

Fair Ways Education

Educational Visits Policy

Document Ref:	Version No:	Summary of Changes:	Author:	Release Date:	Approved By:
SC28	1	New Policy	Gareth Webb	January 2017	QSGC
SC28	2	Review 2017 / 2018	Gareth Webb	November 2017	QSGC
SC28	3	Review 2018/2019	Laura Willis	October 2018	QSGC
SC28	4	Review 2019 / 2020	Laura Willis	October 2019	QSGC
SC28	5	Review 2020 / 2021	Laura Rowe	October 2020	QSGC

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Fair Ways Vision, Mission and Values

Our vision

To build an institution that makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission

Making a difference through passionate care, support and education.

Our values

As a charity we measure our wealth by the difference we make, rather than any profit.

We believe that by embodying a culture in which every individual is valued for their own contribution, we can develop them and harness their potential, so that they may achieve great things.

Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

P ROFESSIONAL ATTITUDE	A CCEPTING	R EFLECTIVE	T RANSSPARENT
<ul style="list-style-type: none"> · We do what we say we will · We approach challenges with optimism and enthusiasm · We don't judge, we notice · We put the needs of the service before our own personal gains 	<ul style="list-style-type: none"> · We don't give up on people · We value all individuals and are willing to challenge them · We embrace each other's differences as much as our similarities · We accept responsibility for our actions 	<ul style="list-style-type: none"> · We give feedback, we invite feedback, we listen to feedback · We look inward before we look outward · We learn as much from our mistakes as from our successes · We listen to each other, learn from each other and grow together 	<ul style="list-style-type: none"> · We are always willing to explain why · We have the courage to be open and honest · We earn trust through our transparency · We live by our values even when no-one is watching

1 Introduction and Context

- 1.1 Young people derive considerable benefit from taking part in educational visits. In particular they have opportunities to participate in activities and gain from experiences not available in the normal classroom or support setting. Such educational visits help young people to develop a wide range of valuable personal and social skills.
- 1.2 The majority of educational visits take place without incident and it is clear that those involved in planning and managing such visits are already demonstrating a high level of care, competence and safety awareness.
- 1.3 However, following a number of serious incidents involving young people, there is a growing concern amongst staff and parents that further steps are required in order to promote the highest standards of safety on educational visits.
- 1.4 Potential hazards should not discourage teachers and support workers from undertaking educational visits. However, good planning and attention to safety will reduce the number of accidents and lessen the seriousness of any that may occur.
- 1.5 Adherence to this policy should reassure teachers and support workers that they have followed existing good practice.

2 Rationale

- 2.1 This policy has been developed in order to underpin the planning and implementation processes required for the successful and safe completion of educational visits, as defined in this document.
- 2.2 Fair Ways, and those to whom the responsibility is delegated, shall ensure that all educational visits undertaken by their staff conform to this policy.
- 2.3 The aim of this document is to assist those involved in the planning and management of educational visits, through the identification of roles and responsibilities, the clarification of procedures and the exemplification of good practice.

3 Definition

- 3.1 Within this document the term 'educational visits' refers to:

'all academic, sporting, cultural, creative and personal development activities, which take place away from the young persons' school or support setting, and make a significant contribution to learning and development of those participating.'

4 Categories of Educational visits

- **Category 1**
Visits which take place on a regular basis (non-hazardous) and occur largely within establishment hours e.g. sporting fixtures, and swimming pool visits.
- **Category 2**
One-off day /evening excursions (non-hazardous) e.g. field study trips, theatre visits, business / education visits, and regional sporting fixtures.
- **Category 3**
Residential visits of one or more nights within the UK or Ireland (non-hazardous) e.g. visits to residential centres, field centres, support and school exchanges and award bearing schemes (Duke of Edinburgh.)
- **Category 4**
Residential visits outside the UK or Ireland (non-hazardous) e.g. international exchange visits, sporting events, cultural activities and international community work.
- **Category 5**
Hazardous Activities – residential and non-residential as exemplified below:
 - fieldwork
 - hill walking
 - cycling / mountain biking / orienteering
 - rock climbing / abseiling
 - caving and potholing
 - kayaking
 - open canoeing
 - windsurfing
 - dingy sailing
 - sub-aqua
 - skiing / snowboarding
 - horse riding
 - angling
 - water-skiing
 - rafting
 - rowing

5 Legal Context

- 5.1 Under the common law, children, as with certain other groups of citizens, are legally entitled to receive special care and attention, in terms of their welfare and safety, by those in whose charge they are placed.

5.2 The safety and welfare of children while in the charge of others is specifically addressed through a number of statutes, the basic requirements of which are set out below.

5.3 Common Law Duty of Care (civil duty)

5.3.1 Within the context of this document, the common law ‘duty of care’ (a duty which is discharged daily by teaching staff and others who have a supervisory role with young people) relates to those activities which take place outside the school setting.

5.3.2 The consequences of not adequately discharging common law ‘duty of care’ can be insured against under employee liability and public liability insurance provisions. It is nonetheless incumbent upon staff who are supervising young people to act reasonably in all circumstances, so that the personal safety and well-being of those in their care are not jeopardised during the visit.

5.4 Health and Safety at Work (criminal duty)

5.4.1 Fair Ways is legally obliged, to ensure that the health and safety of its employees and young persons in their care is safeguarded while in any way affected by such employer’s undertakings. This duty is imposed through occupational health and safety statute, specifically under The Health and Safety at Work (N.I.) Order 1978, and places responsibility upon employing authorities to ensure that their management arrangements in general, (but also those arrangements which encompass specific activities such as educational visits) are adequate to protect the health and safety of all those in any way affected by such employer’s undertakings.

5.4.2 The manner in which such arrangements are developed is through the process of a risk assessment, the outcome of which acts as the basis for the school to establish that which needs to be put in place to allow the activity to proceed in a way which sufficiently manages the risks to which participants may be exposed.

5.4.3 The basic principles of **Child Protection** must always be borne in mind when undertaking an educational visit particularly where it includes a residential element.

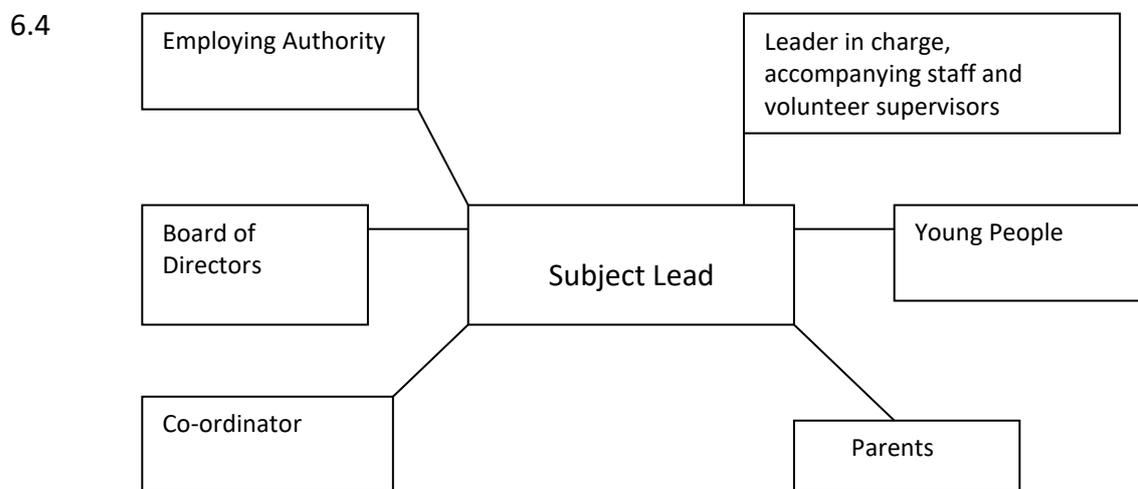
5.4.4 The young person’s welfare must always be paramount and this overrides all other considerations.

5.4.5 All young people have the fundamental right to be protected from harm.

5.4.6 Young people have a right to be heard, to be listened to and to be taken seriously. Careful consideration must be given to young people who have special educational needs, as such children may be especially vulnerable.

6 Roles and Responsibilities

- 6.1 Acting on behalf of Fair Ways, it will normally be the Head of School from whom permission must be obtained before a visit takes place.
- 6.2 The successful planning and implementation of an educational visit requires a contribution from a number of key personnel. Careful co-ordination and clarity of roles are vitally important.
- 6.3 The diagram below identifies the key personnel in the planning and implementation of educational visits:



The responsibility for any educational visit rests with Fair Ways. Almost without exception, this responsibility will be delegated to the Deputy Director of Education within Fair Ways.

- 6.5 Fair Ways will, generally retain a number of responsibilities, Fair Ways should provide:
- authorisation for visits within categories 3-5
 - advice and support for governors, principals, support leaders, teachers, support workers and other appropriate staff
 - a written policy and the procedures which must be adhered to
 - training, as appropriate
 - emergency telephone contact for the duration of the visit as necessary
 - insurance cover, as appropriate

6.6 Educational Visits' Co-ordinator

- 6.6.1 It is recommended that an individual member of staff is designated as the Educational Visits Co-ordinator.
- 6.6.2 This may be addressed in a number of ways depending on the size and nature of the school, for example: the Head of the School, may take on this role, or another person designated by the Deputy Director of Education.
- 6.6.3 It is recommended that the responsibility for ensuring that the criteria outlined below are addressed, rests with the person designated as Educational Visits Co-ordinator.
- 6.6.4 Ultimately, it is the Head of School leader-in-charge, whose permission must be obtained before a visit takes place, as it is they who act on behalf of Fair Ways, except in the case of visits within categories 3-5.
- 6.6.5 Where Fair Ways authorisation must also be secured, the Educational Visits Co-ordinator should be satisfied that:
- There is an acceptable code of conduct for leaders and participants.
 - The visit complies with the requirements of the Educational Visits, Policy Practice and Procedures document.
 - A competent Subject Leader is selected.
 - Child protection procedures are adhered to in the planning process, including the vetting of volunteer supervisors.
 - All necessary arrangements and preparations have been completed including risk assessment, before the visit begins.
 - All relevant checks have been undertaken if an external provider is to be used.
 - The Subject Leader has experience in supervising young people of similar age and ability to those participating and will organise and manage the group effectively.
 - Where relevant, the Subject Leader or one of the leaders is suitably qualified and competent to supervise and/or instruct the young people during activities.
 - The Subject Leader has taken reasonable steps to familiarise him / herself with the location / centre where the activity will take place.
 - Voluntary supervisors on the visit are appropriate people to supervise children.
 - The ratio of leaders to young people is appropriate.
 - Fair Ways has approved the visit, as appropriate
 - Proper procedures have been followed in planning the visit.
 - There is adequate and relevant insurance cover.
 - The Subject Leader has the address and phone number of the venue to be visited and has a contact name.
 - A school or Fair Ways contact has been nominated and the Subject Leader has details.

- The Subject Leader, accompanying staff, volunteer supervisors and nominated school contact are aware of the agreed emergency contingency arrangements.
- The Subject Leader, leaders and nominated contacts have all relevant details of the group members.
- Establish any arrangements which may be required for the early return of individual participants.

6.6.6 The Head of School in charge should be clear concerning his / her role if taking part in the visit as an accompanying staff member. The Subject Leader should remain in overall charge of the visit.

6.7 Subject Leader

6.7.1 A member of staff should be designated by the Head of School as Subject Leader. In the case of a school, this should be a teacher.

6.7.2 The Subject Leader will have overall operational responsibility for supervision, discipline and conduct of the participants for the duration of the visit. They should be experienced in organising such visits, the supervision of young people, and all relevant health and safety matters.

6.7.3 They should be able to direct and lead young people, and be suitably qualified / competent to instruct them in activities, as necessary.

6.7.4 The Subject Leader has a crucial role to play in the successful and safe completion of an educational visit. The Subject Leader should:

- Obtain the Head of School's prior agreement before any off-site visit takes place.
- Appoint a deputy, if appropriate, with the consent of the Head of School.
- Adhere to policy and procedures.
- Undertake and complete the planning and preparation for the visit including the briefing of leaders, group members and parents.
- Ensure that all relevant checks have been undertaken if an external provider is to be used.
- Take steps to familiarise themselves with the location / establishment where the activity will take place.
- Inform parents as to the terms and conditions of insurance cover.
- Undertake and complete an appropriate risk assessment.
- Gather enough information on the young people proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed.
- Ensure the ratio of leaders to young people is appropriate for the needs of the group and the nature of the activity to be undertaken.
- Clearly define the role of each member of accompanying staff and volunteer supervisors and ensure that all tasks have been clearly assigned.

- Have proper regard to the health and safety of the young people and ensure that adequate supervision is provided at all times.
- Ensure that the established code of conduct for both staff and young people is adhered to.
- Ensure child protection procedures are followed.
- Ensure that adequate First-Aid provision will be available.
- Ensure that, during the visit, leaders have up-to-date emergency contact details of:
 - central contact
 - parent(s)/ guardians
- Ensure that accompanying staff and volunteer supervisors and the central contact are aware of the emergency procedures.
- Ensure that the Subject's leaders have the details of group members' special educational or medical needs which will be necessary for them to carry out their tasks effectively.
- Consider stopping the visit if the risk to the health or safety of the young people is unacceptable and have in place procedures for such an eventuality.
- Regularly review visits / activities.

6.8 Accompanying Staff

6.8.1 Accompanying staff on educational visits are responsible to Fair Ways whether the visit takes place within normal hours or outside those hours.

6.8.2 Accompanying staff must do their best to ensure the health and safety of everyone in the Subject and act as any reasonable parent would do in the same circumstances.

6.8.3 Accompanying staff should:

- Accept the authority and follow the instructions of the Subject Leader.
- Under direction of the Subject Leader assist with the organisation of activities and discipline of the young people.
- Ensure that the established code of conduct, for leaders and participants is adhered to.
- Consider stopping the activity and notify the Subject Leader, if they think the risk to the health or safety of the group members in their charge is unacceptable.

6.9 Volunteer Supervisors

6.9.1 To satisfy staffing ratios, it may be necessary to involve persons other than staff members as volunteer supervisors, for example, parents.

6.9.2 These adults can play a very valuable part in ensuring the safety of group participants while on a visit. However, prior to any visit they should be clear about their role and responsibilities during the visit.

6.9.3 Volunteer supervisors should:

- Do their best to ensure the health and safety of everyone in the group.
- Not be left in sole charge of group members except where it has been previously agreed as part of the risk assessment.
- Follow the instructions of the Subject Leader and other accompanying staff and help with control and discipline.
- Have Enhanced DBS Clearance.
- Speak to the Subject Leader or accompanying staff if concerned about the health or safety of the young people at any time during the visit.
- Endeavour to ensure that the established code of conduct, is adhered to.

6.10 Central Contact Back at Base (Coordinator)

6.10.1 Dealing with unexpected situations can be aided by a central figure, who will act as the contact person for both the group and the participants' families. This should be a responsible adult directly linked to the school who is fully briefed on the details of the visit.

6.10.2 Central Contact should:

- Retain details of the visit address, contact personnel and telephone number, and mobile number if appropriate.
- Retain a copy of the contact details of all the participants' parents / guardians / next of kin.
- Retain a copy of the contact details of the Head of School.
- Be fully briefed and aware of his / her responsibilities including the action to take in the event of a serious incident.

6.11 Parents (or those with parental responsibility)

6.11.1 Parents or those with parental responsibility, should be able to make an informed decision as to whether the young person should go on the visit.

6.11.2 However, in the interests of the overall safety and success of the visit, the ultimate decision as to who participates rests with those involved in organising the visit.

6.11.3 The Subject Leader should ensure that parents are given sufficient information in writing and are invited to a briefing session, where appropriate.

6.11.4 Parents should:

- Sign the consent form.
- Provide the Subject Leader with an emergency contact number(s).
- Provide the Subject Leader with relevant medical / dietary details.

- Include any medication currently being taken, in writing (by means of the consent form) and any other relevant information (about their child's emotional, psychological and physical health) which may affect their participation in the visit.
- Help prepare their child for the visit, for example, by reinforcing the visit's code of conduct.
- Agree to the arrangements established for sending a young person home early and to meet the costs, where applicable.

6.11.5 Special arrangements may be necessary for parents who have particular or special needs, for example, those who are hearing impaired or whose first language is not English. Reference should be made to relevant ELB guidance materials.

6.12 Responsibilities of Young People

6.12.1 The Subject Leader should, when briefing the young people, make it clear that they too have important responsibilities.

6.12.2 Young people should:

- Act in accordance with the established code of conduct at all times.
- Avoid taking unnecessary risks.
- Follow the instructions of the Subject Leader, and leaders including those at the venue of the visit.
- Dress and behave sensibly and responsibly.
- Respect the property of others.
- Be sensitive to local codes, customs, and the environment.
- Look out for anything that might hurt or threaten themselves or anyone in the group and tell a leader of their concern.

6.12.3 Where appropriate, young people should be fully involved in the planning process.

6.12.4 School guidance for young people in relation to their safety should be followed and further consideration may need to be given to this matter when dealing with young people with special needs.

7 Code of Conduct

7.1 The establishment of a 'Code of Conduct' for all those participating in educational visits is an effective basis upon which to ensure the achievement of safe and successful outcomes.

7.2 The code, which would apply equally to all participants, should be drawn up by the school's management, in consultation with staff and young people, if appropriate, and be agreed by the management committee.

- 7.3 In advance of an educational visit, accompanying staff, volunteer supervisors, young people and parents should all be made fully aware of the code, including possible sanctions. All young people participating in an educational visit must agree to abide by the code of conduct at all times during the visit.
- 7.4 The code should aim to ensure that respect for the individual is maintained at all times and that neither peers nor others expose the young people to risk of physical, sexual or emotional abuse or harassment.
- 7.5 It is the responsibility of the leaders to maintain standards of behaviour and discipline while on educational visits. Leaders cannot avoid setting an example to group members in everything they do or say. Therefore, as far as possible, the leaders and young people should be subject to the same code of conduct.
- 7.6 While on a residential, leaders remain responsible for the conduct and safety of young people 24 hours a day. This should be taken into consideration when deciding on appropriate behaviour, practice and supervisory arrangements.
- 7.7 It may be necessary to devise a duty rota in order that staff can have a break away from supervisory duty, while ensuring that an appropriate level of supervision is maintained at all times.
- 7.8 In developing and agreeing a code of conduct, consideration must be given to both the ethos of the school and place(s) to be visited.
- 7.9 The code of conduct should be clear about the following:
- smoking
 - drinking alcohol
 - use of illegal drugs or mind altering substances
 - appropriate relationships amongst participants
 - appropriate relationships with others they may come in contact with
 - security of personal belongings
 - respect for individuals' privacy
 - equality of opportunity
 - expectations in relation to the completion of essential tasks
 - acceptable manners and general behaviour thereby promoting enjoyment by all
 - Absconding
- 7.10 Under no circumstances should persons other than official group members join the party.

8 Procedures

8.1 Great importance should be placed on the careful planning and preparation for all educational visits to ensure both educational benefit and safety. In order to assist these processes the following procedures have been developed.

8.2 Outlined in the next diagram is each stage of the process with the appropriate forms to use and appendices to consult.

8.3 PROCEDURES – Step by Step

8.3.1 Step 1 - Identification of educational objective:

The school identifies an area or areas of the curriculum for which an educational visit or visits may be an essential or relevant component. This could be taking a group of young people to the local swimming pool on a regular basis or a one-off visit to a theatre.

8.3.2 Step 2 - Preparation of proposal:

Once the educational objective(s) have been established, a proposal should be prepared which gives details of the activities to be undertaken, and the young people to be involved, the staffing etc.

8.3.3 Step 3 - Approval sought from Head of School:

The proposal should be submitted to the Head of School for their consideration. It is the responsibility of the Head of School to decide whether visits go ahead. Therefore, it is essential that they be consulted at the earliest opportunity. Under normal circumstances, a minimum period of notice 2 weeks' notice for categories 1 and 2, and 4 to 6 weeks' notice for categories 3, 4 and 5, is recommended. The school has the right to refuse any young person from participating in the visit, whose involvement may be considered to be a danger to him / herself or to the group. Detailed planning can proceed once approval has been given by the Head of School.

8.3.4 Step 4 Completion of Planning Checklist:

It is essential that the planning checklist EV1 is completed by those with key responsibilities for the visit.

8.3.5 Step 5 Briefings:

Accompanying staff, volunteer supervisors, parents and young people should be briefed about all aspects of the educational visit. Once parents are fully aware of the visit details they should be asked to give their consent in writing. This is essential for all young people up to the age of 18. In the case of young people over the age of 18, who have severe learning difficulties or vulnerable adults, parental consent may also be required.

8.3.6 Step 6 Information collated:

It is important to gather together all relevant information about the young people. This should be copied by the Subject Leader and the originals retained by the school and the designated central contact person.

8.3.7 Step 7 Maintenance of records:

Copies of all forms and relevant information should be filed at the school. Any changes to the original approved visit(s) must be agreed, as appropriate, prior to the event taking place. The educational visits incident /accident form may be used by leaders to keep a record of the pertinent information required of any incident or accident that occurs during the educational visit. It will also be useful where such an incident or accident needs to be reported to the head of school, or where Fair Ways requires its own documentation to be completed upon the groups return. A copy should also be retained for school records.

8.3.8 Step 8 Evaluation:

On return from a visit it is important to undertake an evaluation of the key aspects of the visit in order to facilitate future activities. The EV2 should be used.

8.4 Procedures To Be Followed (with forms to use and appendices to consult)

Identify educational objective(s)	
Prepare proposal	
Seek approval from principal / support leader	
Complete planning checklist (including risk assessment)=EV1	
Brief parents, young people, staff and supervisors	Gain parental consent
Gather all relevant group information	
Complete proposal and forward to employer = EV1	
Authorisation secured	
Maintain appropriate documents' accidents	
Complete evaluation report	

9 Briefing of Leaders, young people and parents

9.1 Prior to any educational visit the Subject Leader should brief all leaders, young people and parents.

9.2 Supervision of young people is paramount. The roles, responsibilities and detailed duties of all leaders must be worked out well in advance of a visit. Unless otherwise agreed, it must be assumed that leaders are on supervisory duty at all times. It is essential that all accompanying staff and volunteer supervisors should be fully briefed before agreeing to participate in an educational visit.

9.3 The briefing should include the following key areas:

- educational purpose
- make-up of participating group
- details of all planned activities, including any that are hazardous
- expected level of participation in activities
- arrangements for supervision, including details of rotas
- roles and responsibilities of leaders and young people
- an agreed code of conduct
- health and safety rules
- procedures e.g. emergency, First-Aid, etc.
- cash handling arrangements, where necessary

9.4 The briefing of **volunteer supervisory adults** is particularly important as they are not part of the everyday life of the school and may not fully understand normal practices. Therefore, volunteer supervisors must be:

- notified of, and complete, vetting procedures prior to participation
- provided with guidance on the expectations and boundaries of their behaviour whilst participating in the educational visit

9.5 Young People

9.5.1 Young people should be fully briefed before participating in an educational visit.

9.5.2 Information regarding the following should be provided:

- educational purpose(s) of the visit date(s)
- departure and return times
- transport arrangements
- address / location / accommodation
- details of all planned activities, including any that are hazardous
- health and safety rules
- responsibility for themselves and others
- arrangements for supervision
- role and responsibilities of leaders and young people
- an agreed code of conduct procedures e.g. emergency, First-Aid, etc.
- any special clothing or equipment needed
- recommended maximum pocket money, if appropriate
- liaison arrangements with school including an emergency telephone number

- details of arrangements relating to any participant sent home early
- cash handling arrangements, where necessary

9.6 Parents

9.6.1 At an early stage parents / guardians should be informed of the proposed visit. Where a visit includes a residential element, parents should have an opportunity to meet with accompanying staff and other volunteer supervisors.

9.6.2 Information provided to parents should include:

- purpose of visit
- date(s)
- departure and return times
- transport arrangements
- address / location / accommodation
- costs, if any
- details of insurance cover and any additional requirements
- details of all planned activities, including any that are hazardous
- arrangements for supervision
- agreed code of conduct and possible sanctions
- any special clothing or equipment needed
- recommended maximum pocket money
- liaison arrangements with the school including an emergency telephone number
- details of arrangements relating to any participant sent home early
- Parents of all young people under the age of 18, and vulnerable adults, must be asked to sign a consent form giving:
 - permission for their son / daughter to participate in activities
 - details of any medical or behavioural condition which may affect their participation including medications, allergies etc.
 - emergency contact number
 - advance permission for urgent medical treatment if this is judged to be necessary by medical authorities

10 Risk Assessment

10.1 Educational visits cannot be entirely risk-free. The aim, therefore, must be to contain risks within acceptable levels. This is achievable provided that organisers give careful consideration to this policy document.

10.2 Care must be taken not to expose the child to unacceptable physical or psychological risk, particularly on those occasions when the educational visit aims to exercise the child's sense of adventure.

10.3 Fundamental to the planning process of any educational visit is the process of risk assessment.

- 10.4 Risk assessment allows schools to make a reasoned judgement about the level of risk involved and what needs to be put in place to reduce the risk to an acceptable level to permit the visit to go ahead.
- 10.5 This is achieved by either:
- Eliminating the identified hazards altogether for example, by choosing not to use a water sports centre if the Centre staff do not possess current life-saving qualifications, or
 - Managing hazards by introducing effective control measures for example, by ensuring that participants are led by competent and experienced instructors when participating in adventurous activities.
- 10.6 Risk assessment comprises the following steps:
- identifying the hazards
 - identifying the people who may be at risk
 - evaluating the potential risk
 - establishing additional safety and / or control measures
 - disseminating information to all relevant persons and maintaining appropriate records
- 10.7 The Subject Leader should understand that risk assessment is a dynamic process and therefore must carry out on-going risk assessment during an educational visit and ensure that appropriate action is taken as necessary.

11 Assumptions

- 11.1 It is frequently the case that, in planning an activity, certain aspects of the exercise are 'assumed' to be adequately taken care of.
- 11.2 Assumptions should not be made and each visit should be assessed on an individual basis.
- 11.3 For example, 'the school used outdoor centre X last year and everything was very well organised so it is sure to be fine this year again!' If acted upon, this assumption may fail to disclose the fact that the staff of outdoor centre X has changed since the school's last visit and that its public liability insurance policy has since lapsed. Therefore this visit must not proceed.

12 Emergency / Contingency Arrangements

- 12.1 Establishing emergency procedures is an essential part of planning an educational visit. Everyone involved in the educational visit should be aware of the procedures that are to be followed in the event of an emergency.

- 12.2 Such procedures should outline clearly what is to be done during the actual emergency and after the event.
- 12.3 Contingency planning relates to areas and circumstances which should be anticipated in advance of an educational visit, e.g. unsuitable weather, transportation problems, cancellation of an event, illness or injury etc.
- 12.4 Those responsible for organising educational visits should familiarise themselves, and others involved, with the contingency arrangements provided by Fair Ways and / or other relevant organisations.

13 Supervision and Staff Ratios

- 13.1 It is important to have the optimum ratio of leaders to young people for any educational visit. Supervision ratios should relate to:
- the category of the educational visit
 - the specific educational objective(s) and;
 - the outcome of a risk assessment

13.2 Recommended Staffing Ratios

- 13.2.1 The Head of School must be satisfied that the ratio of leaders to young people meets minimum levels, and is appropriate to the educational visit to be undertaken.
- 13.2.2 Risk assessment in the special schools sector is of particular significance as it will include the risk assessment of individual young people. This will have a direct influence on supervision ratios.
- 13.2.3 Each young person will have an allocated member of staff who is responsible for their welfare and safety.
- 13.2.4 The key factors which should be taken into consideration in the establishment of appropriate ratios are as follows:
- nature and location of activities to be undertaken
 - age and ability of the group
 - young people with special educational and /or medical needs
 - day visit or overnight stay
 - mixed or single gender group
 - experience of supervisory staff in off-site supervision
 - duration and nature of the journey
 - type of any accommodation
 - competence of supervisory staff, both general and in relation to specific learning activities
 - requirements of the organization / location to be visited

- competence and behaviour of the young people
- seasonal conditions, weather and timing
- the following requirements should also be considered when establishing ratios:
 - At least one male and one female leader should accompany mixed sex groups where an overnight stay is involved.
 - Bus drivers i.e. those employed for the sole purpose of driving should not be considered as supervisory staff.
 - Responsibility for participants' supervision cannot be handed over to others even where an educational visit is to a centre with its own supervisory staff, unless previously agreed with all concerned, from the outset.
 - Supervision can be close or remote but it is always for the duration of the visit *Close* (direct) supervision occurs when the group remains within sight and contact of the supervisor. *Remote* (indirect) supervision is planned and is subject to stringent controls, while the group is not necessarily within direct contact or vision of the leaders at all times. Both the leaders and the group will know of each other's whereabouts and clear lines of communication including rendezvous points will have been established.
- Leaders are required to remain in the area in which the indirect supervised activity takes place throughout the period.

13.2.4 In nursery, small primary and special schools, the need to involve volunteer supervisors is an accepted practice.

13.2.5 To recruit suitable persons it may be necessary to:

- Ask for support from another Fair Ways School or Fair Ways Department
- establish co-operative arrangements with community groups
- enlist parents

14 Vetting

14.1 In the context of educational visits, it is essential that the Child Protection Policy and Procedures are followed.

14.2 This includes the requirement to ensure that staff who work with, or have access to young people have been subject to appropriate vetting procedures. Although the Department of Education guidance is framed in terms of schools, the procedures outlined are equally relevant to the Support Service.

14.3 The need to vet volunteer supervisors should be made on the basis of their having 'substantial access to children'. Participation in an educational visit, particularly those with a residential element, would provide such access.

- 14.4 Therefore, it is required that all adults, who accompany groups of young people under the age of 18 are vetted in line with Fair Ways procedures.
- 14.5 The procedure is relatively straightforward. The adult in question provides relevant details and gives permission for relevant checks to be carried out. Fair Ways should deal with this information in the normal manner.
- 14.6 In addition, schools also need to be satisfied that places to be visited, particularly residential centers, have similar procedures in place for their own staff, who also have substantial access to young people.

15 Transport

- 15.1 The Head of School, on behalf of Fair Ways, must be satisfied that all the transport arrangements meet the legal statutory requirements for the type of journey proposed.
- 15.2 Areas to consider:
- The mode of transport is appropriate to the needs of the young people.
 - There is adequate supervision during transit (excluding driver).
 - Those involved in driving hold the relevant license to drive the vehicle.
 - Those involved are insured appropriately.
- 15.3 Where schools require the use of outside operators to provide transport, it is crucial that they are satisfied that the operator(s) can demonstrate how they meet the above criteria.
- 15.4 Where leaders or parents choose to transport young people in their cars, organisers of the visit should:
- Satisfy themselves that the vehicle is roadworthy, licensed and insured for the purpose.
 - Seek the agreement of the parents of the young people involved.
 - Satisfy themselves that private car users do not carry more passengers than the number of seat belts available.

16 Insurance Cover

- 16.1 The school must ensure, well before the group departs, that adequate insurance arrangements are in place.
- 16.2 The Head of School should clarify with Fair Ways what insurance provision already exists and what additional cover may need to be arranged.

- 16.3 Parents should be informed of which responsibilities the school accept and the scope of any insurance cover the school is to arrange.
- 16.4 Copies of the insurance schedule should be made available to parents as early as possible in the booking process.
- 16.5 Fair Ways and or insurance company can advise on particular types of insurance requirements and cover arrangements, for example:
- personal injury
 - medical cover for leaders and group members
 - third party in relation to loss or damage to property
 - specialised risk activities (often excluded from standard policies)
- 16.6 Additional arrangements may be necessary to obtain insurance cover for:
- activities abroad and activities of a potentially hazardous nature
 - participants with medical conditions
 - cancellations or other emergency situations
- 16.7 The Subject Leader should scrutinise carefully the conditions, list of exclusions and limits on cover, in any policy provided by an outside organisation. If there is any doubt, the insurer should be asked for clarification before departure. The Subject Leader may need to seek further advice from Fair Ways if he / she is not completely satisfied with the insurance cover.

17 Use of External Providers

- 17.1 The term 'External Providers' refers to other organisations or companies which provide a service that is outside the direct control of Fair Ways e.g. Tour Operators, Specialist Activity Providers, Residential Centres, etc.
- 17.2 Where a school has opted to use the services of an 'External Provider' the Head of School must ensure that:
- Fair Ways policy and procedures are followed in relation to the use of such providers.
 - Providers are reputable and have the necessary insurance in place for the services they provide.
 - Staff involved in the delivery of the service are competent and are aware of their roles and responsibilities in relation to the group and child protection.
 - Adequate emergency and contingency plans and procedures are in place in the event of unforeseen circumstances.
- 17.3 These prerequisites should be ascertained as part of a risk assessment.

17.4 Note:

A compulsory licensing scheme for Outdoor Activity Providers, which endorses the provider's competence to deliver activities to young people (under 18s) exists in England, Scotland and Wales. Subject Leaders should therefore take cognisance of their chosen provider's license and note the activities which they are licensed to offer. Not all activities require a license. Further details can be obtained from the Adventure Activity License Authority.

Appendix A - PLANNING CHECKLIST

School:

Date of visit from: To:

Venue:

Subject Leader:
.....

Please Ring

- | | | | | |
|-----|---|-----|----|-----|
| i | The proposed visit has clear educational objectives | Yes | No | N/A |
| | The nature of the visit has been established | Yes | No | N/A |
| | The target group has been identified. | Yes | No | N/A |
| ii | All the relevant information regarding the proposed educational visit has been presented to the management, e.g. destination, itinerary, timescales etc. | Yes | No | N/A |
| iii | The management has approved the proposed visit. | Yes | No | N/A |
| iv | A risk assessment has been undertaken for all aspects of the visit and appropriate control measures have been put in place and recorded: | | | |
| | ○ Hazards have been identified | Yes | No | N/A |
| | ○ People who may be at risk have been identified | Yes | No | N/A |
| | ○ Evaluation of the risk has been undertaken | Yes | No | N/A |
| | ○ Additional safety and or control measures have been established | Yes | No | N/A |
| | ○ Information has been disseminated to all relevant | Yes | No | N/A |
| v | Where residual risks (inherent in all visits) still prevail an appropriate contingency / emergency plan has been put in place and disseminated to all relevant persons. | Yes | No | N/A |

vi	The number of leaders in attendance has been agreed:			
	○ A staff member has been identified as Subject leader	Yes	No	N/A
	○ Accompanying staff have been identified	Yes	No	N/A
	○ Volunteer supervisors have been identified	Yes	No	N/A
	○ Police checks have been undertaken.	Yes	No	N/A
vii	Leaders are made fully aware of:			
	○ Their roles and responsibilities	Yes	No	N/A
	○ The standard of conduct required of them during the visits.	Yes	No	N/A
viii	Young people and parents / guardians have been Informed / briefed and understand the implications of their participation in the visit.	Yes	No	N/A
ix	Parents/guardians have given their written consent to the young people participating in the educational visit.	Yes	No	N/A
x	All relevant information (medical, dietary and contact details) pertaining to the young people participating in the educational visit has been obtained, recorded and appropriate action taken where necessary.	Yes	No	N/A
xi	The transport arrangements for the group are appropriate for the nature / type of journey(s) planned.	Yes	No	N/A
xii	Adequate insurance is in place to cover all aspects of the educational visit, including transport.	Yes	No	N/A
xiii	Where a residential visit is planned, the overnight accommodation has been assessed as appropriate in terms of:			
	○ its suitability for the group	Yes	No	N/A
	○ its compatibility with the objectives of the visit(s).	Yes	No	N/A

xiv	Where the educational visit involve outdoor or adventurous activities, the Co-coordinator and Subject Leader are satisfied that:			
	○ appropriate management structures and systems are in place in relation to child protection / health and safety	Yes	No	N/A
	○ staff are competent to provide the activities	Yes	No	N/A
	○ all relevant checks have been undertaken to ensure the above is in place.	Yes	No	N/A
xv	The Educational Visits Co-ordinator has approved the operational arrangements for the visits.	Yes	No	N/A
xvi	Fair Ways approval obtained, as appropriate	Yes	No	N/A

Evaluation will take place on an annual basis.