



**Bishop Bridgeman Church of
England Primary School**

Educational Visits Policy

Bishop Bridgeman. C.E. Primary School

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Introduction

Bishop Bridgeman C.E. Primary School is committed to enhancing the learning experience of pupils through educational visits, and to ensuring that this can be achieved safely.

This policy and guidance document outlines the School's approach for this, which is based on risk assessment and control, and which follows the good practice outlined in the 'Health and Safety of pupils on Educational Visits' (HASPEV), (DfES 1988) and supplementary guidance (Standards For LA's In Overseeing Educational Visits, Standards For Adventure and A Handbook For Group LAders). It lays out the line of accountability from the LA down to the young people involved, and it provides systems which support staff in planning, conducting, reviewing and auditing all types of educational visit. Specifically this policy describes:

- how the tasks of planning, supervising, organising and leading activities should be carried out,
- the 'higher risk' activities and environments, where additional safety measures will be required;
- the LA's insurance requirements for the different types of educational visits;
- the LA's transport requirements including hiring and establishment provision;
- how to select, use and manage contractors in the provision of educational visits;
- the information that needs to be provided to, and from, pupils, parents and guardians
- the LA's criteria and procedures for Criminal Record Bureau disclosures;
- the LA's emergency arrangements whilst on an educational visit;

The guidance is supported by the provision of pro-formas which can be photocopied and utilised when organising and undertaking visits. Additional BMBC and LA forms, which are also relevant to educational visits, can be found in the Departmental Health and Safety Manual, e.g. Accident Report Forms.

The LA has designated a key member of staff with responsibility for providing advice to educational establishments on educational visits. This person is known as the Educational Visits Adviser (EVA) and contact details can be found in Appendix 1.

Bishop Bridgeman CE Primary School has designated the Head Teacher to be the key member of staff, with responsibility for co-ordinating educational visits. He will be known as the Educational Visits Co-ordinator (EVC). The EVC will be the key contact for liaising with the EVA and other Officers in relation to educational visits and for complying with this policy and guidance. Head Teachers and School Governors should ensure that the EVC is trained in this role, and that staff are aware of this person, and how to arrange visits through them.

Achieving safe educational visits requires efforts from us all. It is important therefore that we all understand what is expected of us and put this into practice. Please ensure you are aware of how this policy affects you and what you need to do to comply with its requirements.

Glossary of terms:

Additional Needs	For our purpose we are using those defined by the PLASC data collection system see appendix 4
AALA	Adventure Activities Licensing Authority
AOTT's	Adults Other Than Teachers
CRB	Criminal Records Bureau
EVA	Educational Visits Advisor
EVC	Educational Visits Co-ordinator
H&S	Health and Safety
HASPEV	Health and Safety of pupils on Educational Visits (DfES 1988)
Health Care Plan	A plan which outlines the health care needs of individuals including personal care and medical needs.
LA	Local Authority (Bolton)
Medical Management Folder	Gives details of medical/emergency procedures needed to be carried out.
PSV	Public Service Vehicle
RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (1995).
SEN	Special Educational Needs

Frequently Asked Questions

What is an Educational Visit?

1. An education visit is an activity arranged by Schools and Services within the Bolton MBC which involves taking pupils / students away from their establishment or site. This includes a trip to the local park, a Duke of Edinburgh expedition or a residential activity holiday. All visits must have a clear educational aim and ensure the health and safety of all involved.
2. The Department for Education and Skills (DfES) published its own guidance in 1998 entitled '**Health and Safety of Pupils on Educational Visits**' (**HASPEV**) and in July 2002 published supplementary guidance in support of HASPEV. (**Standards For LA's In Overseeing Educational Visits, Standards For Adventure and A Handbook For Group Leaders**) These documents have been fully incorporated in the Bolton policy and guidance information. EVC's and trip leaders should refer to these documents when planning trips. (See Appendix 2 for details)

Who is responsible for Educational Visits?

3. As the employer, the LA has responsibility for health and safety in Community, Voluntary Controlled and Maintained Nursery schools, Pupil Referral Units and the statutory Youth Service. It has the power to ensure that its health and safety policy is carried out both in-school and on all off-site visits. **In this policy, all of the above establishments will be referred to as 'schools'**.
4. The governing bodies of Foundation and Voluntary Aided schools have similar responsibilities, as employers, to those for LAs. LAs are not responsible for the health and safety of pupils in these schools or of staff employed by these schools. Nevertheless, these schools are recommended to consider carefully this policy and guidance to assist them in ensuring that their duties and responsibilities can be fulfilled and to adopt it as the basis for their own policy and practice.
5. All persons involved in a visit have a specific responsibility which they should be clear about prior to the visit taking place. These responsibilities may be seen on a continuum, from children and young people, through adult helpers, teachers, visit Leaders, EVC's, Head Teacher, Governing Body, and ultimately the Bolton LA. Many visits use non-teaching staff or voluntary supervisors. Whilst these volunteers must act with 'reasonable' care, the law would expect a higher degree of care from professionals because of their experience and specialised expertise. With this 'Higher duty of Care' Leaders should consider whether they can justify a trip or activity to other professional colleagues, whose opinions and judgement they respect; ultimately they may need to justify them to a court of law. If there are any doubts, these should be cleared up before the activity proceeds.
6. The degree of care will depend to a large extent upon the age of a young person. Once a young person has reached the age of 18, the principle of loco-parentis does not apply. However, higher duty of care should be assumed for vulnerable young people and those with additional needs regardless of their age.

Who is Competent to Lead an Educational Visit?

7. It is essential for the safety of any educational visit or activity that there is a designated Leader who is competent to fulfil the role. The EVC should consider the following when assessing the competency of a member of staff to Lead a visit:
- What are the Leader's reasons for undertaking the visit?
 - Has the Leader a teaching or similar qualification and are they an employee of the LA or school?
 - Has the Leader a real sense of responsibility, extending beyond the teaching of the subject to concern for the children and young people' well-being?
 - Does the Leader possess the necessary organising ability?
 - Is the Leader competent in risk assessment procedures?
 - What experience has the Leader of the children and young people he/she intends to lead?
 - What experience, knowledge and/or understanding has the Leader in leading, or assisting in the leading of the activity?
 - What experience has the leader of the environment/geographical area chosen?
 - Does the leader possess an appropriate qualification in the activity? Is he/she working towards such a qualification?
 - If appropriate, what is the leader's personal level of skill in the activity, and what is their present level of fitness?
 - Has the leader been 'approved' by the LA, if leading adventurous activities?
 - Is the leader aware of, and able to comply with all relevant guidelines?

What about Equal Opportunities and Inclusion

8. Changes to the Disability Discrimination Act (1995) placed new duties on LAs and schools not to discriminate against pupils for reasons relating to their disabilities. Bolton LA and schools adopted an inclusion policy that addresses this and the needs of young disabled people wishing to participate in extra-curricular activities, including educational visits. Schools will need to ensure that all reasonably practicable efforts have been made to include disabled pupils in educational visits. This may include making reasonable adjustments as part of the risk assessment process and will usually entail discussion with the pupils, parents, group leader, the manager of venues to be visited, the tour operator, Health Care Professionals and other supervisors etc.

When is an activity held in school hours?

9. **A day visit** is in school hours if 50% or more of the total time (including travelling) occurs in school hours not including the normal midday break
10. **A residential visit** is in school hours if the number of school sessions (registration periods i.e. 2 per day) missed is 50% or more than the number of half days spent on the visit (including travel). A half-day is a 12 hour period ending at midday or midnight.

Roles and Responsibilities

The Role of the LA

11. The LA has designated an Education Visits Adviser and other key people who can support and advise schools in their planning. These include Asset Management, The Occupational Safety and Health Unit, Risk Management and insurance services. Contact details are given in Appendix 1.

To achieve its responsibilities for the health and safety of pupils and employees on educational visits the LA has:

12. defined four types of educational visit - local, distant, residential and overseas. In addition it has defined the nature of the activities undertaken according to categories A, B and C;
13. implemented an approval system for the planning and risk management of these different types of visits which includes early notification for higher risk activities and group Leaders;
14. a training programme for school staff and governors in the management of educational visits;
15. a system of maintaining and monitoring training records and extra qualifications held by school staff;
16. arrangements to assess the competence of Educational Visits Coordinators and group Leaders;
17. a system for maintaining and monitoring contractors used by schools which requires schools to complete evaluation forms - to provide a satisfaction grading and source of information for schools to use
18. emergency arrangements, including 24 hour access, to support schools in cases of extreme difficulty or grave emergency.

The Role of the Governing Body

19. This section summarises the key points of the role of governing bodies. This gives a clear outline of the scope and extent of their role in supporting the head teacher and school staff in the safe management of educational visits. Non LA controlled Governing Bodies should ensure that their policies reflect these guidelines.

To fulfil its responsibilities for the health and safety of pupils on educational visits the Governing Body shall:

20. formally adopt the LA Policy and Guidance on Educational Visits;
21. determine and keep under review the school's policy on educational visits which will detail the scope and range of visits normally conducted by the school and the internal procedures by which visits are proposed and approved;
22. ensure that the school's policy enables, whenever reasonable and appropriate, the inclusion of pupils with additional needs;

23. nominate a governing body committee to oversee the procedures and give approval as required by the school's policy on behalf of the whole governing body (governors involved should not be staff/teacher governors) [It is suggested that this role could be included as part of the work of an existing committee that has the health and safety remit and that two governors have authorisation to sign the relevant approval forms];
24. take advantage of LA and other training and advice in order to understand roles and responsibilities and to be in a position to ask informed and reasonable questions;
25. establish that each visit has clear educational objectives appropriate for the age, needs and experience of the target group;
26. ensure that the school's policy establishes clearly the level of risk assessment information required to be seen for different types of visits in order for governing body approval to be given;
27. ensure that monitoring procedures are in place to evaluate the effectiveness of policies and procedures including feedback following visits and to ensure that the school receives value for money;
28. ensure that it is clear about its role in the event of an emergency.

The Role of the Head Teacher

29. Responsibility within the school for the approval of visits remains with the Head Teacher and governors, but, with the approval of the governing body, the Head Teacher may delegate certain of these tasks to the Educational Visits Coordinator (EVC), who will normally be a senior member of staff.

The Head Teacher must:

30. be aware of relevant regulations and guidelines including Health and Safety responsibilities, this Educational Visits Policy and Guidance, the DfES HASPEV Guidance and its supplements, school policies and related documents. These must be available and accessible to anyone involved in educational visits;
31. take account of the above in developing, implementing and maintaining the school's policy and procedures for educational visits;
32. ensure that the educational objectives for visits are clearly defined and commensurate with the age, maturity and capability of the pupils;
33. ensure that the governing body has considered and supports the nature and objectives of any planned educational visits and is provided with appropriate levels of information sufficiently in advance to enable governors to fulfil their responsibilities;
34. be satisfied that all aspects of any visits, including the granting of approval, will be dealt with in accordance with this policy and guidance and the school's own policy and procedures;
35. ensure that an assessment of the safety management systems of external providers has been undertaken prior to booking, e.g. AALA licences (see appendix 1 for details);
36. ensure risk assessments are reviewed during the planning process and changes are

- made in the operating procedures and/or control measures where identified;
37. actively involve pupils in the risk assessment process, to a level appropriate to their understanding, including the planning, organisation and conduct of visits;
 38. ensure that visits are evaluated to inform the planning and operation of future visits;
 39. be satisfied of the competence of group leaders to lead, manage and control pupils in the proposed setting;
 40. be satisfied that staff roles and responsibilities (including those of accompanying adults) are commensurate with their experience and competence to undertake them;
 41. ensure all staff are aware of their continuous pastoral care responsibilities (even when using a technical leader with their group) and are familiar with the school's child protection policy;
 42. be satisfied that the arrangements for supervision are appropriate, agreed and known by all concerned. [Staff involved will be required to have a clear understanding of the different strategies required for direct supervision and when the circumstances are right, for indirect or more remote supervision];
 43. secure the allocation of sufficient resources to meet identified training needs, including courses run by the LA, for staff and governors;
 44. record accidents and incidents, and report them to the governing body and LA who will then report to the HSE when necessary. A clear reporting system for accidents and incidents should be in place and staff must be made aware of the procedures;
 45. ensure all involved in visits are made aware of and understand the LA's emergency procedures;
 46. ensure the school has emergency procedures in place in case of a major incident on a school visit;
 47. ensure that the school adopts a clear and effective system for recording risk assessments which is understood by those involved in visits;
 48. be aware of the contractual arrangements to be put in place with third party providers and the central role of the school in making external contracts. [Appropriate consideration must be given to best value, financial management, risk management, Health and Safety, choice of contractors, and contractual relationships];
 49. ensure that written contracts are made with the school and any school travel agent/tour operator on behalf of the pupils involved in the visit;
 50. ensure that all finances for the visit are controlled through the schools financial systems so that should any contract fail the school is able to withhold further payments.

The Role of the Educational Visits Co-ordinator

Each school should nominate a member of staff as the Educational Visits Coordinator (EVC). This person must:

51. have experience in leading and managing a range of educational visits similar to those typically run by the school;
52. have sufficient credibility to be able to influence colleagues;
53. be involved in the planning and management of educational visits led by school staff. They will support visit leaders, colleagues, the Head Teacher and school governors by ensuring that the LA and school's policies and guidance are followed;
54. produce an annual plan of educational visits with an agreed rationale for the 'when and how' as well as the implications for the curriculum and management of the school diary;
55. work with group leaders to ensure that the objectives of the educational visit are achievable;
56. support the Head Teacher and governors in their decision-making;
57. be the principal contact with the LA over visits planned by the school;
58. be able to confirm that the leadership of the visit is appropriate and to ensure all staff and AOTT's qualifications and experience are appropriate to meet their respective roles;
59. confirm that consideration has been given to the group concerned and the location (group/site risk assessment);
60. organise the induction and training of group leaders, teachers and other adults taking pupils on educational visits;
61. ensure that emergency procedures are in place for each visit and that group leaders and school contacts know how to liaise with the LA should an emergency occur;
62. establish suitable record-keeping practices for use during educational visits e.g. medical matters, Health Care Plans, Medical management, accidents and significant management decisions;
63. ensure that the school has a code of conduct applied consistently to all educational visits;
64. monitor and review the school's programme of educational visits, establishing a clear picture of current practice and reporting on successes and targets for improvement;
65. take the lead for any review of the school's policy for educational visits.

The Role of the Group Leader

66. A Group Leader must be appointed for each planned visit.

Group Leaders are responsible for the safe planning and execution of visits and should:

67. have the experience, training and qualifications to control the group and lead the team of accompanying teachers and adults;
68. be conversant with good practice in planned activities including those he/she will not

- be instructing;
69. prepare and brief the pupils, their parents and accompanying teachers and adults;
 70. make a comprehensive risk assessment and management plan and present it to the EVC/Head Teacher;
 71. have regard for the health and safety of the group, including teachers/adults and pupils, at all times;
 72. determine the level of first aid that may be required and to nominate a teacher or other adult, who is suitably trained, to have that responsibility (see HASPEV paragraphs 64-68);
 73. determine the level of additional support and supervision needed for pupils with additional needs;
 74. assess the initial and on-going suitability of the group in relation to the planned activities;
 75. be conversant with any advice and information relating to pupils with additional needs;
 76. ensure that the visit operates in accordance with the school and LA policies and guidance.
 77. The school should contact the LA if there is doubt regarding the competence of a member of staff to lead an educational visit.

The Role of Other Teachers, Support Staff and Accompanying Adults

78. Teachers, support staff and adults accompanying any visit should be clear about their roles and responsibilities. All must do their best to ensure the health and safety of everyone in the group and follow the instructions of the Group Leader;
79. Adults should be guided in their role by teachers and must not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment;
80. Only adults known to teachers should be given pastoral responsibilities. Instructors or other staff working for contracted organisations can support teachers and adults in their pastoral duties but cannot assume a full pastoral role.

Planning a visit.

81. All Educational Visits must have a designated Group Leader. That person, working in conjunction with the EVC needs to consider the following aspects of planning when organising a visit:
 - Nature of the planned activity;
 - Composition of the group;
 - Level of approval required;
 - Qualifications and experience of staff and volunteers;
 - Risk Assessment including those for pupils with additional needs;
 - Welfare requirements.

82. Some visits may involve enhanced risks to all involved and require specific expertise in supervision, instruction and approval. For example, a trip to the local library involves less risk than a white water rafting expedition to Europe.
83. It is essential to ensure that the correct procedures have been followed in the planning stages of an Educational Visit. This includes using designated channels of approval, and ensuring that the qualifications / experience of group and activity Leaders are appropriate.
84. Bolton Metropolitan Borough have classified visits under four different headings:
- **Local,**
 - **Distant,**
 - **Residential, and**
 - **Overseas**
- The level of approval needed for each type of visit is described in Chart 1 (on page 19), and must be followed.
85. Bolton LA have also categorised the nature of visits under 3 headings (A,B and C) relating to the trips potential for danger. These classifications should again be used to assess the level of approval required to plan an Educational Visit and the minimum qualifications of the activity Leaders. This information is summarised in Chart 2 (on page 20) and supplementary advice is given in Appendix 2 (on page 22)

Approval of Visits

86. For all visits that are not overseas, residential or involve category C activities, Bolton LA has delegated all aspects of approval to the Governors and Head Teacher who should have a system in operation that fulfils government regulations for the approval of such visits. These must include child protection issues, risk assessment, selection of group Leaders, staffing ratios, AOTTs (adults other than teachers) parental consent, insurance etc. If the LA has any concerns over the organisation and supervision of this type of activity, this level of delegation can be revoked.
87. All other activities require LA approval and require as much notice as possible. It is however recognised that sometimes an opportunity for an educational visit might arise at short notice. Whilst every endeavour will be made on such occasions to support the school through the necessary planning and approval processes, no guarantees can be given if, for example, the Outdoor Educational Adviser or other senior staff are unavailable.
88. To obtain LA approval, the relevant forms should be completed and sent to the EVA.

Finance and insurance

Charging and Remissions

89. An important consideration to take into account when planning an Educational Visit is obviously the financial costs for the school, staff and pupils. Bolton LA's Charging and Remissions Policy conforms to sections 450-461 of the Education Act 1996 and to DfES Circular 2/89 which defines two types of financial contributions for which parents can be asked in relation to educational activities arranged by schools. These are:
- a) "permitted charges" and
 - b) "voluntary contributions".

Permitted charges

90. Permitted charges are a direct request to cover certain costs involved with a school activity or visit. No charge can be made in respect of education provided during school hours (which excludes the midday break). Further, no charge can be made for any education provided outside school hours if this forms part of the syllabus for a public exam, or as part of the National Curriculum or religious education (non-chargeable education). A charge may be made, however, for board and lodgings on any residential educational visit (subject to the provisions of the LA and school's remissions policy).
91. If the activity is held outside school hours and is education other than non-chargeable education, then it is regarded as an "optional extra". A charge may be made for the full cost of the activity but must not exceed the actual cost of providing the activity. The charge may include the costs of travel, board and lodgings, additional staff costs, entrance fees, insurance, materials and equipment. However, the charge made to individual parents cannot include any cost added to subsidise parents of children who are unwilling or unable to pay the charge.

Voluntary contributions

92. The restrictions on charging for activities do not prohibit a school from asking for voluntary contributions. There is no limit to the level of voluntary contribution that may be asked for or any restriction on the way in which it is used. Voluntary contributions therefore can be used to subsidise parents of pupils who are unwilling or unable to pay the charges made and to pay the travel and accommodation costs of accompanying teachers or adults.
93. Letters requesting a voluntary contribution for an activity must indicate that there is no obligation to contribute and that pupils will not be treated differently according to whether or not their parents have made any contribution in response to the request or invitation.
94. **A day visit** is in school hours if 50% or more of the total time (including travelling) occurs in school hours not including the normal midday break
95. **A residential visit** is in school hours if the number of school sessions (registration periods i.e. 2 per day) missed is 50% or more than the number of half days spent on the visit (including travel). A half-day is a 12 hour period ending at midday or midnight.

Remissions Policy

96. Where non-chargeable education is provided during a residential visit, then the parents of a pupil who are in receipt of the following state benefits for either the whole or part of the time spent on the visit shall receive a complete remission of any charges that would otherwise be payable in respect of board or lodgings:
- Income support
 - Family credit
 - Income based job seekers allowance or
 - Disability working allowance.
97. Where charges are to be made by the governing body for optional extras, parents may receive a remission for the whole or part of the charge as set out in the school's remissions policy.

Special Educational Needs and Disability Discrimination

98. It is unlawful for the governing body of a school to discriminate against a disabled pupil with regard to the education or associated services that are provided or offered by the school. There is also a duty not to treat disabled pupils less favourably than pupils who are not disabled without justification and the governing body must take reasonable steps to ensure that disabled pupils are not substantially disadvantaged when it comes to the education or associated services provided or offered. (see paragraph 8)

Insurance

99. It is essential that schools ensure that adequate insurance cover is in place. Most schools buy in to the Bolton LA's insurance package which amongst other things ensures that staff and governors are indemnified by the Council and protected in respect of claims made against them personally. The insurance does not cover gross negligence, recklessness or fines.
100. Schools that have not bought this cover should check with their own liability insurance providers that their level of cover is no less than that provided by the LA insurance package.
101. As a member of this Authorities' annual travel scheme for schools, all trips will be insured regardless of duration, activity or distance. There is no need to complete any forms for insurance or provide the Insurance Section with pupil lists. Only trips involving hazardous or unusual activities should be verbally referred to the Insurance Section. Examples are abseiling, white water rafting, bungee jumping. Standard adventure/activity trips need not be referred. Please ensure that Group Leaders have a copy of the Insurance certificate and explanatory letter for all trips excluding local. With this in mind, it MAY not be necessary to take out additional insurance offered by holiday companies. The responsibility for ensuring that appropriate levels of cover are in place does however rest with schools. Advice can be sought from the LA's Insurance section which can also arrange any additional cover you may require. **NB insurance may become invalidated if suitable and sufficient risk assessment have not been undertaken or implemented, or if it is contrary to insurance terms and conditions, see Appendix 3**
102. Youth Services trips are NOT covered by the LA insurance policy, and separate insurance cover must be arranged. The LA can organise this at an extra cost.
103. A copy of Bolton's Insurance Policy can be found in Appendix 3 (on page 23)

Staff supervision on trips

104. The following are suggested minimum levels of supervision required for school visits. It is important to have an appropriate ratio of suitable adult supervisors to pupils based on risk assessment and control. The following factors need to be taken into consideration:
- sex age and ability of the group -
 - pupils with additional needs;
 - the nature of the activities / venue including environmental conditions;
 - the experience of adults in off-site supervision;
 - the duration and nature of the journey;
 - the type of accommodation;
 - the competency of staff in relation to the activities;
 - the requirements of the organisation/location to be visited;
 - competence and behaviour of pupils;
 - first aid cover – on any visit the group LAders should have a good working

knowledge of first aid and access to a suitably trained person who can administer treatment if necessary. For adventurous activities, visits abroad or residential visits, it is recommended that one of the supervisors is a qualified first-aider.

- Trained level of support or general additional assistance

Minimum levels of supervision required for Educational Visits			
	Key Stage 1	Key Stage 2	Key Stage 3&4
Day visits (local & distant)	1 adult: 6 children / young people	1 adult: 10/15 children / young people	1 adult: 15/20 children / young people
Residential visits – UK	1 adult: 6 children / young people	1 adult: 8/12 children / young people	1 adult: 10/15 children / young people
Residential visits – abroad	1 adult: 6 children / young people	1 adult: 8 children / young people	1 adult: 10 children / young people
A minimum of 2 adults are required in the UK and 3 adults abroad, for all residential Visits. The ratio of teachers to AOTT's must be considered carefully during risk assessment.			

105. In addition to the teacher in charge, there should be enough supervisors to cope effectively with an emergency if for example a supervisor becomes ill.

Family Members

106. Many primary school residential visits could not function easily without the Leader's spouse accompanying the visit to provide an appropriate adult gender balance. Many school tour operators offer heavily discounted rates for the group Leader's immediate family, including children. The school must be assured, as part of the risk assessment, that the inclusion of family members could not give rise to a dilution of attention at critical moments. The inclusion of children of accompanying staff as part of the pupil group requires particular attention. It is not recommended to involve family members where the pupil group is significantly older, the planned activities may present a risk to younger children.

Sixth Form Visits

107. The duty of care is not lessened for students above statutory school age, even though a higher degree of responsibility can be expected of them.
108. For non-adventurous activities, usually those associated with course work, the Head Teacher can decide the appropriate staffing and ratios. A teacher must still be nominated as the group Leader, and the emergency plan must consider how another teacher could take over should the Leader become incapacitated. For visits abroad a minimum of two teachers would still be required.
109. There are some visits that may be deemed within the normal expectation for individual or small groups of pupils to undertake unaccompanied. Examples of these are visits to Institutes of Higher Education (either day or overnight) or those related to interviews or work experience. Such situations would require parents to be informed (and agree) in writing beforehand.

Criminal Records Bureau Disclosures

110. Outdoor education advisers, EVCs and group Leaders should understand and follow the procedures for vetting contractors, volunteers and other people not on the school staff who wish to be supervisors or drivers for educational visits. People who have been banned by the Secretary of State from being directly employed by an LA, school or further education college cannot act as a volunteer or work in a business that provides services to schools, further education institutions, or pupils attending them.
111. Checks should therefore be carried out on volunteers and staff employed by contractors who will have regular contact with pupils an Educational Visit. The employer should ask them to apply to the Criminal Records Bureau for an Enhanced Disclosure to check for convictions or inclusion on List 99. Volunteers do not have to pay a fee for these Disclosures. Contact details for the CRB are <http://www.disclosure.gov.uk> and telephone 0870 90 90 811.
112. This does not mean that every volunteer who helps to supervise an educational visit will have to obtain a disclosure. Parents and others who from time to time help teachers to supervise local visits need not necessarily be CRB-checked (though they should be verified as competent in their allotted tasks and trained and briefed as necessary). Volunteers helping teachers to supervise a residential visit should be checked. Anyone should be checked if they are likely to be in sole charge of a pupil under 18 on a one-to-one basis.
113. All contractor staff likely to have access to young people as part of their normal duties should be CRB-checked. See *HASPEV* paragraph 76. The EVC should obtain assurances that this has happened.

Transport

114. For general guidance on transport planning schools should refer to *HASPEV* Section 6. The group leader is responsible for ensuring that coaches and buses are hired from reputable companies which have appropriate Public Service Vehicle (PSV) operator's licence. All coaches and minibuses must be fitted with seat belts (minimum or a lap belt). Buses do not legally require seat belts and as such are not normally appropriate for visits involving long journeys. Additional information is available from Transport Services (see appendix 1)

The use of external providers and holiday companies

115. The Package Holiday Regulations place a duty of 'due diligence' on the shoulders of tour operators which reduces a party Leaders responsibility for assessing the suitability of accommodation, travel and other arrangements made in the package. All tour operators must, by law, provide security to the client in case of insolvency. This includes refunding money paid and repatriation costs. ABTA and AITO are examples of such bonds. Companies that offer a package of any two of the following will be covered by these regulations:
- Travel
 - Accommodation
 - Instruction
116. If visits organised through a commercial company involve adventurous activities, the group leader should check to ensure whether the provider is legally required to hold a AALA (Adventure Activities Licensing Authority) license and if so that they do have one and it is in date. See Appendix 2 (on page 22). It is recommended that schools

use reputable companies and where possible take up references from other users.
More detail is available in chapters 157 – 171 of HASPEV's.

Chart 1. Classification of visits

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Chart 2 Categories of Adventurous Activities

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Appendix 1
Contact details to aid planning.

	Telephone / web page	Contact Name
Bolton LA's Educational Visits Adviser	332323 eric.grindle@bolton.gov.uk	Eric Grindle
Bolton LA's Insurance office	331579 or 1511	Vivien Hutchinson or Joan Smith
DfES Publications	0845 6022260	
SEN & Transport Service	332091	Val Packer Cameron Chrisholm
Standards for LA's in Overseeing Educational Visits (Part 1)	http://www.teachernet.gov.uk/visits	
Standards for Adventure (part 2)	http://www.teachernet.gov.uk/visits	
A Handbook for Group Leaders	http://www.teachernet.gov.uk/visits	
Health and Safety of Pupils on Educational Visits – a good practice guide	0845 6022260 & http://www.teachernet.gov.uk/visits	DfES publications
Reporting a serious accident under RIDDOR Regulations.	Greater Manchester HSE 0161 8917111	01204 331210 OH&S Unit working hours / 'out of hours' - 01204 336890 – security response and ask for a member of OH&S Unit to be contacted.
Asset Management – H&S issues	332132	Susan Sollazzi Ged Kelly
Occupational Safety and Health Unit (OH&S) – including RIDDOR issues	331210	Chris Ingham Chris Ashton Alison Entwistle

Appendix 2 Outdoor Adventurous Activities

The following is a list of “Category C” Outdoor Adventurous Activities requiring LA approval.

Climbing:			
Gorge walking	Rock climbing* (including artificial climbing walls)	Abseiling*	Ice climbing
Hill scrambling	Sea level traversing		
Watersports:			
Powered safety/rescue craft	Canoeing*	Wave White-water rafting skiing	Sail boarding
Snorkel and aqua lung activities	Kayaking*	Improvised rafting	Wind surfing
Open water swimming	Dragon boating	Sailing	Water-skiing
Fishing			
D of E Award			
Bronze Expeditions	Silver Expeditions	Gold Expeditions	
Trekking			
Mountaineering*	Hill walking*	Fell running	Orienteering
Pony trekking	Cycling	Skiing (including dry slope)	Mountain biking*
Caving			
Caving	Pot-holing	Mine exploration	
Others			
Camping*	Air activities (excluding commercial flights)	Rifle Shooting*	Archery
All forms of motor sport	High level ropes courses	Ice-skating	Paint balling**
Swimming in the sea or other natural water			
Initiative exercises involving skills inherent in any of the above activities			

NB this is not a complete list of category C activities and group LAders and EVC must seek the advice of the EVA if under any doubt as to the classification of an activity.

* Activities that fall within the AALA Licensing regulations

**Managers should be certain of the educational benefits for their pupils of these activities

Appendix 4 Information about types of Special Educational Need

The following table highlights the different categories of children with additional needs.

Area of need	
<p>The main areas of difficulty or need are set out in the SEN Code of Practice, Chapter 7. They are Cognition and Learning, Behaviour, Emotional and Social Development, Communication and Interaction, Sensory and/or Physical Needs. To give us more detailed information we have sub-divided some of the broad areas into the categories used by Ofsted. These are:</p>	
A	<u>Cognition and Learning Needs</u>
	<ul style="list-style-type: none">• Specific Learning Difficulty (SpLD)• Moderate Learning Difficulty (MLD)• Severe Learning Difficulty (SLD)• Profound and Multiple Learning Difficulty (PMLD)
B	<u>Behaviour, Emotional and Social Development Needs</u>
	<ul style="list-style-type: none">• Behaviour, Emotional and Social Difficulty (BESD)
C	<u>Communication and Interaction Needs</u>
	<ul style="list-style-type: none">• Speech, Language and Communication Needs (SLCN)• Autistic Spectrum Disorder (ASD)
D	<u>Sensory and/or Physical Needs</u>
	<ul style="list-style-type: none">• Visual Impairment (VI)• Hearing Impairment (HI)• Multi-Sensory Impairment (MSI)• Physical Disability (PD)
<u>Other (OTH)</u>	<u>Medical</u>