CORNWALL OUTDOORS

CORNWALL COUNCIL
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Together for Families

Policy Guidance for the Management of Off-Site Visits and Outdoor Learning

2021

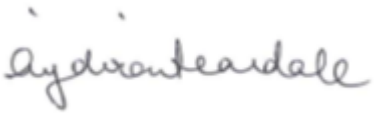
Foreword

Cornish schools have a long and rich tradition in outdoor learning and educational visits, and have provided a wide range of opportunities for their young people from reception class through to sixth form. The breadth of experience ranges from the school grounds, connecting with the local community, visits the length and breadth of the UK and foreign visits to every continent in the world (except Antarctica). These visits and activities play a significant part in the all-round development and education of our young people and often provide the most powerful memories of their time in school. Amongst other outcomes outdoor learning contributes to physical and mental health and wellbeing, builds resilience and self esteem, develops social skills and an appreciation of the natural environment.

The meticulous planning and organisation required for these experiences to be of the highest quality and effective in achieving the desired learning outcomes is a reflection of the commitment and professionalism of our school leaders, teachers, teaching assistants and volunteers who demonstrate a clear and passionate understanding of the benefits of such experiences.

We are delighted to be able to commend to you this policy guidance for educational visits and outdoor learning. It provides a framework that supports safe and enjoyable participation in activities outside the classroom which is so important for developing the full potential of young people in Cornwall.

Cllr Barbara Ellenbroek
Portfolio Holder for Children and Families



Meredith Teasdale
Strategic Director for Together for Families

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Executive Summary

This document replaces 'Policy for the Management of Off-Site Visits and Outdoor Learning' and is to be read in conjunction with the Statement of Safety Policy, Education Visits Outdoor Learning and Off-site Activities. **Please dispose of the old document and ensure that colleagues within your organisation are using this new updated guidance.**

This guidance is for maintained schools, and for academies and any other organisations who engage Cornwall Outdoors for advice and guidance relating to educational visits and outdoor learning. In the latter case Cornwall Outdoors is acting as adviser to the employer, be it a multi-academy trust, a stand alone academy or any other organisation who engages the services of Cornwall Outdoors for this function.

An important part of this document is the use of the Outdoor Education Advisers Panel's (OEAP) National Guidance. This guidance can be found on the following website: http://oeapng.info/

Please note the following:

All procedures currently in place will remain the same.

The headteacher/manager will continue to approve all visits.

In addition to headteacher/manager approval, visits in any of the following categories require endorsement from Cornwall Outdoors:

- Residential
- Foreign
- Adventurous
- Visits more than 50 miles from base

This must be done via the electronic Educational Visits form, of which your Educational Visits Coordinator will have details.

National Guidance has a number of sample forms and checklists which may be used. The CONSENT FORM to be found at Appendix 8 in this document is the minimum required by users of this policy.

If there are aspects of the guidance about which you are unclear please refer in the first instance to your Educational Visits Coordinator. Otherwise please contact Cornwall Outdoors on cornwalloutdoors@cornwall.gov.uk or 01872 326360/8.

Acknowledgements

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Approval and Notification of Offsite Activities and Educational Visits

The Employer's policy must provide clarity on issues where responsibilities and functions are delegated. This is particularly critical in establishing requirements regarding formal notification and formal approval of activities.

Cornwall Council delegates the responsibility for formal approval of all off-site visits and outdoor learning activities to establishment Headteacher/Manager. It is a requirement of the policy that Heads and Managers carry out this function in accordance with the Council's/employer's guidance.

Although approval is delegated, establishments must notify Cornwall Outdoors of the following visits and activities so they can be endorsed thereby fulfilling in part the Council's responsibility to monitor such activities.

- A journey more than 50 miles away from base
- A residential or overnight stay
- An adventurous activity
- A foreign visit

The above notification procedure requires the submission of an Educational Visits Form via the electronic system. Forms must be submitted prior to a visit taking place; any forms submitted after a visit has taken place will not be endorsed.

Lead in times required:

- Expeditions to remote area: at the point of contact with a provider
- Foreign/residential visit: 3 months
- Adventure activity (day): 1 month
- Visits more than 50 miles from base: 1 month

It is a requirement that all Cornwall Council Children's Services' establishments and all Service Level Agreement members use the electronic system. For further advice and help using the system, the establishment should contact the nominated adviser at Cornwall Outdoors.

Tel: 01872 326368

Email: cornwalloutdoors@cornwall.gov.uk

Planning

Standard and Enhanced Planning

See National Guidance – Basic Essentials, Foundations

The degree of complexity of a particular plan or policy (along with its supporting procedures) will need to reflect the nature and complexity of several variables that can

impact on any given activity. These variables can be remembered as **SAGED** as explained below.

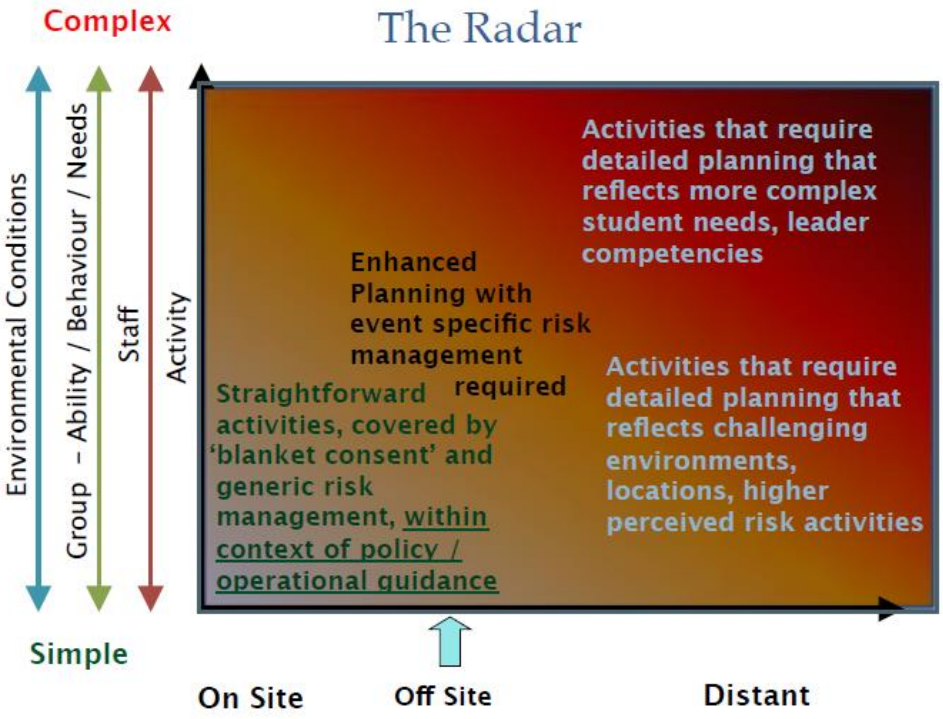
Staffing requirements – Trained? Experienced? Competent? Ratios?

Activity characteristics – Specialist? Insurance issues? Licensable?

Group characteristics – Prior experience? Ability? Behaviour? Special and medical needs?

Environmental conditions – Like last time? Impact of weather? Water levels?

Distance from support mechanisms in place at the home base – Transport? Residential?



Standard Planning and Risk Management

- Scope: Straightforward or routine visits or activities, on-site or off-site, which can be covered by standard operating procedures.

Enhanced Planning and Risk Management

- Scope: More complex visits or activities, for which specific planning and consent is required.

Standard:

Having standard operating procedures in place avoids having to reinvent plans on each occasion which is an unnecessary burden on visit leaders. Standard visits and activities should be straightforward to arrange, enabling and encouraging leaders to respond readily to off-site and outdoor learning opportunities. Your establishment's arrangements should

support this. Using standard operating procedures is appropriate for visits and activities that an establishment organises frequently, as part of its normal programme, such as using the school grounds (for non-adventurous activities) or visits within a defined local geographical area. This is, in effect, a lesson in a different classroom, where activities happen as a normal part of the day.

In defining the geographical area and the type of activities to be included as Standard, the establishment should take account of the opportunities, facilities and resources available, any hazards or community issues, staff competence, the nature of the participants and the establishment's capacity to respond to an incident.

Whatever way an establishment chooses to determine standard visits and activities, the following should be covered within the standard procedures:

- A clearly defined geographical boundary
- Clearly defined activities
- Defined leader competencies and identification of approved leaders
- Induction and training
- Procedures to manage any significant generic risks identified
- Parental information and blanket consent (where consent is needed)
- Transport (eg the establishment minibus, local public transport)
- First aid
- Communications
- Visit Emergency Management Plan.
- Risk assessments have been completed.

Standard procedures should ensure that on the day:

- There is a sufficiently competent leader/leadership team
- There is an emergency base contact at the establishment
- The appropriate people know who has gone where, with whom, and when they will be back
- Approval has been given
- Visit Leaders have appropriate information about the individual needs of participants so that they can make specific arrangements for that group
- Effective communication between the establishment and the leaders is possible.

On the day, if there is anything non-standard about the group or the circumstances, it is important that plans and procedures are reviewed and adjusted as necessary. Unforeseen eventualities are dealt with by dynamic risk assessment. Standard procedures should be reviewed regularly to ensure that they remain robust.

Enhanced:

More complex visits or activities, which are not covered by standard operating procedures, should be regarded as being enhanced and require specific planning and risk management. Residential visits, foreign visits, adventure activities and more distant visits all fit within this category given their complexity, greater level of planning and the greater potential risk. Such visits require specific consent from parents/carers.

Planning Pathway

1. **Clear learning outcomes**

   See National Guidance - Making the Case

   Is there a clearly articulated educational purpose for the visit/activity appropriate to the age and ability of the intended participants?

   Start with expected learning outcomes and benefits. A clear understanding of aims makes it easy to identify suitable choices for many other aspects of planning (such as venue, transport, competence of leaders, preparation of the group). Identifying the potential benefits is essential in making sound judgements as to whether the plan is reasonable, acceptable and viable.

2. **Competent visit leader(s)**

   See National Guidance - Approval of Leaders

   Is there a nominated leader (and deputy if necessary), both confident and competent in their role? Are all assistant leaders clear about their responsibilities and competent to perform them? Do both leader and deputy leader have authority to make decisions?

   Competent leaders are able to operate effectively and have sufficient relevant experience and knowledge of the activities, the group, and the environments in which the visit will take place.

Employers should have clear processes for approving leaders to take charge of visits or activities. This should ensure that leaders are **accountable, confident and competent** to lead the specific visits or activities for which they are approved.

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 Leader is employed, contracted or acts as a volunteer. Regardless of a leader's employment status, they should understand the chain of accountability, what is expected of them, and the establishment's policies and procedures.

Being **confident** includes Leaders having the ability to take charge of a situation while being aware of, and understanding, their abilities, as well as their limitations.

Being **competent** means that the Leader has demonstrated the ability to operate effectively, and has sufficient relevant experience and knowledge of the activities, the group, and the environments in which the visit will take place. Competence is a combination of skills, knowledge, awareness, judgement, training and experience.

Records should be kept so that evidence of all the above are in place. This will include

- Induction into the school's policies and procedures

- Evidence of CPD
- Record of experience as a leader/assistant leader (this can be verified using the online EV form)
- Formal qualifications e.g. first aid, moorland leader

A checklist is to be found in Appendix 9

3. The programme

a) Is the activity and location appropriate for age and ability of young people?

The establishment/school should be clear that the intended location, activity and delivery is within the capabilities of the participants and is the best way to achieve the intended learning outcomes.

b) Does the accommodation meet the necessary requirements for security and fire safety?

i. A pre-visit is strongly recommended so that you can consider the nature and location of the accommodation and the hazards of the immediate surroundings during the selection process.

ii. Consider how secure the buildings can be made against unauthorised entry. If the building is shared with other users, consider whether the group's accommodation area needs to be made secure. If using a hotel or hostel, check whether there is 24-hour staffing of reception. Better security may be provided by avoiding ground floor rooms.

iii. When using hostels or hotels the visit leader should check how many keys are available for each bedroom and where they are kept so as to avoid the re-issuing of rooms keys to other guests in error.

iv. The sleeping accommodation is exclusively for the group's use, or rooms are located next to each other, ideally on the same floor. Supervisory staff should ideally be accommodated in rooms on the same floor, adjoining or close to their group.

v. Check whether rooms can be secured if required and that leaders have access to a master key at all times.

vi. Young people must be able to contact members of staff in the event of an emergency overnight, either by telephone or a set protocol.

vii. Where shower and toilet facilities are not en-suite, consider arrangements for managing the use of shared facilities.

viii. Young people and staff should know the layout of the accommodation, key personnel, fire precautions and exits and necessary regulations and routines

ix. Consider using buddy pairs or teams, where appropriate, for indirectly or remotely supervised time around the accommodation.

c) Have any third party providers been verified and engaged according to employer requirements?

See National Guidance – Assessing a Provider – Checklist
See National Guidance – Using External providers and Facilities

A 'provider' means any third-party person or organisation contracted to organise and/or deliver all or part of a visit or activity and may include support with supervision.

A' facility' is a venue or resource, which will form part of a visit but where the establishment's visit leadership team will lead and deliver any activities, e.g. museums, theme parks, theatres, when the venue does not provide teaching or instruction to the group.

Visit leaders should take advantage of nationally accredited provider assurance schemes thus reducing bureaucracy. Such schemes include:

- Learning outside the Classroom Quality Badge
- Adventuremark
- Adventure Activities Licensing Authority
- Association of Heads of Outdoor Education Centres Gold Award
- National Governing Body (e.g. RYA, BC) centre approval schemes

Where a provider holds such accreditation, there should be no need to seek further assurances. Where a provider does not hold any of the above visit leaders must send them a Provider Questionnaire which should be returned to Cornwall Outdoors for verification.

Visit leaders are strongly discouraged from using any providers who ask them to sign a waiver. **See National Guidance – Contracts and Waivers**

d) Have contingency arrangements (Plan B) been prepared, where needed?

See **National Guidance – Avoiding Accidents and Emergencies**

Always prepare a Plan B and make sure everyone is aware of it. Do not be afraid to switch to Plan B where necessary.

4. Risk benefit assessment

See National Guidance – Risk Assessment – An Overview
See National Guidance – Risk Management – Some Practical Advice
See National Guidance – Risk Assessment – What to Record and How

Has the visit leader (and assistants) completed and recorded a risk-benefit assessment for all aspects of the visit for which they are responsible? Has the outcome of this process been shared with all members of the visit leader team so that there is a clear understanding of roles and responsibilities and how the visit/activity will be managed?

Employers have a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level. This requires that proportional

(suitable and sufficient) risk management systems are in place, requiring employers to provide such support, training and resources to its employees as is necessary to implement this policy.

The risk management of an off-site activity should be informed by the benefits to be gained from participating. Cornwall Council strongly recommends a "Risk-Benefit Assessment" approach, whereby the starting point for any risk assessment should be a consideration of the intended benefits and learning outcomes. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (ie the risk remaining after control measures have been put in place) is "acceptable". The Health and Safety Executive (HSE) endorses this approach through its "Principles of Sensible Risk Management" and advocates that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves. Used properly, sensible risk management is an invaluable tool for planning and managing off-site visits and outdoor learning.

Effective pre-visit risk assessments should identify the likely risks involved with the activity and the controls necessary to ensure that those risks are reduced to acceptable levels. However, Visit Leaders should be clear that ongoing (dynamic) evaluation of the risks will still be required in the event of changing conditions or unexpected situations.

The Assessment and control of significant risks is a legal requirement and the results of those assessments must be recorded. Schools subscribing to the Council's Health Safety and Wellbeing (HSW) service will have access to an online risk management system which will guide them through the risk assessment process. There is no requirement for schools to use the Council's system – but schools adopting this policy will be expected to carry out suitable and sufficient risk assessments which are of a comparable standard.

5. Has a preliminary visit been undertaken?

See National Guidance – Checklist Visit Leader

Preliminary visits are not mandatory but are strongly recommended and enable the Visit Leader to check the following:

- Will the venue or facility be suitable to meet the learning outcomes of the visit?
- Are there any particular hazards or threats which need to be considered in your risk-benefit assessment and emergency procedures?
- What will be your options if the conditions of daylight, water level, temperature and weather, or under-foot conditions, differ significantly from the pre-visit?
- Do you have sufficient knowledge and understanding of the venue, facilities and activities to feel confident when planning the visit?
- Will the venue be able to cater for the full range of group needs, including any individual or additional needs?
- Will the group need any specialist activity equipment?

- Are there any staff training needs?
- Will participants need any special preparation or training?

If no pre-visit has been completed what steps have been taken to ensure the Visit Leader is fully aware of educational opportunities and potential hazards?

Visit Leader check list to be found in Appendix 4.

6. Ratios: Is effective supervision in place?

National Guidance – Ratios and Effective Supervision

Staffing ratios are a risk management issue, and should be determined through the process of risk assessment. The following should be regarded as a starting point, as they may only be appropriate where the activity is relatively straight forward and the group has no special requirements:

5-8 year olds – 1 adult to 6 group members
Over 8 years old – 1 adult to 10-15 group members
Foreign visits 1:10 with a minimum of 2 adults accompanying any visit
Adventure activity: as per the relevant national governing body guidelines

Early Years

The Early Years Foundation Stage (EYFS) Statutory Framework (updated 3 April 2017) no longer sets out different requirements for minimum ratios during outings from those required on-site. As with other age groups, ratios during outings should be determined by risk assessment, which should be reviewed before each activity. The appropriate ratio on an outing is always likely to be higher than the legal minimum. It is not unusual for a ratio of 1:1 to be necessary.

Lone Working on Local Visits

A risk assessment must be completed where an experienced member of staff is leading a local visit by themselves. A contingency plan must be in place to cover the possibility of the member of staff becoming incapacitated so that measures are in place to ensure the safety and wellbeing of young people until further support arrives. Emergency contacts must also be in place.

7. Safeguarding

See National Guidance - Safeguarding

All adults involved in outdoor learning, off-site visits and learning outside the classroom have a responsibility to safeguard and promote the welfare of children and young people during these activities.

Such visits and activities have many benefits, but there are also potential safeguarding risks which should be considered during the planning process.

Visit Leaders must ensure that their training is up to date and they are informed of any children and young people who may be particularly vulnerable or have specific needs and ensure that other staff/adults are made aware as necessary.

Reporting

When any concerns about a young person are identified these should be reported to the establishment's designated safeguarding lead. When visits occur out of hours, or out of term time, you should ensure that adequate and appropriate cover arrangements are in place for this role.

If you have immediate concerns or are worried about a child or young person's safety, please telephone the Multi Agency referral Unit (MARU) on 0300 1231 116.

Disclosure Barring Service Checks

See National Guidance – Vetting and Disclosure and Barring Service Checks

An Enhanced Disclosure (currently known as a DBS Check) must be sought for all positions in 'regulated activity'. The full definition of regulated activity is found in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. For our purposes, an individual can become engaged in regulated activity either through what they do (a defined activity) or where they work (a specified place).

Defined activities

Defined activities include the following when they are carried out **frequently** or **intensively:**

- Any form of teaching, training, instruction, supervision or care of children (see 'regulated activity under supervision' below, for exceptions when the activity is, on a regular basis, subject to the day to day supervision of another person).
- Provision of advice or guidance to children relating to their wellbeing.
- Driving a vehicle that is being used solely for conveying children and their carers or supervisors.

Defined activities also include the following **even if the activity is carried out only once**:

- Health care provided by, or under the direct supervision of a regulated health care professional.
- Personal care involving physical assistance (or required prompting with supervision, advice or training) with eating, drinking, washing, dressing, bathing and toileting for reasons of age, illness or disability.

Frequently means the same person engages in the activity once a week or more.

Intensively means the same person engages in the activity on 4 or more days in a 30-day period (or in some cases overnight between 2am and 6am, where there is opportunity for face to face contact).

Regulated Activity Under Supervision

Teaching, training, instruction, care and supervision of children are not regulated activity if they are, on a regular basis, subject to the day-to-day supervision of another person who is engaging in regulated activity (and therefore appropriately vetted). The day-to-day supervision must be reasonable in all circumstances to protect the children concerned. The Department for Education (DfE) has issued statutory guidance on this. You may need to copy and paste the link into your browser.

https://www.gov.uk/government/publications/supervision-of-activity-with-children.

Exchanges and Homestays

See National Guidance – Exchanges and Homestays

See Annex E ("Host Families – Homestay during Exchange Visits") of the DfE statutory guidance for schools and colleges "Keeping Children Safe in Education", which is available at:

www.gov.uk/government/publications/keeping-children-safe-in-education.

When an establishment arranges for host families to provide young people with accommodation during a visit (including if it uses a third party provider to make the arrangements), it has a duty to take all reasonable steps to ensure that young people are placed in appropriate homes and are safeguarded.

The establishment must decide whether DBS checks should form part of the process of homestay vetting. This should be done using the principles outlined above, taking into account the nature of the homestay arrangements.

However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people.

The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common sense risk-benefit assessment process has been considered.

See National Guidance document: **Vetting and DBS Checks.**

For further advice and guidance contact your employer's HR Safeguarding Team or for maintained schools and Cornwall Council establishments contact HR Safeguarding on 01872 324130 or email hrsafeguarding@cornwall.gov.uk.

8. **Informed consent**

See National Guidance – Parental Consent

Have parents/carers been provided with full information about the visit to enable them to give informed consent?

It is recommended that schools ask those in a position of parental responsibility to complete a consent form at the beginning of the school year to cover standard activities. Specific consent should be sought for activities requiring enhanced planning typically

- Residential visits
- Foreign visits
- Adventure activities
- Activities for which a charge will be made

A school must always get written consent for nursery age children.

A sample consent form is to be found in Appendix 8.

9. **Have staff, young people, parents/carers been briefed appropriately according to the nature of the visit?**

See National Guidance – Group Management and Supervision

See National Guidance – Guidance for Parents

Staff: clarity over roles/responsibilities during the visit, expectations of behaviour, SEND or medical needs, arrangements for indirect supervision if applicable, head counts, mobile phone protocol, significant hazards, emergency procedures.

Young people: kit list, suitable clothing, mobile phone protocols, code of conduct, significant hazards, emergency procedures.

Parents/carers: need to have sufficient information to be able to give informed consent for their son/daughter to take part. Typically, this might be via a letter. For more complex visits (eg a residential) it is recommended that a meeting with parents/carers is held.

10. **Is the visit fully inclusive?**

See National Guidance - Inclusion

The Equality Act states that the responsible body of a school or, for other provision, the service provider, must not discriminate against, harass or victimise a pupil or young person because of one of the protected characteristics (disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation) in the way that it provides (or not) a benefit, facility or service. There is a duty to make reasonable adjustments.

Every effort must be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every reasonable effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Establishments should take all reasonably practicable measures to include all young people. To accurately match the needs of all children close liaison between the visit leader and the SENCO is strongly recommended. The principles of inclusion should be promoted and addressed for all visits and reflected in establishment policy, thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility through direct or realistic adaptation or modification
- integration through participation with peers

11. Effective first aid cover is in place

National Guidance – First Aid

First aid provision for any visit/activity should take into account the nature of the activity, any likely associated injuries or infections, the group and the location based on the extent to which the group is isolated from support and the emergency services. This should be determined by the visit leader based on risk assessment.

For children in the Early Years Foundation Stage, there is a statutory requirement that at least one person who has a current paediatric first aid certificate and sufficient understanding and use of English to summon help in an emergency must accompany children on outings.

12. Emergency procedures are in place

National Guidance Off-site Visit Emergencies – The Establishment's Role

An effective emergency plan and designated emergency contact(s) are in place and available for the duration of the visit. All details of the visit/activity are accessible to the emergency contact throughout the period of the activity. All members of the visit leader team are aware of the emergency procedures.

Cornwall Council's Emergency Procedures are included in Appendix 5. It is recommended that the aide-memoires for the Visit Leader and the Emergency Contact are customised to your establishment and carried by the relevant parties.

13. Transport arrangements are in place and meet employer requirements

See National Guidance Transport for general considerations

Minibuses

Schools and other establishments should at all times adhere to legal requirements and follow their employer's guidance. The employer's insurer's requirements also need to be adhered to.

Use of private cars - See National Guidance Transport in Private Cars

Employees are required to have business insurance if they are transporting young people. Schools must advise volunteer drivers (eg parents) to check with their insurers that they have the appropriate cover for transporting young people.

Smaller Ferries, Passenger and Fishing Boats

Cornwall is surrounded by the sea and as a consequence there are numerous different ferries and fishing boats that provide water transport. All of these vessels are classed as being commercial and as such must conform with the certification, survey, safety and manning standards applicable to their area and type of operation.

Should you wish to check that the boat/ferry that you are planning to use is appropriately certified, section three of the following link gives the names and addresses of Certifying Authorities in Cornwall.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/302862/min_281.pdf

14. Adequate insurance is in place

See National Guidance - Insurance

Employer's Liability Insurance is a statutory requirement for all schools. **Academy schools should check with their own insurance company to ensure adequate cover is in place.** Cornwall Council holds a policy that indemnifies it against all claims for compensation for bodily injury suffered by any person employed by it. This cover extends to those persons who are acting in a voluntary capacity as assistant supervisors. Cornwall Council also holds Public Liability insurance, indemnifying it against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, third party property. Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers acting under the direction of the employer's staff. The indemnity covers activities such as off-site activities and visits organised by all establishments and settings for which the employer is responsible.

Personal Accident Assault Insurance is provided for all Cornwall Council employees in the course of their employment, providing predetermined benefits in the event of an assault. Visit/Activity Leaders are advised that they should consider taking out personal accident cover privately, or through a professional association.

Cornwall Council Visit and Activity Leaders should contact the Insurance Section to seek clarification of the above, including any circumstances requiring early notification of specialist activities to the insurer. They should also ensure they have obtained current information regarding any special policies that may be available to offer more comprehensive cover.

For further guidance contact Cornwall Council's Insurance Section insurance@cornwall.gov.uk 01872 323850/3447 or your employer's insurers.

15. Arrangements are in place to finance the visit and meet employer requirements and charging regulations

See National Guidance - Charges for Off-site Activities and Visits in an Educational Establishment

Headteachers/Managers, Curriculum Planners, Educational Visits Coordinators (EVCs) and Visit/Activity Leaders must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in Sections 449-462 of the Education Act 1996. This applies equally to employers within a standalone academy or multi-academy trust.

In addition due consideration should be given to ensuring that Visit Leaders have access to sufficient funds in the event of an emergency, eg requiring an additional night's accommodation if unable to travel due to adverse weather.

16. Monitoring

National Guidance – Monitoring

The Headteacher and/or the EVC **must** ensure there are procedures in place to monitor outdoor learning and educational visits. It should be done in such a way that it is a positive experience for leaders, with supportive feedback to enable them to reflect upon and improve their practice. Monitoring should ideally include an element of observation in the field, perhaps undertaken by the Headteacher, EVC or another experienced Visit Leader. A formal method of recording all monitoring should be employed. There are many ways of identifying what to monitor, for example

- Achievement of intended learning outcomes
- Sample monitor across the full range of provision
- Activity that is more complex, requiring enhanced planning and management
- New or less experienced staff
- Staff who regularly work in isolation or not seen for a long time
- Sessions with which management may be least familiar
- New activities or venues or those with potentially the greater risk.

17. Arrangements for evaluation of the visit/activity are in place

It is important that the establishment evaluates its outdoor learning and educational visits. The following questions are especially important.

- Did the activity/visit meet the intended learning outcomes?
- Was it value for money?
- Would we repeat the visit/activity?
- Would we use the provider/accommodation/transport again?
- Any near misses/accidents/incidents?
- Do the risk assessments need reviewing?

A format for evaluating the visit can be found in Appendix 6

Appendices

1. Checklist – Management Board/Governing Body
2. Checklist – Headteacher/Manager
3. Checklist – Educational Visit Coordinator (EVC)
4. Checklist – Visit Leader
5. Emergency procedures for Educational Visits
6. Learning Outside the Classroom - Evaluation
7. Provider Statement
8. Parental Consent for Local Off-Site Activities
9. Leader Approval Check List

Appendix 1

National Guidance
oeapng.info

Checklist - Management Board/Governing Body

- We regularly discuss the place of off-site visits and outdoor learning in relation to the establishment's ethos, aims, programme and effectiveness.
- We are aware of our responsibilities as explained in document 3.4f "Member of a Management Board or Governing Body".
- Our establishment has a policy for off-site visits and outdoor learning.
- If we are legally the employers of establishment staff, we are fully aware of our responsibilities under health and safety law, as explained in document
- 3.1a "Requirements and Recommendations for Employers".
- We have access to training to develop our understanding of of-site visits and outdoor learning and its associated guidance.
- We support and challenge the establishment's head/manager to provide safe high quality off-site visits and outdoor learning.
- There is an Educational Visits Coordinator (EVC) in place who meets with employer requirements.
- If we are school governors, we understand that Pupil Premium can be used to support the provision of off-site visits and outdoor learning, and recognise the benefits that this can bring for pupils. We have arrangements and consider adjustments for young people with special needs, including medical and behavioural needs, so that our visits are inclusive.
- Offsite visits and outdoor learning are included in our meeting agendas and are a standing item in the head's/manager's report.
- The establishment has procedures in place to monitor the safety, quality and effectiveness of its off-site visits and outdoor learning.

- We are aware of which types of visit or activity require our specific approval or involvement, as part of the establishment's monitoring and approval procedures. Emergency procedures are in place, and we periodically review and rehearse them to ensure that they remain suitable and sufficient.
- We are aware that we may be involved in adjudicating parental complaints or dealing with emergencies.
- The establishment has access to expert advice, such as from a competent outdoor education adviser appointed by the employer.

Appendix 2

National Guidance
oeapng.info

Check List - Headteacher/Manager

General

- Outdoor learning is an integral part of the work of the establishment. It is evaluated, good practice shared and there is clarity about how it can support a wide range of outcomes for children and young people.
- I have appointed an EVC and have access to advice such as from a competent outdoor education adviser.
- My establishment has a policy for visits/outdoor learning, and it adopts OEAP National Guidance.
- I have undertaken any training required by the policy.
- Staff induction and training needs are identified and addressed. Sampling of activity identifies any further training needs.
- Procedures are followed correctly and visits are formally notified and approved as required by the policy.
- Supported by my EVC, I agree the competency of leaders.
- All adults including volunteers are vetted, and those engaging in regulated activity have enhanced Disclosure and Barring Service (DBS) checks with barred list check.
- There is an establishment emergency response procedure, appropriate to the nature of activity undertaken, which is periodically tested.
- There is emergency contact including for activity beyond school hours and 24/7 for residential experience, with access to all information and documentation relating to the visit.
- Accidents and incidents are reported and investigated, learning is shared and RIDDOR requirements are met.

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- Information about the range of outdoor learning and its contribution to establishment effectiveness is regularly considered by senior leadership/management and by governors/trustees.

Visit/ Activity Specific

- Preliminary visits have taken place if necessary.
- Inclusion issues have been addressed.
- The EVC has been kept informed during the planning of the visit. · Any third party providers have been appropriately selected. (See document
- 4.4h "Using External Providers & Facilities")
- Information has been shared with parents, and consent has been given where required.
- There are clear learning/development aims, which contribute to the wider aims/ethos of the establishment.
- Leaders - and where appropriate young people - have been involved in the planning, including assessing the risks and what to do.
- Arrangements have been made for the medical needs and the special educational needs of all participants and leaders.
- There are sufficient competent leaders to ensure effective supervision and to deal with incidents and emergencies.
- Everyone is aware of their roles and responsibilities.
- Any travel, transport, and residential arrangements are appropriate.
- Suitable insurance is in place.
- There is a contingency 'Plan B' to deal with changing circumstances.
- Visit Leaders have sufficient funds and effective means of communication in case of emergency.

Finally

- The staffing and activities are appropriate for the group – its age, competence and the needs of the participants – in the setting/environment.
- I am confident that this visit is well prepared and I can approve it.

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Appendix 3

National Guidance
oeapng.info

Check List – Educational Visit Coordinator (EVC)

General

- I have attended OEAP-approved EVC training and remain currently competent, and I have access to advice such as from a competent outdoor education adviser.
- I have an understanding of how visits/outdoor learning can support a wide range of outcomes for children and young people.
- My establishment has a policy for visits/outdoor learning, which I understand, and it adopts OEAP National Guidance.
- Visits/outdoor learning are an integral part of the work of the establishment and are evaluated and good practice shared.
- I support/oversee planning so that activity is well-managed, engaging, relevant, enjoyable and memorable.
- Procedure and responsibility for engaging leaders and determining their competence is clear and I support those involved in approval decisions.
- Leader induction and training needs are identified and I support leader development, sampling activity to identify any further training needs.
- Visits/outdoor learning are regularly considered at senior leadership/management level and by governors/trustees, and I provide information about the range of activity and its contribution to establishment effectiveness.
- There is an establishment emergency response procedure, appropriate to the nature of activity undertaken, which is periodically tested.
- Accidents and incidents are reported and investigated, learning is shared and RIDDOR requirements are met.
- Notification and approval procedures are followed correctly and within agreed timescales.

Visit/Activity Specific

- Preliminary visits have taken place if necessary.
- Any third party providers have been appropriately selected.
- Parental consent, where required, is in place.
- Parents have been provided with appropriate information.
- There are clear learning/development aims, which contribute to the wider aims/ethos of the establishment. An evaluation process is in place.
- The Visit Leadership Team is sufficiently confident and competent for this activity with this group.
- The Visit Leader is responsible for, and has ownership of, the visit plan including risk-benefit management.
- Where appropriate, all leaders and participants have been involved in the planning process.
- There are sufficient leaders to ensure effective supervision and to deal with incidents and emergencies.
- Everyone is aware of their roles and responsibilities.
- Medical, first aid, inclusion and safeguarding issues have all been addressed.
- Any travel, transport, and residential arrangements are appropriate.
- There is a 'Plan B'/alternative options if needed.
- Where necessary, there is a designated 24/7 emergency contact with access to all information and documentation relating to the activity.
- The Visit Leader has sufficient funds and an effective means of communication in case of an emergency.
- Suitable insurance is in place.

Finally

- All relevant requirements of the employer and establishment policy/procedure have been met.
- The Visit Leadership Team and activities are appropriate for this group – its age, competence and the needs of the participants – in this setting/environment.
- This Visit is well prepared and ready for approval.

3.3a © OEAP 11-March-2019

Appendix 4

National Guidance
oeapng.info

Checklist - Visit Leader

This list is designed to be a prompt for visit planning, and a final check. The relevance of each point, and the complexity of the responses, depends on the nature of the visit. Information about good practice can be found elsewhere in National Guidance (the numbers in brackets refer to some relevant documents).

General

- ☐ The intent of the visit is clear, integral to the establishment's curriculum/programme, and focuses on the learning and development of the participants (4.3a).
- ☐ The risks of all aspects of the visit have been considered and it is clear what leaders need to do to manage the risks (4.3c).
- ☐ There is access to first aid appropriate to the group and environment (4.4b).
- ☐ Suitable insurance is in place (4.4c).
- ☐ There are alternative options (a 'Plan B') as necessary (4.1a).
- ☐ There are emergency procedures for which leaders and emergency contacts have been prepared (4.1c, 4.1g).
- ☐ I have access to sufficient funds and an effective means of communication in case of emergency.
- ☐ External providers and facilities meet expected standards (4.4g).
- ☐ Any contract with a provider is satisfactory and has been agreed by an authorised person in my establishment (3.2i).
- ☐ The visit meets the requirements of my employer and establishment.
- ☐ Evaluation and review arrangements have been agreed.

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Staffing

- ☐ I am clearly identified and approved as the Visit Leader and am aware of my responsibilities (3.4k).
- ☐ All leaders and helpers are clear about their roles, can fulfil them competently, and have been approved (3.2d, 4.2a).
- ☐ There are sufficient leaders and helpers to ensure effective supervision and deal with incidents and emergencies (4.3b).
- ☐ If the visit involves an external provider, there is clarity about the respective roles of provider staff and establishment staff (4.4h).
- ☐ Leaders and helpers have received all relevant information about the visit and the group, and are clear about any risks and their role in managing them.
- ☐ If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management.
- ☐ I have kept my Educational Visits Coordinator (EVC) informed during the planning process.

Activities

- ☐ The programme of activities is designed to achieve the visit's intent, and is appropriate to the nature of the participants.
- ☐ The risks involved in specific activities have been considered (7a to 7z).
- ☐ The Visit Leadership Team includes leaders competent in the planned activities, or a suitable provider has been contracted to lead the activities.
- ☐ There is sufficient suitable equipment available.
- ☐ Travel/transport arrangements are appropriate (4.5a).

Group

- ☐ Parents have been fully informed about the visit, and have given their consent if this is required (4.3d).
- ☐ Any contracts with participants/parents, including any charges, meet my establishment's requirements (3.2c, 3.2i).
- ☐ Up to date contact details, medical information, dietary requirements and information about special needs are available and shared appropriately with the Visit Leadership Team and any provider (4.4j).
- ☐ Where appropriate, participants have been involved in planning, including identifying and deciding how to manage risks.
- ☐ Plans for the visit comply with current guidance about epidemics (such as coronavirus 4.4k).
- ☐ Participants have been well informed about what is expected of them.
- ☐ Safeguarding issues are addressed (4.3e).

- ☐ Inclusion issues are addressed (3.2e, 4.4i).
- ☐ Medication issues are addressed (4.4d).
- ☐ Dietary issues are addressed.

Environment

- ☐ Environmental factors (eg weather, daylight hours, water levels, natural and man-made hazards) have been considered (7i, 7j).
- ☐ Accessibility issues are addressed (4.4i).
- ☐ I have undertaken a preliminary visit, or am already familiar with the venue and any provider, or have sufficient information from other sources (4.4g).
- ☐ Where remote supervision will be used, the environment is suitable (4.2a).
- ☐ Any accommodation is safe and suitable (4.2b).
- ☐ If visiting overseas, documentation and other issues are addressed (7r).
- ☐ Security is addressed, especially for residential and overseas visits (4.2b, 7r).
- ☐ The risk of terrorism has been considered (4.4e).

Finally

- ☐ My decision is that this visit is well prepared and should take place.
- ☐ The visit plan has been approved by my establishment/employer if required.

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Appendix 5

Emergency Procedures for Educational Visits

Date 16/12/2019

Together For Families
Education Services

Current Document Status

Version	0.2	**Approving body**	
Date	25/1/17	Date of formal approval (if applicable)	
Responsible officer	Andy Barclay	**Review date**	
Location			

Version History

Date	Version	Author/Editor	Comments
25.02.2016	Version 0.1	Andy Barclay	
25/01/2017	Version 0.2	Ann Kemp	Cover page updated
15/10/18	Version 0.3	Andy Barclay	Cover page updated Fire Control Number updated
14/11/19	Version 0.4	Andy Barclay	Cover page updated
16/12/19	Version 0.5	Andy Barclay	Cover page updated Fire Control Number updated

Comprehensive Impact Assessment Record

Date	Type of assessment conducted	Stage/level completed (where applicable)	Summary of actions taken decisions made	Completed by	Impact Assessment review date

Document retention

Document retention period	

Emergency Procedures

Emergency procedures are an essential part of planning an educational visit and all members of the visit leadership party must be familiar with them before the departure. Some incidents can be resolved through an on-the-spot response by the Visit Leader however, in the event of a serious incident, which could range from an injury or illness requiring medical treatment to a fatality, the following procedures must be followed. The Visit Leader must ensure that these procedures are implemented as quickly and efficiently as possible in order to facilitate help and support for pupils, parents, and staff. All staff should have available a copy of these procedures and other relevant information on all visits.

For the purposes of these procedures a serious incident is defined as

1). A situation where a group member:

- has suffered a life threatening injury or fatality
- is at serious risk
- has gone missing for a significant or unacceptable period

2). Any incident that is beyond the normal coping mechanisms of the Visit Leadership Team.

Mobile phones

A mobile phone is an essential item of equipment for a Visit Leader and may save valuable time in the event of an emergency. However, difficulties frequently arise with mobile phones due to reception, battery power or insufficient credit. Mobile phones should complement and not replace traditional safety and communication procedures. Visit Leaders should know the mobile phone numbers of other key staff in the party.

Visit Leader First Response – Care of the Group and Colleagues
See Appendix A for actions and checklist

Action for Establishment Emergency Contact on receiving a call
See Appendix B for information checklist

All emergency contacts must have by their telephone:

- lists of all group members (including adults) together with the addresses and telephone numbers of their contacts/ next-of-kin
- complete details of the itinerary
- telephone numbers of senior staff from the establishments concerned
- Contact details for Learning and Directorate as below

In the event of being alerted to an emergency during an off-site visit use the following to guide your actions:

- Stay calm – use the checklist below (Appendix B) to record essential information.
- Consider the actions you need to take and contact the appropriate people.
- Reassure the caller and keep them informed of your actions.
- Record all information you receive and actions you take.
- Delegate tasks as and when possible/appropriate to allow you to manage the situation.

Depending on the circumstances and the support required you will need to consider some or all of the following:

- Inform your own senior colleagues (and governors).
- Inform your employer (eg the Local Authority). They will assess the level of response required which may involve deploying the Tactical Coordinating Group to give support to you, the party, and parents/carers.

Emergency Support Team – school/establishment-based

- Establish an Emergency Support Team, which may need to include the following roles (combine if insufficient staff are available):

    - Overall Controller
    - Coordinator with group (consider keeping the same person to always speak to the Visit Leader)
    - Communications (could be a number of people dealing with different aspects)
    - Logistics – making arrangements (eg transportation/accommodation) for the group and any travelling team if required
    - Resources – eg office space, reception for any visitors (parents/carers, media), refreshments / food – Site Manager, admin support
    - Record/log keeper

- Keep a log of all actions, communications and decisions, including the people involved and times.

- Arrange alternate and additional phone lines so that incoming calls do not swamp communications. Consider other means of communication such as internet, email and text.

- Liaise with your employer over liaison with emergency services, media, tour operators, insurance companies as necessary.

- Carry out the actions required to support the Visit Leadership team.

- Decide if a 'Travelling Team' is needed to provide support at the scene.

- Ensure the security of your site and ensure that access is monitored and controlled (elements of the press may well seek to gain access wherever they can).

- Make arrangements for relatives to be accommodated onsite or nearby, if necessary, while they wait for news.

- Arrange for the return or onwards travel of the party, and/or arrange transport for parents to the scene/hospital

- Control communications and the flow of information to the affected group, parents, other establishment staff (beware of other staff inadvertently starting rumours circulating).

- Control information to the media – use the expertise of your Employer's communications team and direct all media enquiries to them.

- Make arrangements for meeting the group back from the visit and returning children to parents.

- Consider the possible need for future emotional support and care for anyone involved (don't forget other staff, young people and the Emergency Support Team as well as those directly involved).

Contacting the Directorate during or outside office hours

Telephone Fire Control **0203 162 2240**. There is a duty officer 24 hours a day. Indicate clearly:

(a) that it is an emergency on an educational visit.

(b) that you need to speak to the Emergency Management Officer as soon as possible.

(c) where you are, who you are and your telephone number (including direct codes if possible – particularly if you are abroad).

Your message will be passed on and an officer will telephone you as soon as possible. Please remain by the telephone.

PLEASE NOTE – do not speak to the news media under any circumstances other than to refer them to the Communications Officer at County Hall, **01872 322186**

Visit Leader Emergency Action Card Appendix A

To be printed, laminated, and carried by all staff accompanying a visit.

Visit Leader First Response – Care of the Group and Colleagues

1. REMAIN CALM - Assess the situation.
2. Safeguard yourself and then any other uninjured members of the group. Make sure all other members of the party are:
   - ✓ accounted for
   - ✓ safe
   - ✓ adequately supervised
   - ✓ briefed to ensure that they understand what to do to remain safe.
3. Delegate to Assistant Leaders if possible so you can keep an overview of events.
4. Call emergency services as appropriate.
5. Carry out first aid to the best of your abilities. Remember the aims of first aid are to
   a) Preserve life
   b) Prevent the condition worsening
   c) Promote recovery
1. Casualties need to be able to breathe – if they are unconscious put them into a safe airway position
2. Find and stop any serious external bleeding
3. Protect the casualty from the environment - keep them warm
4. Monitor their condition, reassure them and provide emotional support

Once the immediate situation is contained:

- Inform the school/Establishment Emergency Contact or, if unavailable, your Employer (eg the Local Authority) Emergency Contact. They will need the information as per the table below:
- Liaise with, and take advice from, emergency services if they have attended the scene.
- Legal liability should not be discussed or admitted.
- Refer all media, parental or other enquiries to your employer's press office.
- An adult from the party should accompany any casualties to hospital
- Consider the physical needs of the group and casualties in terms of shelter, refreshments, transport/repatriation.
- Consider the emotional needs of the group such as removing them from the scene, providing support (they can often do this for each other), giving them useful things to do.
- Control communications - prevent group members from using phones or going online unsupervised or until approval is given.
- Keep a written log of all actions taken, conversations held and a timescale.
- Inform the Foreign Office Consular Assistance Team if abroad.

Information to be supplied to Emergency Contact at base

Who is calling?
If your group is from more than one establishment, which one are you from?
What is your role in the group? (Visit Leader, Assistant Leader, Volunteer?)
What number can you be called back on should you be disconnected?
What has happened? What is the nature of the emergency?
What is the number and status of any casualties?
What is their current location?
What is the total number of people in the party?
Are you are staying where you are or moving? If you are moving where to?
What help do you require?
What time did the incident happen?
What time is it now? If the group is outside the UK what is the time difference?

Emergency Numbers

Name	Telephone	Mobile
My telephone number		
School/Establishment		
Emergency Contact 1		
Emergency Contact 2		
Head/Manager		
Emergency Services (if travelling abroad)		
Foreign Office Consular Assistance	+44 20 7008 1500	
Communications Office	01872 322186	

Emergency Contact Action Card Appendix B

If an Establishment adopts this format, it should be made available to any staff likely to take incoming phone calls from a Visit Leadership Team.

On receiving a call

In the event of receiving an emergency call from a group on a Visit, remember they will be very stressed. You need to remain calm to be able to take down some key information without missing anything. Carry out the actions below, as appropriate:

1. Take down the following information:

Who is calling?
If you have more than one Establishment, which one are they from?
What is their role in the group (Visit Leader, Assistant Leader, Helper, Participant)?
What number can they be called back on should you be disconnected?
What has happened? What is the nature of the emergency?
What is the number and status of any casualties?
What is their current location?
What is the total number of people in the party?
Are they staying where they are or moving? If they are moving where to?
What help do they require?
What time did the accident happen?
What time is it now? If the group is outside the UK, what is the time difference?

1. Reassure them and tell them they will be called back once you have contacted a senior manager (within 30 minutes).
2. Contact staff in the following priority order and give them the information you have noted.
3. If you receive a call from the media or a Parent, refer them to a senior manager.

The table below should be completed with names and numbers of those who should be informed, in order of priority.

Name	Telephone(s)	Mobile(s)
Headteacher /Manager/Principal		
Emergency Management	0203 162 2240	
Chair of Governors		

Document information

Contacts

Policy prepared by:

Andy Barclay

Head of Cornwall Outdoors

Education and Early Years

Children, Families and Adults

25 January 2017

Alternative formats

If you would like this information in another format please contact: **Cornwall Council, County Hall, Treyew Road, Truro TR1 3AY**

Telephone: **0300 1234 100** email: **enquiries@cornwall.gov.uk**

www.cornwall.gov.uk

Please consider the environment. Only print this document if it cannot be sent electronically.

Appendix 6

Learning outside the Classroom – Evaluation

CORNWALL OUTDOORS

Event: _____ **Date:** _____

Venue: _____ **Leader:** _____

Intended Learning Outcomes	How well were these outcomes met? 1 completely; 4 not at all	Notes/next steps
☐ Curriculum Links	1 2 3 4	
☐ Enjoyment	1 2 3 4	
☐ Confidence	1 2 3 4	
☐ Social Awareness (self awareness and social skills)	1 2 3 4	
☐ Environmental Awareness	1 2 3 4	
☐ Activity Skills	1 2 3 4	
☐ Personal Qualities Initiative, self-reliance, resilience	1 2 3 4	
☐ Key Skills Communication, teamwork, problem solving	1 2 3 4	
☐ Health, Fitness and Wellbeing	1 2 3 4	
☐ Increased Motivation for Learning	1 2 3 4	
☐ Broadened Horizons Open-minded, stepping out of comfort zone	1 2 3 4	

Logistical arrangements

Item	Rating					Notes
Transport	1	2	3	4	N/A	
Provider	1	2	3	4	N/A	
Accommodation	1	2	3	4	N/A	
Catering	1	2	3	4	N/A	
Value for Money	1	2	3	4	N/A	
Inclusive	1	2	3	4	N/A	
Review risk assessment	**Yes/No**					

Near Miss/Incident

Any Other Notes

Chy Trevail (North 2), Beacon Technology Park, Dunmere Road, Bodmin PL31 2FR
www.cornwalloutdoors.org

Appendix 7

PROVIDER STATEMENT

Visit Leaders please note: you should not send this form to a provider that holds a valid Learning Outside the Classroom Quality Badge, unless you require confirmation of the questions in Section A. Details of the badge and its holders can be found at lotcqualitybadge.org.uk.

PART 1: To be completed by the Visit Leader

Name & address of Establishment (school or organisation)	
Email	
Name of Visit Leader	
Name of Provider	
Date(s) of visit if known	

Continued over . . . . .

PART 2: To be completed by the Provider

Please give careful consideration to the following statements and respond with YES, NO or N/A, or give the specific information required.

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

SECTION A

To be completed for all types of visit

1.	**Learning Outside the Classroom Quality Badge**	
1.1	Do you hold a valid Learning Outside the Classroom Quality Badge?	
2.	**Data Protection**	
2.1	Do you comply with the General Data Protection Regulations (GDPR)?	
2.2	Will the terms of the contract with the establishment include an outline of how any personal data the establishment shares with you will be shared, used, stored, secured and eventually deleted or returned?	
2.3	Do you accept that you may only take or use photographs of participants with the establishment's specific permission?	
3.	**Waivers**	
3.1	Do you guarantee that the establishment, the participants or their parents will not be required to agree any waiver which seeks to limit your liability for death or personal injury resulting from your negligence?	

SECTION B

To be completed for all types of visit

4.	**Insurance**	
4.1	Do you hold public liability insurance which will be current during the proposed visit and which covers all directly provided and sub-contracted activity?	
4.2	If Yes, what is its indemnity limit? (NB a minimum £5m is required)	£ M
5.	**Health, Safety and Emergency Policies**	
5.1	Do you comply with relevant health and safety regulations, including the Health and Safety at Work etc. Act 1974 and associated Regulations, and have a written health and safety policy and recorded risk assessments which are available for inspection?	
6.	**Vehicles**	
6.1	Are all vehicles to be used roadworthy, and do they meet the requirements of regulations in the country in which they will be used and EU regulations on passenger seats and seat restraints?	
7.	**Staffing**	
7.1	Do you have a robust recruitment and engagement process to ensure that staff are suitable to work with young people, including enhanced DBS check and barred list check for any staff engaged in regulated activity?	
7.2	Are there regular opportunities for liaison between your staff and establishment staff?	
7.3	Is there sufficient flexibility to make significant changes to the programme if necessary, and will the reasons for any such changes be made known to establishment staff?	

Continued over . . . . .

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

SECTION C
To be completed if the visit includes activities or field studies

10. **Adventure Activities Licensing Authority (AALA) Licence** to be completed if any activities are within the scope of the licensing regulations		
10.1	AALA Reference number Date of expiry	
10.2	Does the Licence held cover all planned activities, which are in the scope of AALA licensing?	
11. **Activity Management** to be completed about all activities		
11.1	Do you have a policy for staff recruitment, training and assessment, which ensures that all staff with a responsibility for participants are competent to undertake their duties?	
11.2	Do you maintain a written code of practice for activities, which is consistent with relevant National Governing Body guidelines and, if abroad, the relevant regulations of the country concerned?	
11.3	Do you confirm staff competence by appropriate National Governing Body or AALA-recognised qualifications for the activities to be undertaken, or have staff had their competence confirmed by an appropriately qualified and experienced technical adviser?	
11.4	Where there is no National Governing Body for an activity, are operating procedures, staff training & assessment requirements explained in a code of practice?	
11.5	Will participants at all times have access to a person with a current first aid qualification, and are staff practised & competent in accident & emergency procedures?	
11.6	Do you make clear your expectations of how responsibilities for the supervision and welfare of participants are shared between your staff and visiting staff?	
11.7	Is all equipment used in activities suited to the task, adequately maintained in accordance with statutory requirements and current good practice, with records kept of maintenance checks as necessary?	

Continued over . . . . .

SECTION D
To be completed by Tour Operators

12. **Tour Operators**		
12.1	Do you comply with the Package Holidays and Package Tours Regulations 1992, the Foreign Package Holidays (Tour Operators and Travel Agents) Order 2001 and the Package Travel and Linked Travel Arrangements Regulations 2018 including bonding to safeguard customers' monies?	
12.2	Details of bonding (ATOL, ABTA, etc.)	

SECTION E
To be completed if the visit includes an overseas expedition as defined in National Guidance document 7q "Overseas Expeditions" at https://oeapng.info

13. **Overseas Expeditions**		
13.1	Do you comply with British Standard BS8848:2014?	

SECTION F – ACCREDITATION

14. **Details of any accreditations held by the Provider**

CONFIRMATION

I confirm that the details given above are correct, and that our organisation will give prior notification of any significant changes that might adversely affect the safety and wellbeing of user groups.

Signed: _____

Date: _____

Name: _____

Position in organisation: _____

Name of Provider: _____

Address of Provider: _____

Tel:_____ Email:_____

Website: _____

Thank you for completing this form. Please return it to the Visit Leader at the establishment named above or to Cornwall Outdoors, Chy Trevail (N2), Dunmere Road, Bodmin, PL31 2FR, email cornwalloutdoors@cornwall.gov.uk.

Appendix 8

PARENTAL CONSENT FOR LOCAL OFF-SITE ACTIVITIES

(Annual consent form)

Dear Parent or Guardian,

This is a consent form to cover local off-site activities and visits that your child may be undertaking during the school year. These visits may include short journeys on foot or in vehicles and some may continue beyond the school day. None of these visits include any adventurous activity or involve an overnight stay. A separate specific consent form will be sent out for visits involving adventurous activities or for residential visits.

The visits and activities covered by this consent typically include:

All visits which take place as part of the normal school programme

Swimming lessons

Visits to theatres, museums and similar

All off-site sporting fixtures within and outside the school day

Any local visits which take place in the holidays or at a weekend

All off-site activities for nursery schools

In normal circumstances the school will send you information about each visit or activity before it takes place

Name of child	
Date of birth	

Special details - any information about your child's health which may need special attention but does not prevent them from taking part should be noted below. (For example; any allergies, any medication needed and the dosage, travel sickness, diabetes, asthma or epilepsy?)

Has your child had any recent illness?	
Does your child have any specific dietary requirements?	
Any additional information which may be of use:	

I would like my child to take part in the programme of activities that form part of the school year. I understand that I will be informed of the arrangements for each visit in advance.

I acknowledge the need for my child to behave responsibly at all times.

I consent to any emergency medical treatment required by my child during the course of the visit.

I consent to my child travelling in a motor vehicle driven by a member of staff or other adult in the event of an emergency and in accordance with associated Local Authority guidance.

I confirm that my child is in good health and I consider him/her fit to participate.

Signature of parent/guardian		Date
Name of parent/guardian		
Address		
Telephone number		
Contact name and telephone number in event of an emergency		
Relationship to child		
Name of family doctor		
Approximate date of last tetanus injection		

Cornwall Outdoors

Chy Trevail (North 2), Beacon Technology Park, Dunmere Road,

Bodmin, Cornwall, PL31 2FR

T: **01872 326368/326360**

E: cornwalloutdoors@cornwall.gov.uk

If you would like this information in another format or language please contact us:

T: 0300 1234100 www.cornwall.gov.uk

Appendix 9

Approval of Leaders

Before any leader takes charge of an educational visit an assessment must be made of their competence.

Some factors to consider:

1.	Is the visit leader accountable? Have all necessary employment checks been made?	Yes/No
2.	Is the visit leader confident? Can the visit leader take charge in an emergency?	Yes/No
3.	Has the visit leader acted as a deputy on a day visit?	Yes/No
4.	Has the visit leader successfully led day visits?	Yes/No
5.	Has the visit leader acted as a deputy for residential visits?	Yes/No
6.	Has the visit leader successfully led a residential visit?	Yes/No
7.	Has the leader acted as deputy for adventure activities?	Yes/No
8.	Has the leader successfully led adventure activities?	Yes/No
9.	Does the leader hold a recognised qualification for the adventure activity?	Yes/No
10.	Does the adventure activity leader have a current first aid certificate?	Yes/No
11.	Has the leader acted as a deputy on a foreign visit?	Yes/No
12.	Has the leader successfully led a foreign visit?	Yes/No

Name of Visit leader …… is approved to lead the visit

to…….. on (date) ……..

Signed …… Headteacher/Manager/EVC