay.

When arranging for a visiting child to be provided with care and accommodation in Oman (including where they engage a company to make those arrangements) in the home of a family to which the child is not related, the responsible adults will be engaging in regulated activity for the period of the stay.

When arranging a homestay, the school should consider what intelligence information would best inform their assessment of the suitability of the adults in the families responsible for the visiting child during the stay. The school will need to use their professional judgement to decide what it considers will be relevant. To help inform that assessment, the school should obtain a full Oman Police check, plus international checks where relevant. These checks will not only establish whether the adults have a criminal record. The information disclosed will allow the school to consider, alongside all other intelligence obtained, whether the adults would be a suitable host for a child.

In addition to those engaging in regulated activity, the school is free to decide whether they consider it necessary to obtain a DBS enhanced certificate or international Police Check in respect of anyone aged 16 or over in the household where the child will be staying. In such cases, the school has the power to terminate such a homestay, as they would be the regulated activity provider.

The School should use its professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. Parents should be aware of agreed arrangement. During homestay visits, the school is required to ensure that students are aware who to contact should an emergency occur, or a situation arises which makes them feel uncomfortable.

Extended Homestays:

Where a period of Oman homestay lasts 28 days or more, for a child aged under 16 years of age (under 18 years of age if the child has disabilities), this may amount to private fostering in line with the UK Children Act 1989. Further information on extended homestays can be found in KCSIE 2021.

School arranged homestay – suitability of host families overseas:

It is not possible to obtain criminality information from the DBS or alternative Police Checks about adults overseas who provide homestays. Therefore, the school should liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. The school is also free to decide whether they consider it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of Oman.

Privately arranged homestays:

Where the child's parent(s) or a student themselves arranges their own homestay, this would be a private arrangement therefore the school would not be the regulated activity provider.

3.9. Risk Assessment

Requirement for Risk Assessment

Health and safety laws in Oman require the employer to assess the risks to the health and safety of staff and others affected by their activities. The terms risk assessment and risk management are used to describe the process of thinking about the risks of any activity and the steps taken to counter them.

The school will take a common sense and proportionate approach remembering that risk assessment and risk management are tools to enable children to undertake activities safely, and not prevent activities from taking place.

The Executive Principal, in conjunction with the EVC, will ensure that the person assigned with the risk assessment task understands the risks and is familiar with the activity that is planned. Where a risk assessment is carried out, the group leader must record the significant findings of the assessment.

A risk assessment is not required every time an activity is undertaken that usually forms part of the school day, for example, taking students to a local venue which is frequently visited, such as a swimming pool, park, or place of worship. A regular check with the EVC should be undertaken to make sure the **initial** risk assessment for the particular activity remain suitable and sufficient.

Sharing the findings of the risk assessment

Copies of the risk assessment should be given to all teachers/supervisors on the visit, with details of the measures they should take to avoid or reduce the risks. A copy should also be given to the Executive Principal and the EVC responsible for approving the visit.

Dynamic Risk Assessments

A dynamic risk assessment is the continuous process of identifying hazards, assessing them and taking action to reduce the risk, in an ever-changing situation.

The group leader should, where necessary carry out a dynamic risk assessment while the visit is taking place. They should consider modifying or stopping the visit if the risk to the children is unacceptable. Group Leaders should put in place procedures (Plan B) for such an eventuality.

Risk Assessment when using accredited providers

Group Leaders and the EVC should note that for providers who hold a Ministry of Education License, activity risk assessments do not need to be completed by the school. The risk assessments pertaining to the activities organised and led by the provider have been externally assessed by the Ministry of Education.

The School are still required to complete a risk assessment covering transport to and from the venue, the individual needs of the students, supervision and emergency arrangements.

Risk Assessment template and matrix

The School is required to complete its risk assessments on the **Inspired Education Group Risk Assessment template - Annex D**. Risk Assessments should either be electronic or handwritten, they cannot be a mixture of both.

Residual risks should be evaluated using the risk matrix, available from the school Operations Manager.

3.10. Transport

When hiring buses and coaches it is essential that the company used is reputable. The vehicle should be provided with seatbelts on all seats – with all seats forward facing, as the law requires for school trips. Vehicles should meet all safety standards as required by law.

Group Leaders should request copies of driving licenses, insurance certificates and assurances from the company about the competency of their drivers. Third party

companies used regularly will be expected to provide copies of their insurance certificates on an annual basis or when there is significant change.

If private vehicles are used, the school must ensure the following:

- Driver properly understands their duty of care and responsibilities for supervision
- Parents are informed of the transport arrangements and permission has been given
- All cars are fitted with suitable child restraints
- Evidence has been collected that the
 - Vehicle is safe and roadworthy
 - Holds a valid vehicle license
 - Driver is suitable and holds a valid licence
 - There is a valid insurance policy and the driver is covered for business use. Further information is available on the OEAP website: <https://oeapng.info/downloads/download-info/4-5c-transport-in-private-cars/>

Documentation must be checked by the Group Leader. See Duties of the Group Leader (**Section 3.4**).

If public transport is used it is advisable to make party bookings in advance and ensure that the risk assessment adequately covers all potential hazards.

3.11. School Bus Transport

The School policy on school bus transport is in line with the current Ministry of Education guidance in Oman.

Driver License and Driver Health Checks

Driver licenses must be checked annually to ensure the license remains valid. All drivers should have an annual health check with an approved Doctor. In cases where drivers have an unsatisfactory health check, but where the health issue doesn't prohibit their ability to drive legally, a risk assessment should be completed to assess whether the driver is fit to continue driving.

Journey Times

Driver fatigue or distraction has been highlighted as a factor in bus incidents internationally.

- journeys not exceeding 1 hour, a single driver **is** considered adequate, subject to the nature of the journey and the additional presence of a Bus Nanny.
- Journeys involving between 1 hour and 4 hours driving, a second responsible adult should be present to supervise the group in addition to a Bus Nanny.
- Journeys involving over 4 hours of driving, the second adult should be a suitably qualified bus driver.
- Journeys involving over 4 hours, at least one of the drivers should have had a rest period of at least one hour prior to the start of the journey. Further regular rest periods must be taken – a 15 minute break every 2 hours is recommended.

Drivers must not drive if unwell, if on medication or receiving medical treatment which advise against driving. It is the responsibility of the driver to notify the school if they are taking medication or have a medical condition which may affect their ability to drive.

Seat Belts: Students and staff travelling in buses must wear seat belts by law.

Maximum Laden Weight

Overloading: The bus is overloaded if the total weight (bus + fuel + passengers + luggage) exceeds the **maximum laden weight** for the vehicle. This weight is printed on the vehicle and in the handbook. For guidance, the vehicle should only carry passengers, driver and

hand luggage.

The use of a trailer greatly increases the maximum laden weight and is essential when transporting a full load of older students plus luggage.

LIABILITY FOR DRIVING AN OVERLADEN VEHICLE RESTS WITH THE DRIVER

Use of mobile phones whilst driving

Under no circumstances are minibus drivers permitted to use mobile phones whilst driving, even with the use of a blue-tooth device.

3.12. First Aid and Medical Needs

The requirement for first aid cover is subject to the findings of the risk assessment. Where there are students or staff present with a pre-existing medical condition, or where there may be a need for emergency medication to be administered, a first aider should be in attendance.

First aiders must also be in attendance on residential study trips, adventurous activities, overseas trips and trips where large numbers are travelling. 'Emergency First Aid' e.g. a 6 hour non-assessed course, is generally suitable for routine urban visits, however the nature of the visit may indicate that a higher level qualification is appropriate, especially in circumstances where it is likely that access by the emergency services may be delayed.

Travel first aid kits should be carried by the first aiders, as well as spare medication along with details of a students' medical needs.

3.13. Confidential Student Personal Data on Educational Visits

The school is required to carefully consider how data is shared and handled when supporting students with medical needs on educational visits.

In all cases, information regarding a student's medical condition, care and medication, if required, must be known and shared with relevant parties. This remains a priority.

A risk-based approach should be applied to how confidential student personal data is physically carried during an educational visit by staff. Staff should be made aware of their obligations with regards to the safe handling of such data, and any additional measures that can be made to reduce the risk should be considered:

- Annotating the School's address and a contact phone number to any trip folder, so that in the unfortunate case that it is mislaid or lost, it can be returned to the School.
- Purchasing and using lockable bags for keeping documents secure during a trip. A link to such a document security bag is detailed below:

<https://tydenbrooks.co.uk/product-category/security-bags>

- Staff to sign for trip assessments documentation and return on the completion of a visit.

The school is required to identify students at risk and the measures required to manage their condition. When the school is recording personal student information on the risk assessment they must be aware that the risk assessment then becomes a **Highly Confidential** document due to its content. The school may wish to record this data on a separate document.

See **Annex F – Specific Individuals at Risk**. Physical medical data such as, care plans and specific student medical risk assessments should only be shared with **key relevant staff only** with copies kept to an absolute minimum. These documents must also be data classified as 'Highly Confidential'

3.14. Insurance

The school is covered by school journey insurance; additional insurance may be required for activities which are higher risk. The Group Leader is advised to check the school journey insurance with the Operations Manager before arranging additional cover.

3.15. Self-catering on Residential Visits

Staff preparing food on residential visits are required to consider the dietary and allergy needs of participants. Consideration also needs to be made for food hygiene, purchasing, storage, preparation, cooking and serving of food.

To ensure food safety standards are maintained, staff preparing, serving and handling food are required to undertake, as a minimum, Level 2 Food Safety and Hygiene training prior to departure.

3.16. Alcohol on school trips

The consumption of alcohol is forbidden on all school trips. Consuming alcohol on school trips potentially puts students and colleagues at risk, may undermine discipline, good order and bring the school into disrepute.

4. Adventurous Activities

4.1. Definition of an 'adventurous activity'

The following activities are regarded as 'adventurous':

- All activities in 'open country' (normally defined as land above 300m, or more than 1km from vehicular access)
- Swimming (all forms, excluding publicly lifeguarded pools)
- Camping
- Canoeing / kayaking
- Sailing / windsurfing / kite surfing
- Rafting or improvised rafting
- Use of powered safety/rescue craft
- All other forms of boating (excluding commercial transport)
- Water skiing
- Snorkel and aqualung activities
- Hill walking and Mountaineering
- Rock climbing (including indoor climbing walls)
- Abseiling
- River/gorge walking or scrambling
- Coaststeering/coastal scrambling/sea level traversing
- Underground exploration;
- Shooting / archery / paintballing
- Snowsports (skiing, snowboarding, and related activities), including dry slope
- Air activities (excluding commercial flights)
- Horse riding
- Motor sport – all forms
- High level ropes courses
- Off road cycling
- 'Extreme' sports

Other activities (e.g. initiative exercises) involving skills inherent in any of the above

The following activities are NOT regarded as adventurous **but must be supervised by a member of staff who has previous relevant experience** and who in the opinion of the

EVC and Executive Principal is competent to supervise the activity:

- Walking in parks or on non-remote country paths
- Field studies - unless in the environments stated in 'open country'.
- Swimming in publicly lifeguarded pools
- Theme parks
- Tourist attractions
- Pedal go-karts
- Ice skating (rink)
- Farm visits
- Local traffic survey
- Museum, library, etc.
- Physical Education and sports fixtures (other than the above)
- Water-margin activities, e.g. activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in slow-moving, shallow (typically up to the knees of the participants) water. It does not apply to swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft. See section 4.6 for further information on water margin activities.

4.2. Safety during adventurous activities

The responsibility for the safety of participants in an adventurous activity will rest with either:

a) An external provider

Any external provider must hold a Ministry of Education License or complete a Provider Form (**Annex B**).

Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a 'pastoral' duty of care.

Or

b) A member of the School's staff

Staff taking responsibility for adventurous activities must be able to demonstrate an appropriate level of competence before the activity is allowed to proceed and should ensure the recommendations set out below are followed for each activity.

4.3. Water-based activities

In order to participate in water-based activities, participants should normally be water confident. Participants who lack water confidence may still be able to take part subject to consideration of all factors, including the activity itself, and supervision arrangements. The level of water confidence of all participants must be known by the activity leader prior to the commencement of water-based activities.

Leaders should have knowledge of the water conditions/hazards (and potential changes) that might be encountered and prepare accordingly. Local advice must be sought where appropriate, e.g. coastguard, harbour master, other site users, etc.

Personal buoyancy conforming to the appropriate National Governing Body guidance must be worn at all times by all participants in water-based activities, except, at the discretion of the activity leader, where the activity:

- takes place in a swimming pool, or
- is 'swimming', or
- is an activity for which personal buoyancy would not normally be worn by young people

4.4. Swimming

All swimming activities and venues must be included within the trip plan, and lifeguarding arrangements checked in advance. This is particularly important in respect of visits abroad, where for example, a hotel pool may be available.

Young people must always be supervised by a competent adult whilst undertaking swimming activities. The following criteria apply:

Swimming pools (lifeguarded)

UK Swimming Pool Safety: Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely.

For publicly lifeguarded pools abroad, the assurances must be sought that appropriate lifeguard cover is in place prior to participants entering the water.

Unless suitably qualified, school staff should not have responsibility for lifeguarding. However, they do retain a pastoral role for participants at all times either through direct or 'remote' supervision.

For swimming lessons, the school should ensure the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to current guidelines.

Hotel (and other) swimming pools

Lifeguarding (a valid RLSS UK National Pool Lifeguard Qualification (NPLQ), or equivalent in the country visited is appropriate accreditation) arrangements will be checked in advance of any visit.

If lifeguarding arrangements are not provided at the pool then the Group Leader will bear the full responsibility for ensuring swimming safety, and specific approval to lead the activity will be required.

The role of the lifeguard is:

- To directly supervise the pool and the pool users, exercising appropriate levels of control. (Note: the lifeguard should remain on the poolside at all times except in the case of an emergency)
- If necessary, brief pool users in advance regarding rules (e.g. no diving, running, etc.).
- To communicate effectively with pool users
- To anticipate problems and prevent accidents
- To intervene to prevent behaviour which is unsafe
- To carry out a rescue from the water
- To give immediate first aid to any casualty

The above must be accomplished in the context of the normal operating procedures and the emergency plan for the pool, which should be considered before swimming takes place. Full familiarisation of the systems described should be walked through at the pool.

Staff must be aware of the procedures in the event of an emergency, and who at the venue will provide back up. Staff should also know if they have exclusive use of the pool, as other pool users may increase the supervision role of your lifeguard.

If a young person holds an appropriate qualification then their role should be emergency lifeguard action, and supervision should remain the responsibility of the school staff.

4.5. Open water swimming (i.e. not in a swimming pool and not a 'water-margin' activity)

Particular consideration should be given to the following factors:

- Unknown locations and hazards, especially overseas
- Changing environmental conditions
- Supervisor complacency
- Adherence to local advice
- Preparation and knowledge of young people, i.e. is it a planned activity?
- The designated lifeguard must be dedicated exclusively to the group, and the location used must fall within the RNLI/RLSS definition of a 'safer bathing area'
- Local advice must always be sought

For free swimming activity: A valid National Beach Lifeguard Qualification (NBLQ) or equivalent in the country visited, see www.lifesavers.org.uk Note: this is for beach/sea only, not inland water, Or For structured or programmed activity: A valid RLSS UK National Rescue Award for Swimming or equivalent.

4.6. Water-margin activities

This section applies to activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in gentle, shallow water (slow moving and not above the knees of the participants). It does not apply to swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft.

All staff involved in water-margin activities should be conversant and follow the UK OEAP National Guidance on Group Safety at Water Margins. (<https://oeapng.info/downloads/download-info/7i-group-safety-at-water-margins/>) This document must be made available to all supervising adults in advance of the visit.

4.7. Open-country activities

The following minimum levels of technical competence apply where a member of the establishment's own staff intends to lead an open-country activity:

- a) For leaders of walking groups in mountainous terrain within Oman:
 - Mountain Leader Award (Summer or Winter as appropriate) www.mltuk.org, or
 - A written statement of competence by an appropriate technical adviser
- b) For leaders of walking groups in summer conditions in non-mountainous hilly terrain (known variously as upland, moor, bog, hill, fell or down), with well-defined obvious boundaries, such as roads and coastlines, and where any hazards within it are identifiable and avoidable, and where wild camping or movement on steep ground is not involved:
 - Walking Group Leader Award www.mltuk.org or
 - A written statement of competence by an appropriate technical adviser
- c) For leaders of walking groups in terrain 'easier' than that defined in b), the leader must demonstrate an appropriate level of competence. This may include one or more of the following:
 - Countryside Leader Award. See www.countrysideleaderaward.org
 - Sports Leaders UK Level 2 Award in Basic Expedition Leadership (BEL)
 - Completion of a suitable 'Leader Training' Course
 - A written statement of competence by an appropriate technical adviser
 - Evidence of recent, relevant experience, appropriately corroborated

- An assessment of competence (written or implied) by the Executive Principal

4.8. Snowsports

A member of staff intending to organise a snow sport visit (but not instruct, lead or supervise on snow) must hold the Snowsport Course Organiser Award (SCO), administered by Snowsport England - www.snowsportengland.org.uk, and must have previously accompanied at least one educational snow sports visit.

Young people may only participate in snow sports when under the direction of an appropriately qualified and competent person. This would normally be an instructor employed by the local snow sports school. Leaders should therefore consider the merits of fully instructed lessons of 4/5 hours duration per day.

A member of staff intending to lead skiing or snowboarding (i.e. not using a ski school instructor) must be qualified as follows:

Skiing: The minimum qualification to lead skiing on snow is:

- The Alpine Ski Course Leader Award (ASCL) www.snowsportengland.org.uk, or
- The Alpine Ski Leader Award (ASL) www.snowsportsotland.org, or
- A statement of competence by an appropriate 'technical adviser'

Snowboarding: The minimum qualification to lead snowboarding on snow is:

- The Snowboard Leader Award (SBL) administered by www.nowportsotland.org or
- Statement of competence by an appropriate 'technical adviser'.

Students may only take part in off-piste activities if under the direction of a suitably qualified local instructor **and** they remain within the designated controlled areas, **and** off-piste activities are specifically covered by insurance. Group Leaders should check the school journey insurance policy to establish the level of cover provided.

During skiing a member of staff will need to be on stand-by to support in an emergency or to supervise students who are not skiing. At least one member of staff should refrain from skiing each day.

4.9. Overseas Visits

For all visits it is essential that consideration is given to the following:

- **Culture:** food and drink, local customs, religion, expected behaviour/dress, gender issues, sanitary arrangements, corruption, political stability, local financial information, alcohol and drugs;
- **Accommodation:** checked for suitability, security, safety precautions and emergency evacuation;
- Transport systems have been assessed as safe for use.

The Group Leader should consider the relevant country information from the UK Foreign and Commonwealth Office (FCO) website, and from the Oman Ministry of Foreign Affairs. All relevant FCO/Ministry information should be circulated amongst the staff team.

4.10. Overseas Expeditions

Overseas Expeditions are defined as those which typically involve journeying in remote areas of the world and/or in developing countries.

Overseas Expeditions will only be approved if the Provider either:

- Holds an LOtC Quality Badge or
- Provides a statement of compliance with Guidance for Overseas Expeditions, Edition 3.

For providers that do not hold a LOtC Quality Badge, 'Guidance for Overseas Expeditions, Edition 3' should be referred to when the proposal is initiated. This document contains information for both establishments and providers, and includes a checklist of vital aspects that must be considered prior to the establishment making a commitment with an external provider. Overseas expedition providers are required to comply with the minimum standards specified in this document.

4.11. The Duke of Edinburgh's International Award (DofE)

Only students who have signed up to DofE, and logged into their eDofE account, will be allowed to attend a DofE expedition.

School run expeditions

The DofE Leaders, EVC, and Executive Principal must ensure that all DofE expeditions have a DofE Supervisor, who has completed the DofE Expedition Supervisor Training Course (ESTC) <https://www.dofe.org/training>.

The Expedition Supervisor is responsible for the safety and well-being of participants and staff during the expedition.

Once on an expedition, the Expedition Supervisor will be responsible for completing the risk assessment and where necessary dynamic risk assessments, and will accept responsibility for the safety and welfare of all during the expedition. The Expedition Supervisor may also be the DofE Leader or EVC at the School.

DofE expeditions must have at least one member of staff first-aid qualified (ideally the Expedition Supervisor) and all other staff should have a basic understanding/awareness of first aid and emergency procedures (although this may not necessarily be a first-aid qualification). The Expedition Supervisor must have completed the full 3-day First Aid at Work certificate. It is highly advisable to have at least one member of staff per expedition team.

Teams consist of between four to seven students (can be mixed sex, however tents/accommodation arrangements strictly single sex). This can include external volunteers or external paid staff, as deemed appropriate by the Expedition Supervisor, DofE Leader, EVC, and Executive Principal. In all cases all volunteers, external paid staff must be in possession of an enhanced DBS or equivalent Police Check.

All staff on expeditions must be suitable for the activities planned and are required to have an appropriate level of experience to ensure that they are capable and competent to operate at the level they assist in delivering. This is determined and approved by the Expedition Supervisor, DofE Leader, EVC, and Executive Principal.

Before going on an expedition, the Expedition Supervisor, DofE Leader, EVC, and Executive Principal must be satisfied that participants are capable of undertaking the planned expedition, trained to a level considered safe to operate under remote supervision, which is covered in the DofE Expedition Supervisor Training Course (ESTC), and the necessary risk assessments are in place. The training will be in line with the DofE Training Framework, which includes competency in first aid and emergency procedures, and competency in navigation, commensurate with the level of expedition being undertaken. See <https://www.dofe.org/resourcescentre> to download the DofE Training Frameworks.

The choice of campsite will be approved by the Expedition Supervisor, DofE Leader, EVC, and Executive Principal.

Each expedition team must carry a first aid kit, the contents of which are deemed appropriate by the Expedition Supervisor, DofE Leader, EVC, and Executive Principal. <https://www.lifesystems.co.uk/products/first-aid-kits/outdoor-kits>

The Expedition Supervisor is also required to carry a first aid kit at all times, the contents of which are deemed appropriate by the Expedition Supervisor, DofE Leader, EVC, and Executive Principal.

External Provider-Run Expeditions

If you are using an external provider to run your DofE expeditions, the provider must complete and sign the Provider Form, and be a DofE Approved Activity Provider (AAP).

4.12. Weather, Clothing and Survival

Where appropriate, the Group Leader must obtain and act upon recent weather forecasts and local advice.

Participants should be adequately clothed appropriate to the nature of the visit and the environment, the experience and strength of participants, the time of year and expected weather conditions, altitude and exposure to elements.

When venturing away from immediate help, leaders should consider the need for comfort, insulation and shelter for a casualty, or for the whole group, and provision of emergency food and drink etc. The need for signaling equipment and/or mobile phones and torches should also be considered.

It is primarily the responsibility of the Group Leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity to suit changed or changing circumstances, for example, over-busy lunch area, rain, rising water levels, etc.

5. Emergency Procedures

5.1. Incident response and activation of the School Business Continuity Plan

Despite good planning and organisation there may be emergencies which will require 'on the spot' response by the group leaders. This might include accidents, fatalities, transport accidents or significant travel delays. Leaders are required to familiarise themselves with the School Business Continuity Plan (BCP), to ensure they are well prepared to respond in all such emergencies.

The BCP is the documentation of agreed procedures and information that is developed and maintained in readiness for use in an emergency. Group Leaders are advised to use the Emergency Checklist – Educational Visit/ trip incident (Checklist 6) from the School Business Continuity Plan if an emergency occurs. **Annex D** of the Business Continuity Plan should be used by the school staff in response to the emergency.

Activity centres should have their own emergency procedures. Details of these must be obtained and checked in advance of the visit. If there is any doubt about the safety of the arrangements the trip should not take place.

The School will ensure emergency funding is available to support the Group Leader in an emergency. All incidents and accidents occurring on a visit should be reported back through the School reporting systems.

Arrangements for emergencies and Plan B's, which should be recorded on **Annex G**

and might include, but are not limited to:

- Loss of transport provider
- Loss of residential provider
- Cancellation of planned events
- Serious illness of staff and or students
- Reduction in supporting staff affecting ratios

All arrangements should be included on the risk assessment.

Annex A – Educational Visit – Sign Off Checklist

The school should prepare a calendar of day and residential trips for the following term, which must be shared with the School Board, for information only.

All day trips will be approved by the Executive Principal once all checks have been completed and approval for the trip has been given by the EVC.

For residential and adventurous activity trips, the regional CEO will be required to give final sign off.

This annex should form part of your trip pack and be completed for each trip.

Day Trips	
Requirement	Completed?
Calendar of trips provided to School Board – for information only	
Trip leader has completed the online educational visit training, has written the risk assessment and compiled all paperwork	
Risk Assessment checked by H&S lead	
EVC signs off whole trip pack including confirming compliance with the educational visit policy	
Executive Principal checks paperwork is complete and complies with policy – gives final sign off.	

Residential and Adventurous Activity Trips	
Requirement	Completed?
Calendar of trips provided to School Board – for information only	
Trip leader has completed the online educational visit training, has written the risk assessment and compiled all paperwork	
Risk Assessment checked by H&S lead	
EVC signs off whole trip pack including confirming compliance with the educational visit policy	
Executive Principal checks paperwork is complete and complies with policy – gives final sign off.	
Trip pack passed to regional CEO for review and final sign off	



Annex B – Provider Form

Providers that do not hold a Ministry of Education License are required to complete and return this form in advance of the school making a commitment.

Staff member in charge

Date(s) of visit.....

Name of provider.....

The provider or tour operator providing services to the school is asked to give careful consideration to the statements below and sign in the space at the end of the form to indicate that the standard of service will meet the conditions listed. Please tick all specifications you can meet, indicate by a cross any you cannot meet, and write N/A against any specifications which do not apply to your provision.

Section A should be completed for all visits. Sections B (adventure activities), C (tour operators) and D (expeditions) should also be completed if applicable.

SECTION A - ALL VISITS

Health, Safety, and Emergency Policy

1. The provider complies with relevant local health and safety regulations, equivalent to the UK Health and Safety at Work Act 1974 and associated regulations for visits taking place in Oman, and has a health and safety policy and recorded risk assessments which are available for inspection.

2. Accident and emergency procedures are maintained and records are available for inspection.

Vehicles

3. All vehicles are roadworthy and meet the requirements of relevant regulations in the country in which they are being used.

Staffing

4. All reasonable steps are taken to check staff who have access to young people for relevant criminal history and suitability to work with young people.

5. There are adequate and regular opportunities for liaison between school staff and the provider's staff and there is sufficient flexibility to make changes to the programme if necessary and the reasons for such changes will be made known to school staff.

6. The provider has never been dismissed from any employment or had a contract ended

Insurance

7. The provider has public liability insurance for at least RO 1 million with a clause giving 'indemnity to principal'.

Accommodation (if provided)

8. Oman accommodation is covered by a current Fire Risk Assessment available for inspection.

9. If abroad, the accommodation complies with fire, health and safety regulations which apply in the country concerned.

10. There are appropriate security arrangements to prevent unauthorised persons entering the accommodation.

11. Separate male and female accommodation and washing facilities are provided and staff accommodation is close to participants' accommodation.



SECTION B - ADVENTURE ACTIVITIES AND OUTDOOR FIELD STUDIES

12. UK Adventure Activities Licensing Authority (AALA) Licence or local equivalent covering dates of visit

13. If YES, UK AALA or local equivalent Licence number

Activity management

14. The provider operates a policy for staff recruitment, training and assessment which ensures that all staff with a responsibility for participants are competent to undertake their duties.

15. The provider maintains a written code of practice for activities which is consistent with relevant National Governing Body guidelines and/or, if abroad, the relevant regulations of the country concerned.

16. Staff competencies are confirmed by appropriate National Governing Body qualifications for the activities to be undertaken, or staff have had their competencies confirmed in writing by an appropriately experienced and qualified technical adviser.

17. Where there is no National Governing Body for an activity, the provider has a Code of Conduct for that activity which is in line with current good practice within the UK, and this includes appropriate instructor competencies.

18. Participants will, at all times have access to a person with an appropriate First Aid qualification. Staff are practiced and competent in accident and emergency procedures.

19. There is a clear definition of responsibilities between providers and visiting staff regarding supervision and welfare of participants.

20. All equipment used in activities is suited to task, adequately maintained in accordance with statutory requirements and current good practice, with records kept of maintenance checks where necessary.

SECTION C - TOUR OPERATORS

Where a tour operator delivers services to school using other providers e.g. ski establishments, transport operators or accommodation, the tour operator must ensure that each provider meets the relevant specifications outlined in Sections A and B of this form and that these providers operate to standards which meet the relevant regulations which apply to the country of operation.

22. Sections A and B of this form, as appropriate, have been completed to show that checks have been made. Records are available for inspection.

23. The Tour Operator complies with the package travel regulations, including bonding to safeguard customers' monies.

24. ATOL, ABTA or other bonding body name and numbers.....



SECTION D - OVERSEAS EXPEDITIONS

25. The provider complies with 'Guidance for Overseas Expeditions, Edition 3' (GOE3). If any of the above specifications cannot be met or are not applicable, please give details:

Details of any other accreditation, eg with National Governing Bodies, tourist boards, etc.

DECLARATION

I hereby certify that I am an authorised signatory to enter into this Agreement and to bind the said company, firm, person or corporation to the terms and conditions herein.

Signed.....Date.....

Name (print)..... Position in Organisation.....

Full name and address of company, firm, person or corporation:

.....
.....

Tel.....

Fax.....

Email.....



Annex C – Group Leader Checklist

Visit Name and Location: _____

Date of Visit: _____

ACTION TAKEN	YES/NO	NOTES
Outline of visit plan (itinerary) approved by Executive Principal / EVC?		
Venue visited or others consulted and liaised with?		
Risk assessments completed and checked by Executive Principal and EVC?		
Parental consent forms completed as required?		
Medical forms completed?		
Insurances checked?		
Staffing levels agreed?		
Transport arranged and documentation, such as vehicle license, insurance and competencies checked?		
Equipment sufficient and suitable?		
Provider form completed if required?		
First Aid arrangements in place?		
Staff and volunteers briefed?		
Parents briefed – Informed of responsibility of care etc.?		
Students briefed to include expected code of conduct (behaviour policy)?		
Emergency plan/ Plan B agreed and assessed?		
Full details of all students and staff with emergency contact left with main office/ EVC?		
Final plans approved by Executive Principal and School Board?		
Financials – cost of activity, travel, admission fees, etc. considered?		
Food – religious exceptions, allergies, etc. considered?		
Teaching cover arranged?		
Management of students with SEND agreed and documented?		
First aid kits, emergency medication, spare medication and care plans as required, gathered and staff debriefed?		
For residential trips – awareness of Business Continuity Plan?		
Visit evaluated by EVC?		
Significant issues documented and managed/ mitigated?		

Date Checklist Completed: _____

Completed By: _____ Date: _____

Signature EVC:

(for approval)

Signature Executive Principal: _____

(for approval)



Annex D – Educational Visit Risk Assessment

The following are the 10 key points to consider when preparing a risk assessment.

1. What are the main objectives of the visit?
2. What is the “Plan B” if the main objectives can’t be achieved?
3. What could go wrong? Does the risk assessment cover:
 - The main activity
 - “Plan B”
 - Travel arrangements
 - Emergency procedures
 - Staff numbers, gender and skill mixes
 - Generic and site-specific hazards and risks (including for Plan B)
 - Variable hazards (including environmental and participants’ personal abilities and the ‘cut off’ points).
4. What information will be provided for parents?
5. What consents will be sought?
6. What opportunities will parents have to ask questions (including any arrangements for a parents’ meeting)?
7. What assurances are there of the leader(s) competencies?
8. What are the communication arrangements?
9. What are the arrangements for supervision, both during activities and ‘free time’ – is there a Code of Conduct?
10. What are the arrangements for monitoring and reviewing the visit?



EDUCATIONAL VISIT RISK ASSESSMENT

(This form should be completed, in addition to any generic risk assessments that might be used, if there are any specific risks associated with the particular **activities** undertaken, the actual **locations** visited, or any **individuals** involved).

EDUCATIONAL VISIT TO:		DATE(S):
SCHOOL NAME:	LEADER'S NAME:	AGES/YEAR GROUP(S) OF STUDENTS:

GENERIC RISK ASSESSMENTS TO BE FOLLOWED FOR THIS VISIT: (e.g. Travel by Coach)
--

<u>Specific Individuals at Risk</u> (i.e. Staff or students who may be particularly at risk of harm, or who might present a hazard to others – include risk factors) e.g. Bob Jones - occasional epileptic seizures	<u>Control Measures</u> (i.e. what steps are being taken to reduce the risk of the hazard?) e.g. Bob Jones – regular checks, ensure medication taken, staff/students aware and trained
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SPECIFIC DATE? LOCATION? EVENT? ACTIVITY? (e.g. 24/7/04 Visit to Flamborough Head and beach)	SIGNIFICANT HAZARDS (i.e. how might people foreseeably be harmed?) (e.g. Fast incoming tides, trapped, drowning or fall from cliff)	CONTROL MEASURES (i.e. what steps are being taken to reduce the risk of the hazard?) (e.g. Ring Coastguard – check tides and weather – inform of visit – depart from beach 2 hours before high tide)	COMMENTS or EXTRA ACTION REQUIRED BEFORE DEPARTURE (e.g. Check if “Spring Tides”, Add coastguard tel. no. to leader’s mobile phone)	OVERALL RESIDUAL RISK RATING (Low/Med/High) (Take into account both <u>seriousness</u> and <u>likelihood</u> of hazard)

IMPORTANT: The Risk Assessment should be shared and discussed with **all** the staff, volunteers and helpers on the visit, and should **only** be approved once all significant hazards have been identified, the control measures are agreed and will be implemented, AND the overall risk ratings are considered acceptable. In most circumstances, if the Overall Residual Risk is considered “Med” or “High”, the activity/event should be cancelled, or additional control measures put in place to reduce the risk to “Low”. Please use the Inspired risk matrix to assess the risk levels – Available from Operations Manager.

Risk Assessment carried out by Trip Leader (Name):

Risk Assessment Date:.....Review Date:.....

Risk Assessment checked by H&S lead (Name):..... Date:

Risk Assessment approved by - EVC (Name)..... Date:



Annex E – EVC Checklist

Educational Visit Name: _____

Date/s of trips: _____

Trip Leader: _____

ACTION TAKEN	YES/NO
Preliminary visits/ checks have taken place, if required?	
Third party providers have been appropriately selected and where required a provider form collected?	
Parental consent, where required has been collected?	
Parents where required, have been debriefed?	
There are clear learning and development aims?	
Senior leaders are sufficiently confident and competent with the Group Leaders abilities to manage the group and the activity?	
The Group Leader is responsible for, and has ownership of the visit plan including risk management?	
Risk assessments completed are suitable and sufficient and risk adequately mitigated?	
Sufficient staff are included in the ratios involved?	
Staff involved in the visit have participated in the planning process and are aware of their roles and responsibilities?	
Medical, first aid, inclusion and safeguarding issues have all been addressed?	
Travel, transport and residential arrangements have been considered, are suitable and appropriate?	
Plan B, alternative options have been considered?	
Group Leaders are aware of the emergency arrangements, what to do and who to contact in an emergency?	
There is a designated emergency contact in the school with access to all information and documentation relating to the activity?	
There are sufficient funds and an effective means of communication in case of an emergency?	
A deputy Group Leader has been assigned?	
The educational visit has met all the requirements of the school Educational visits policy?	
Visit evaluations are planned and will take place on return from the visit?	

Date completed:

Signature EVC:



Annex G – Emergency and Plan B planning

The following provides information to be used by the group leader in the event of an emergency or as a plan B arrangement.

Educational Visit:	
Date of Visit:	
Group Leader:	

Emergency plan for:	
Loss of transport provider:	
Loss of residential provider:	
Cancellation of planned event	
Serious illness of staff and/ or students	
Loss of supporting staff affecting ratios	
Any others situation	



Annex H – Further Guidance and Useful Links

Further Guidance

Further guidance can be obtained from organisations such as the Health and Safety Executive (HSE) or Judicium Education. The following are some examples. The H&S lead in the **school/school** will keep under review to ensure links are current.

- HSE_
<https://www.hse.gov.uk/>
- HSE – school/school Trips <https://www.hse.gov.uk/services/education/school-trips.htm>
- Department for Education - Health and safety on educational visits_
<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>
- The Royal Society for the Prevention of Accidents (RoSPA) - Planning and Leading Visits and Adventurous Activities
<https://www.rospa.com/rospaweb/docs/advice-services/school-college-safety/school-visits-guide.pdf>
- National Education Union (NEU) – Educational Visits_
<https://neu.org.uk/advice/educational-visits>

Further Resources

- EVOLVE visits - online system for the planning, approval and management of educational visits, sports fixtures and extra-curricular activities_
<https://edufocus.co.uk/pages/evolve/visits.asp>