



Thameside Primary School: Educational Visits Policy & Guidelines

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- [Provider Form](#)..... For Providers without LOTC Quality Badge
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- [Private Car](#)..... Use of a private car to transport participants
- [Emergency Card \(Visit Leader\)](#)
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- **Contacts**

Electronic copies of the appendices (including OHA1 – OHA9 forms), along with generic risk assessments, can be found on the 'common drive' at: P:/educational visits or on Evolve in resources

Sources:

Reading Borough Council Off sites activity policy, July 2018
 Brian Mallett, Educational Visits Advisor, Reading Borough Council
 Health and Safety: Responsibilities and Powers (DfES/0803/2001)
 Council for Learning Outside the Classroom (LOtC) - <http://www.lotc.org.uk/>

Policy reviewed by:	Ingrid Burton
Key Changes:	Safeguarding expectations made explicit, including direct reference to the school's Safeguarding and Child Protection Policy – p3, 4 Residential Visit – Year 6 (Pupil Premium) wording updated



We are a rights respecting school:

[Article 19](#) You have the right to be protected from being hurt and mistreated, in body or mind.

[Article 28](#) You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

[Article 29](#) Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

[Article 31](#) You have the right to play and rest.

1. Context: Why go?

All educational visits are planned and delivered in accordance with the school's Safeguarding and Child Protection Policy, and safeguarding procedures apply at all times before, during, and after visits.

National Curriculum – Values, Aims and Purposes:

- Develop pupil's awareness and understanding of the environments in which they live.
- Help pupils form and maintain worthwhile and satisfying relationships.
- Enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and cope with change and adversity.

We believe that our planned educational visits:

- Widen pupils' horizons
- Provide opportunity for awe and wonder
- Engage and motivates
- Provide opportunity to develop and / or apply key skills
- Develop cultural and social understanding
- Promote education for sustainable development
- Promote health and fitness
- Provide challenge
- Put learning in a real life context

2. Legislation covering Educational Visits

Teachers and other school employees have a **common law duty of care** for the children under their supervision. **A higher duty of care is expected from professionals as a result of their specialised training and knowledge.**

Brighter Futures for Children retain overall responsibility for health, safety and welfare in its maintained schools, but has delegated some tasks to Headteachers. As employees, teachers and other school staff have significant responsibilities for ensuring the health, safety and welfare of the children in their care.

The legal responsibilities of teachers and other school staff are detailed in **'Health and Safety: Responsibilities and Powers (DfES/0803/2001)'** published by the DfE.

Other health and safety responsibilities derive from:

- Health and Safety at Work Act, 1974
- Management of Health and Safety at Work Regulations, 1999
- RIDDOR, 2013
- Manual Handling Operations Regulations, 1992
- Personal Protective Equipment (PPE) Regulations, 1992

Associated legislation includes:

- Children's Act, 1989/2004/2014
- Activity Centres (Young Person's Safety Act), 1995
- Equality Act 2010
- The SEND code of practise 2014

Don't let this put you off!

"Schools now take such care in the planning and risk assessment for all school visits that children are probably safer and more closely supervised on a school trip than on a family holiday..." *(Dr John Dunford, General Secretary, SHA)*

This guidance and associated school policies are designed to ensure that we meet all these requirements and that our visits are safe, educational and enjoyable.

3. Roles & Responsibilities

All persons involved in a visit have a specific responsibility which they should be clear about prior to the visit taking place.

Safeguarding

All educational visits operate within the school's Safeguarding and Child Protection Policy. All staff, volunteers and external providers involved in visits are expected to follow the school's safeguarding procedures at all times, including expectations relating to supervision, professional conduct, and reporting concerns.

Refer to [the basics](#) for the Foundations including good practise and STAGER variables (staffing, timing, activities, group, environment and remoteness) and [governor checklist](#) for the Governors.

Brighter Futures for Children

Brighter Futures for Children has overall responsibility for the health, safety and welfare of children during outdoor education and educational visits. However, for some visits this responsibility has been delegated to Headteachers. The Brighter Futures for Children advisor that works in this area is Mike Cooper and certain visits must be approved by the Brighter Futures for Children before they can take place (e.g. overseas trips, residential trips and visits that include adventurous activities).

Governing Body

The school's governing body has the right to be informed about all educational visits and to approve residential trips and visits that include adventurous activities. At Thameside, the governing body approves the annual residential trip to RYG and the Year 4 camp at a full Governing Body meeting.

Headteacher

The Headteacher is responsible for the health, safety and welfare of children during outdoor education and educational visits and for ensuring that Brighter Futures for Children advice and guidelines are followed. **In practise, this means that Headteacher must approve all educational visits and, where appropriate, ensure that visits are approved by the Brighter Futures for Children.** The Headteacher can delegate responsibility for approving some visits to the Educational Visits Co-ordinator (EVC).

Educational Visits Co-ordinator (EVC)

The EVC is a member of staff (currently the Deputy Headteacher) who has undertaken Brighter Futures for Children approved training. The EVC assists the Headteacher by:

- ensuring that educational visits meet Brighter Futures for Children and school requirements
- assessing the competence of prospective group leaders and staff
- ensuring risk assessments are adequate and meet requirements
- providing training and advice to staff and governors
- monitoring systems and procedures and ensuring that appropriate records are kept

The EVC must ensure that a policy is in place for educational and off-site visits, and that this is updated as necessary. This should be readily available to staff via their establishment's own EVOLVE (an online system for the planning, approval and management of educational visits, sports fixtures and extra-curricular activities) Resources section.

Refer to: '[Educational Visits Coordinator](#)' in National Guidance.

School Business Manager (SBM)

The SBM is responsible for keeping a record of any income and expenditure associated with educational visits and for providing accounts for specific trips, if requested by a parent.

Group Leader

The group leader has the **overall responsibility for the supervision and conduct of the visit** including direct responsibility for the pupils' health, safety and welfare. The group leader must be approved as suitably competent by the Headteacher or EVC. They are responsible for:

- planning and preparing for the visit
- undertaking a risk assessment
- defining the roles and responsibilities of other staff and pupils and ensure effective supervision of what they do

4. Levels of Visit

Level	Description	Approval	Permission
Level 1	Visits within the locality (i.e. to river, local shops, church, library etc); This would also include visits to neighbouring schools.	Headteacher or EVC approval	Annual Permission
Level 2	Extended day visits and / or visits that are outside the locality of the school (e.g. Reading, Oxford, Henley), this would include a visit to Reading Museum or the Hexagon.	Headteacher approval (EVC, if delegated)	Specific Permission (Permission Slip)
Level 3	Extended day visits which involve adventurous activities (e.g. horseriding).	Headteacher Brighter Futures for Children approval	Specific Permission (Permission Slip)
	Extended day visits to London. *		
Level 4	Residential visits and all visits outside the UK.	Headteacher Governing Body approval Brighter Futures for Children approval	Specific Permission (OHA2)

(* London is Level 3 because there is a higher level risk compared to other cities in the UK).

5. Parent / Carer Consent

When is parental consent necessary?

See the table above.

The current advice from the DfE is that we can ask for annual permission for visits that are **both local and low risk**. However, we would still need to tell parents when and where we are going each visit.

Day activities within the locality

In the case of activities within the locality, or are less than twenty-four hours duration and not involving adventurous activities but where the pupils will be off the school site for a considerable part of the school day (level 2) parental consent should be obtained through a specific permission slip. It is also recommended that parental consent should be obtained for any activity that parents might regard as unusual.

Information for parents where full consent (OHA 2) might not be needed

Circumstances might arise where a Headteacher decides that the formal **OHA 2** parental consent form is not necessary for day visits or short duration e.g the Year 4 camp.

In this case parents must be asked to sign a specific permission slip to indicate that they have received and understood the information about the activity.

Where a series of short visits are to be made over a period of weeks e.g. swimming lessons or nature school, one consent should be sufficient for the whole series. Such consent should not be allowed to extend over more than one year and may be required over a shorter period such as every term. It might be necessary to ensure that medical information is kept updated in such cases.

Parental consent and medical form OHA 2

The Education Authority Parental Consent and Medical Form OHA 2 should be used in all cases where full consent is to be obtained, an example of where full consent would be required is for the year 6 residential. It must have all necessary information attached to it when it is given to parents.

More information can be found in Supporting Pupils with Medical Conditions Policy.

Medical Consent

This should form part of the parental consent form.

Where parents withhold medical consent for a pupil participating on an activity it must be agreed with parents that any of its establishments or employees or volunteers assisting in the execution of its statutory duties cannot be held responsible for circumstances that might arise through not receiving medical care.

Furthermore, parents must undertake to be contactable at all times in the event of an emergency so that any responsibility for decisions affecting their child can be made by them and not the school staff.

Refer to: [Parent Consent](#) in National Guidance from OEAP (Outdoor Education Advisors' Panel)

Permission form storage

Following Reading guidance, permission slips should not be discarded after a visit. If there has been an accident or serious incident, all records should be kept until the children have reached 18. In other cases, records should be kept for 12 months.

Thameside staff will use Evolve to request parental permission, paper copies will be used for parents who don't have email. The consent file will be downloaded and saved into whole school organisation file on common.

6. **Finance and Charging**

See Charging and Remissions Policy

Terminology and charging

The laws relating to charging for offsite activities by educational establishments only applies to establishments which are in the category of schools, colleges and any other unit that comes within the education service.

a. A charge is:

Any sum payable by a parent for an optional extra to which they had agreed or for board and lodging. It is recoverable as a civil debt.

b. An optional extra is:

An activity which takes place outside establishment hours;

- Parents can choose whether their children attend or not;
- Makes no profit from any charges made;
- Divides costs equally among all pupil participants (that is charges on some cannot be used to subsidise others);
- Cannot involve a charge for alternative provision for any pupils not attending;
- Is not a statutory curriculum requirement.

Charges for an optional extra can include:

- travel;
- board and lodging for pupils;
- materials, books, other equipment and entrance charges to facilities;
- non-teaching staff costs;
- school journey insurance;
- the cost of engaging supervisory staff for the activities and paying their travel, board and lodging and, where appropriate a fee.

c. A voluntary contribution:

Is a sum of money that an establishment has asked parents to pay on a voluntary basis. The advice of the Education Department is that voluntary contributions are the most effective, reasonable and easiest way of funding most off-site activities.

Establishments can request voluntary contributions for anything. In so doing they must ensure that:

- The contribution is genuinely voluntary;
- Pupils are not treated differently because their parents choose not, or are unable, to pay.

No pupil can be excluded from an activity if their parents do not contribute. If an activity cannot go ahead without sufficient voluntary contributions, this must be explained to parents/ carers when the contribution is requested. If the activity has to be cancelled due

to insufficient funds, all monies must be returned to parents/ carers. Where parents do pay (e.g. for the school residential trip), they must not be asked to subsidise those that do not pay.

Residential Visit – Year 6 (Pupil Premium)

Each year, pupils in Year 6 are invited to take part in a week-long residential visit to Rhos-y-gwaliau in North Wales. The overall cost of the visit includes travel, accommodation and meals. The school makes every reasonable effort to keep costs to parents as low as possible and to secure additional funding where available.

We recognise that the cost of residential visits can present financial challenges for some families. To support inclusion and ensure equitable access, the school may use **pupil premium funding** to subsidise the cost of the visit for pupils who are eligible for income-based free school meals or pupil premium funding.

Where pupil premium funding is used to support a residential visit, parents will be asked to make a **contribution towards the cost**, where they are able to do so. As a guideline, the school normally asks for a contribution equivalent to **45% of the total cost**, with the remaining cost subsidised by the school. Payment plans may be offered to support families in spreading the cost over time.

Families who are able and willing to contribute more than this amount may choose to do so; however, this is entirely voluntary. Any additional contributions help the school to direct pupil premium funding to other areas of support within school.

For example, if the total cost of the visit is £330, a contribution of £148.50 would represent approximately 45% of the total cost. This contribution may be paid in instalments.

Participation in the residential visit is voluntary. Parents are invited to discuss any financial concerns confidentially with the school, so that appropriate support or alternatives can be considered.

The school will review the financial viability of the visit overall, and the visit may not be able to proceed if insufficient funding is available to meet essential costs.

7. Approval of Visits

In approving visits the Head of Establishment and EVC should ensure that the visit leader has been appropriately inducted/trained, and is competent to lead the visit.

'Ad-hoc' activities: Where there are local activities that are a planned part of the curriculum but are dependent upon the right conditions on the day, then the visit leader should sign out before departure leaving relevant information with the base contact. Such activities must be addressed in the school policy with a generic management plan in place. Following the activity, visit leaders are encouraged to record the event on the same day on EVOLVE.

All other visits: It is recommended that all other visits are entered onto EVOLVE. Based on the visit types, EVOLVE automatically directs the flow for approval.

The following visit types are 'authorised' within the establishment, and then 'approved' by the Brighter Futures for Children via EVOLVE:

- overseas
- residential
- involving an adventurous activity

Approval is delegated to the Headteacher for visits not in the above categories.

8. **Outcomes**

Clarity regarding the intended outcomes of the visit will help to ensure that the potential benefits can be achieved.

Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas, and raise attainment. Experiential learning can also provide opportunities for development in other areas, including:

- Relationships
- Emotional & spiritual
- Cross curricular
- Individual
- Teamwork
- Environmental

Preparatory work should take place in advance of the visit where appropriate. This, in conjunction with activity that will take place during the visit, should feed into any follow up work.

9. **Inclusion**

This is governed by human rights legislation, the Equality Act (2010) and the SEND code of practice (2018). The underlying principles are that children have a right to participate, that educational visits should be accessible, either directly or through realistic adaptation or modification, and are integrated. Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification.

You must make reasonable adjustments and provision to ensure that any child can be included on the trip, however, these adjustments should not impinge unduly upon the other trip participants in terms of cost, enjoyment or educational benefit (i.e. that the integrity of the activity is maintained).

You should not assume, without basis, that a child's behaviour will be the same on the trip as it is in school.

Refer to: [Inclusion](#) in National Guidance from OEAP (Outdoor Education Advisors' Panel)

Risk Assessments and safety

The purpose of a risk assessment is to identify significant hazards, assess the risk of harm, put control measures in place and check if anything else is needed. They should consider the site and its environment, the group, the activity and the leaders and transportation.

EVOLVE provides a means of recording planning during the planning phase, and enables the EVC and Headteacher/Manager to contribute to, support, and monitor the activity.

There are four types of risk assessment: **Generic, Specific, On-going and Individual**

1. **Generic risk assessments** are for **low risk** and local activities **undertaken regularly** by the school and could include a trip to the river, Reading Museum, sports fixtures at other schools. These can be held centrally and be reviewed prior to a visit – a new risk assessment is not required each time. Examples of generic offsite risk assessments can be found in EVOLVE Resources. The Risk Assessment Code of Practice can also be found in EVOLVE Resources.
2. **Specific risk assessments** are for particular activities and sites **not covered by generic risk assessments**. These may be provided by the site you are visiting or by people running the activity, in which case you do not need to produce an additional assessment for the site / activity, just the parts not covered (e.g. transport to and from the site). If risk assessments are not available, you should carry out a preliminary visit initial assessment that will inform your own risk assessment.
3. **On-going risk assessments** take place during a visit in response to unplanned or unexpected changes in circumstances or itinerary (it isn't possible to plan for every possibility and risk assessments shouldn't try to). Consider any new significant hazards, assess the risk of harm, put control measures in place, check if anything else is needed and note it on the risk assessment. **If the change in circumstances means that the risks have become unacceptable, stop the activity (see 'Safety during the visit' below).**
4. **Individual risk assessments** these are for specific children who have specific SEND needs e.g. considerations for mobility or behaviour.

Remember: Discussing and sharing ideas, experience and knowledge enhances safety and reduces risk. It's not what you write which drives safety, it's what you do. Merely writing a risk assessment will not protect people from harm.

"A life without adventure is likely to be unsatisfactory. A life without limits on adventure is likely to be short" (Bertrand Russell).

Safety During the Visit

The visit must be led by a capable visit leader as their competence is the single most important contributory factor in the safety of participants.

Prior to the visit, staff must ensure that all participants understand what is expected of them. This includes any 'rules' that will be in place. These should be reemphasised as appropriate during the visit.

Monitoring of the visit must be ongoing; this contributes towards enjoyment, safety, and learning.

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

Following the visit, the visit leader should record any significant issues as a note on EVOLVE, for both reference, and to inform future visits.

10. Staffing and Supervision

On all visits there must be an 'effective level of supervision' that has been approved by the EVC and Headteacher.

Parent Volunteers

Parent volunteers that assist with trips should have been DBS checked by the school. If someone is ill and a replacement is needed or there isn't enough time for DBS clearance to be completed before a visit etc, the Headteacher can allow an 'unchecked' adult to help as long as they are well known to the school and are appropriately supervised (i.e. never alone with a child).

Safeguarding expectations apply at all times, including during transport, overnight stays, and periods of remote or indirect supervision.

Recommended Ratios

As a general guide, the following should apply (source: NAHT: school trips advice & guidance):

School Year Groups	Pupil numbers	Adults recommended
Years 1 – 3	6 pupils	1 adult
Years 4 - 6	10-15 pupils	1 adult
Years 7 and above	15-20 pupils	1 adult
Adventure activity trips	20 pupils	2 adults

These are minimum requirements: supervision levels should be guided by risk assessments. **Where children with special educational needs have 1:1 support, their TA (or person assigned) should not be counted in the overall staffing levels.**

In certain circumstances, it may be acceptable for a small number of children to be supervised by one adult (e.g. 5 Year 6 children walking to St. Anne's). This would depend on the age of the children, the proximity of the visit to the school, the level of risk and the ability to quickly provide additional support.

Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.

Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits.

11. First Aid

For all visits there should be a responsible adult with a good working knowledge of first aid appropriate to the environment (eg. urban, remote, water, etc).

Based on the nature of the particular visit, the EVC (or visit leader) should make a professional judgement regarding the level of first aid required.

A first aid kit appropriate to the visit should be carried.

For EYFS outings, there must always be at least one member of staff present who holds a current Paediatric First Aid certificate.

Refer to [First Aid](#) in National Guidance from OEAP (Outdoor Education Advisors' Panel)

12. Insurance

Schools which purchase their insurance arrangements via the Service Level Agreement offered annually by the Council benefit from Off-Site Activity insurance in addition to the main policy covers. The insurance is designed to provide protection for insured persons (pupils, teaching and support staff, adult volunteers, helpers, assistants and other authorised children) of participating establishments when they are on authorised and organised trips outside the designated school boundaries, including trips undertaken solely by employees for the purpose of their business.

Cover is conditional on schools following the Council's approval policies and procedures (EVOLVE).

Further information can be obtained from Peter Murphy, Insurance Officer, tel 0118 9373541, email peter.murphy@reading.gov.uk

13. Specific Advice

Crossing Roads

Teachers hold no special permission to hold up traffic, so where possible, walking routes should avoid crossing busy roads where pedestrian crossings (pelican or zebra), underpasses or footbridges are not available. **It is always better to plan a slightly longer route that includes a safe crossing.**

You are required to wear a hi-visibility vest or jacket if you are directing children across the road – this is for your protection as well as the children's! These will be kept with the First Aid boxes and sickness kits.

When crossing the road, you should have at least one adult supervising the children waiting to cross, at least one adult supervising the children on the other side and two adults in the road, facing in opposite directions.

Where a pedestrian crossing etc is not available, think carefully about where to cross the road – you need to see vehicles coming in both directions for as far as possible; you also need a safe place for the children to wait and a safe place for them to cross to. Also consider crossing the road in smaller groups.

Mini-buses

This is currently a legal grey area! Teachers may drive a mini-bus provided that (a) they have a full driving license, they have completed a Reading Borough Council approved driver training course and competency test (e.g. 'Big Wheelers'), the vehicle's laden weight is less than 3.5 tonnes and there is no trailer attached or (b) they have a Public Commercial Vehicle (PCV) License. Insurance is provided by Reading Borough Council and a certificate will be required when hiring a mini-bus and this can be obtained from the bursar.

The legal grey area arises because without a PCV License, the driver of a mini-bus cannot receive 'payment or reward'. There is no consensus about whether a teacher is breaching this provision if they volunteer to drive a mini-bus. However, driving hours regulations do apply and working hours – even when they don't include driving – count!

Using Private Cars

You need fully comprehensive 'business use' insurance to use a private car to transport children on an educational visit. Most insurance is for social, domestic and pleasure use and only includes travelling to and from work. You also need permission from the Headteacher and this is obtained using **OHA4**.

Where a private (staff or parent) car is to be used to transport young people then this must be approved by the Head of Establishment, and a **Private Car Form (see appendix)** must be completed and retained by the establishment on an annual basis.

Refer to [Transport in private cars](#) in National Guidance from OEAP (Outdoor Education Advisors' Panel)

Children should sit in the back seat and must wear seatbelts. **Children under 12 who are shorter than 1.35m tall also need a booster seat. For short, unexpected, journeys this provision can be relaxed, however, it is the driver's responsibility (and not the school or RBC's) to ensure that children are properly restrained.**

You must not to travel alone in a car with a child unless it is an emergency.

Coaches

Brighter Futures for Children do not 'approve' coach companies. Whilst UK legislation ensures that coach companies are fit for public use, the facilities available on coaches may vary. Liaising with other establishments within Brighter Futures for Children that have used a particular company (via a search on EVOLVE) will help to determine the level of service that may be provided.

Public transport in London

For public transport within the Greater London area contact 'Transport for London', who offer free travel for establishment parties on London buses, Underground, Tramlink, and Docklands Light Railway, to cultural destination. See [Transport for London](#)

14. Farm Visits

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

Refer to EVOLVE National Library: '[Preventing or controlling ill health from animal contact at visitor attractions - Advice to Teachers](#)' and associated documents.

Refer to [Farm Visits](#) in National Guidance from OEAP (Outdoor Education Advisors' Panel)

15. Water-Margin Activities

This section applies to:

Activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in gentle, shallow water*. It does not apply to swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft.

* 'gentle' means hardly moving at all.

‘shallow’ typically means up to the knees of the participants.

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

At the outset the leader must decide whether the activity:

- a) Falls **within** the definition in bold above - in which case the below guidance applies,
or
- b) **Exceeds** the definition in bold above - in which case this is a water-**based** adventurous activity.

Brighter Futures for Children’s approval is not required for water-margin activities, but the leader must have previous relevant experience, and must have been assessed as competent to lead the activity by the EVC and/or Headteacher.

16. **Residential Visits**

Brighter Futures for Children acknowledges the immense educational benefits that residential visits can potentially bring to children and young people, and fully supports and encourages residential visits that are correctly planned, managed, and conducted.

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

Refer to [Residential Visits Charging](#)

in National Guidance from OEAP (Outdoor Education Advisors’ Panel)

17. **Swimming**

Brighter Futures for Children acknowledges the immense educational benefits that swimming activities can potentially bring to young people, and fully supports and encourages swimming activities that are correctly planned, managed, and conducted.

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions

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

Young people must be supervised by a competent adult at all times whilst undertaking swimming activities.

Swimming pools (lifeguarded) Brighter Futures for Children Approval is not required

- UK Swimming Pool safety is guided by various Health and Safety at Work Acts and Regulations. Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely.
- For publicly lifeguarded pools abroad, the establishment’s staff must seek assurances that appropriate lifeguard cover is in place prior to participants entering the water.
- Unless suitably qualified, the establishment’s staff should not have responsibility for lifeguarding. However, they do retain a pastoral role for participants at all times either through direct or ‘remote’ supervision.

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

Refer to: '[Swimming in a Swimming Pool](#)' in National Guidance www.oeapng.info

18. **Definition of an 'adventurous activity'**

The following activities are regarded as 'adventurous' and require Brighter Futures for Children approval:

- All activities in 'open country' (see below)
- Swimming (all forms, excluding publicly lifeguarded pools)
- Camping
- Canoeing / kayaking
- London Trips (The current threat level for international terrorism in the UK is SEVERE)
- Sailing / windsurfing / kite surfing
- Rafting or improvised rafting
- Use of powered safety/rescue craft
- All other forms of boating (excluding commercial transport)
- Water skiing
- Snorkel and aqualung activities
- Hill walking and Mountaineering
- Rock climbing (including indoor climbing walls)
- Abseiling
- River/gorge walking or scrambling
- Coastering/coastal scrambling/sea level traversing
- Underground exploration
- Shooting / archery / paintballing
- Snowsports (skiing, snowboarding, and related activities), including dry slope
- Air activities (excluding commercial flights)
- Horse riding
- Motor sport – all forms
- High level ropes courses
- Off road cycling
- 'Extreme' sports
- Other activities (eg. initiative exercises) involving skills inherent in any of the above

For the purposes of Brighter Futures of Children approval, the following activities are not regarded as adventurous and therefore do not require approval if they are outside London. However, these activities must be supervised by a member of staff who has previous relevant experience and who in the opinion of the EVC and Head of Establishment is competent to supervise the activity:

- Walking in parks or on non-remote country paths
- Field studies - unless in the environments stated in 'open country'
- Swimming in publicly lifeguarded pools
- Theme parks
- Tourist attractions
- Pedal go-karts

- Ice skating (rink)
- Farm visits
- Local traffic survey
- Museum, library, etc.
- Physical Education and sports fixtures (other than the above)
- Water-margin activities (as defined earlier)

Please contact the Brighter Futures for Children if there is uncertainty over whether a particular activity requires approval from Brighter Futures for Children.

19. **Adventurous Activities**

Brighter Futures for Children acknowledge the immense educational benefits that adventurous activities can potentially bring to young people, and fully supports and encourages adventurous activities that are correctly planned, managed, and conducted

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

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

a) **An external provider**

The provider must hold an [LOtC Quality Badge](#) or complete a [Provider Form](#) from OEAP (Outdoor Education Advisors' Panel)

Note: If a Provider holds an [AALA licence](#) (and/or any other accreditation) but not an LOtC Quality Badge, then a Provider Form is still required.

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

or

b) **A member of your establishment's staff**

This person must be specifically approved by Brighter Futures for Children to lead the activity, via EVOLVE.

20. **Emergency Procedures**

For visits that take place outside normal establishment hours:

- A completed **Emergency Card** (or equivalent) must be with the Visit Leader at all times, **and**
- A completed **Emergency Card – Home Contacts** (or equivalent) must be with the emergency home contact(s) at all times, **where access to EVOLVE is not possible**. (To minimise the risk of a data breach, please store hard copies in a double sealed (2 envelopes one within the other) stamped addressed envelope marked addressee only, with the home contacts name and address on).

In an emergency, if it is not possible to reach any of the designated establishment emergency contacts, the leader should call Brighter Futures for Children 24 hour emergency number - see [Contacts](#)

There should be a clear audit trail of responsibilities, with agreed processes to put in place an appointed Lead Manager (LM) to take charge of any given incident on a 24/7 basis.

21. Post Visit Evaluation

An evaluation may be completed after each visit using **OHA8** for Level 4 visits or **OHA8a** for Level 2-3 visits. Verbal feedback to the Headteacher or EVC is sufficient for Level 1 visits unless there has been a significant incident or accident. As well as considering how far educational aims were met, the evaluation process should also include a review of risk assessments in light of accidents and / or 'near misses' and recommendations about future visits to the same site / activity. Evaluations are used to both reduce risk and to improve the quality (and value for money) of educational visits.

22. Using an External Provider

An 'External Provider' is defined as where there is an element of instruction, staffing, or guiding, for example:

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

For the purposes of Brighter Futures for Children approval, an External Provider is NOT a:

- Youth Hostel (where accommodation only is used)
- Hotel, B&B, etc
- Campsite
- Museums, galleries, etc
- Tourist attractions
- Theme Parks
- Farms
- Coach, Train, or Airline company
- Swimming Pool
- Climbing Wall where instruction is provided by a member of your establishment's staff with an approved Activity Leader Form (ALF)
- 'Volunteer' instructor of adventurous activities

The decision about the use of an external provider is the responsibility of the visit leader, EVC, and Head of establishment. Brighter Futures for Children do not 'approve' external providers or tour operators. Establishments will find it useful to 'Search by External Provider' on EVOLVE, and liaise with other LA establishments that have used a particular provider.

To confirm that all aspects of the operation of the provider are satisfactory, the establishment must ensure that either:

- a) The Provider holds an LOTc Quality Badge www.lotcqualitybadge.org.uk or www.kaddi.com
or
- b) A 'Provider Form' has been satisfactorily completed by the provider

Note: If a Provider holds an [AALA licence](#) (and/or any other accreditation) but not an LOtC Quality Badge, then a Provider Form is still required.

Note: EVOLVE will automatically identify providers that hold an LOtC Quality Badge, via the search tool Kaddi www.kaddi.com

For Providers that hold an LOtC Quality Badge www.lotcqualitybadge.org.uk or www.kaddi.com

No further action is necessary, other than to check the suitability of the provider/venue in relation to the intended aims or learning outcomes for the particular group.

For Providers that do not hold an LOtC Quality Badge www.lotcqualitybadge.org.uk or www.kaddi.com

PROCEDURE

- Complete a Provider Form from EVOLVE (see appendix 1)
- Complete the top section.
- Send Provider Form to the provider (email, fax, post).
- On its return check that it has been satisfactorily completed.
- Keep Provider Form on file together with all other relevant documentation.
- It is not necessary to attach the Provider Form to EVOLVE.

Important: If the Provider has made any alterations to the wording of the Provider Form or is unable to comply, then you must discuss this with the Provider, and if necessary seek advice from Brighter Futures for Children prior to making a commitment with the Provider.

The Provider Form should be sent to the provider at the time of making a provisional booking and no deposits should be committed prior to its satisfactory completion and return.

The satisfactory completion of a Provider Form does not necessarily signify that the service on offer will be appropriate for the young people from your establishment. A pre-visit and recommendation from previous users will help you decide on its suitability.

23. Visit Checklist

Before the visit:

Initial Planning (5Ws and an H): <ul style="list-style-type: none">• Who is going?• Where are you going?• Why are you going?• When are you going? (check for clashes on the whole school calendar!!!)• What will it cost?• How will you get there?	
Gain initial approval from EVC or HT	
Book visit and transport (ask for any site specific risk assessments that they have)	
Is a preliminary visit required or do we have local knowledge?	

Check visit level for type of parental permission, ratios etc.	
Main Planning: <ul style="list-style-type: none"> • How many adults are needed? (ratios) • Supervision plan (e.g. how are the children grouped?) • How is the trip being funded? Is there a minimum amount required for the trip to go ahead? • What resources / equipment do you need? • Risk assessments (generic and / or site specific) • Inclusion issues? • Communications between group and base • Insurance arrangements • Medical and First Aid arrangements • Emergency and contingency plans (NB. Contact numbers) 	
Gain appropriate parental permission (and medical forms) <ul style="list-style-type: none"> • If returning after hours, how will children get home? Do they have permission to walk home? If not, who will collect them? 	
On EVOLVE, produce final trip plan / risk assessment for approval by EVC, HT or EVA	
Brief staff and other adults going on visit	
Tell the kitchen (if the trip is out over lunch) – order packed lunches for FSM children	

24. Pre- and During the Visit:

On-going risk assessment (e.g. weather, unexpected events)	
Do you and other adults have a list of participants?	
Do you need medical forms and / or contact numbers?	
First Aid Kit?	
Do all adults have a copy of the Emergency Response Plan, including school and out of hours contact numbers?	
Sick bucket?	
Mobile phone? Does everyone know group leader's number?	
Money?	
Brief children: <ul style="list-style-type: none"> • Behaviour expectations • Rendezvous points • What if I get lost? • Toilets • Money / gift shops • Head counts • Buddy system 	
Regular 'Head Counts'	
If returning out of hours, check all children have been collected (or have permission to walk home alone).	

25. Post Visit:

Thank colleagues and volunteers!	
Educational aims and objectives met?	
<p>Evaluation, Review and Feedback (see p.16 post visit evaluation)</p> <ul style="list-style-type: none"> • Location and activity • Generic risk assessments still appropriate? • Even better if... • Would you go again? • Copy to office for filing 	
Report and /or record accidents and near misses	
Ensure copy of permission slips has been downloaded and saved into your Year group folder	



APPENDIX

Appendix 1

PROVIDER FORM

For completion by 'external providers' used by Reading Borough Council establishments

Providers that do not hold an LOTC Quality Badge and that are to be used by establishments from Reading Borough Council, are required to complete and return this form in advance of the establishment making a commitment.

Establishment Staff member in charge

Date(s) of visit..... Name of provider

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

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

SECTION A - ALL VISITS

Health, Safety, and Emergency Policy

1. The provider complies with relevant health and safety regulations, including the Health and Safety at Work Act 1974 and associated regulations for visits taking place in the UK, and has a health and safety policy and recorded risk assessments which are available for inspection.
2. Accident and emergency procedures are maintained and records are available for inspection.

Vehicles

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

Staffing

4. All reasonable steps are taken to check staff who have access to young people for relevant criminal history and suitability to work with young people.
5. There are adequate and regular opportunities for liaison between establishment staff and the provider's staff and there is sufficient flexibility to make changes to the programme if necessary and the reasons for such changes will be made known to establishment staff.
6. The provider has never been dismissed from any employment or had a contract ended

Insurance

7. The provider has public liability insurance for at least £5 million with a clause giving 'indemnity to principal'.

Accommodation (if provided)

8. UK accommodation is covered by a current fire certificate or advice has been sought from a fire officer and implemented, and a fire risk assessment has been completed.
9. If abroad, the accommodation complies with fire, health and safety regulations which apply in the country concerned.
10. There are appropriate security arrangements to prevent unauthorised persons entering the accommodation.
11. Separate male and female accommodation and washing facilities are provided and staff accommodation is close to participants' accommodation.

SECTION B - ADVENTURE ACTIVITIES AND FIELD STUDIES IN OUTDOOR ENVIRONMENTS

12. Adventure Activities Licensing Authority (AALA) Licence covering dates of visit YES OUT OF SCOPE
13. If YES, AALA Licence number R

For AALA licensable activities in the UK, the specifications in this section are checked as part of the AALA inspection. However, providers licensed with AALA are asked to consider these specifications with respect to any activities or aspects of provision not covered by the licence.

Activity management

- 14. The provider operates a policy for staff recruitment, training and assessment which ensures that all staff with a responsibility for participants are competent to undertake their duties.
- 15. The provider maintains a written code of practice for activities which is consistent with relevant National Governing Body guidelines and/or, if abroad, the relevant regulations of the country concerned.
- 16. Staff competencies are confirmed by appropriate National Governing Body qualifications for the activities to be undertaken, or staff have had their competencies confirmed in writing by an appropriately experienced and qualified technical adviser.
- 17. Where there is no National Governing Body for an activity, the provider has a Code of Conduct for that activity which is in line with current good practice within the UK, and this includes appropriate instructor competencies.
- 18. Participants will at all times have access to a person with an appropriate First Aid qualification. Staff are practiced and competent in accident and emergency procedures.
- 19. There is a clear definition of responsibilities between providers and visiting staff regarding supervision and welfare of participants.
- 20. All equipment used in activities is suited to task, adequately maintained in accordance with statutory requirements and current good practice, with records kept of maintenance checks where necessary.

SECTION C - TOUR OPERATORS

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

- 22. Sections A and B of this form, as appropriate, have been completed to show that checks have been made. Records are available for inspection.
- 23. The Tour Operator complies with the package travel regulations, including bonding to safeguard customers' monies.
- 24. ATOL, ABTA or other bonding body name and numbers.....

SECTION D - OVERSEAS EXPEDITIONS

- 25. The provider complies with 'Guidance for Overseas Expeditions, Edition 3' (GOE3).

If any of the above specifications cannot be met or are not applicable, please give details:
Details of any other accreditation, eg with National Governing Bodies, tourist boards, etc.

DECLARATION

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

Signed Date.....
 Name (print) Position in organisation.....

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

.....

Tel..... Fax..... E.mail.....

EVENT SPECIFIC NOTES

What are the really important things we need to do to keep ourselves safe?

Visit details..... Carried out by Date

ISSUE Consider STAGED: Staff, Timings, Activity, Group, Environment, Distance	HOW TO MANAGE IT	WHO TO BE INFORMED		
		PARENTS	STAFF	PARTICIPANTS

You must also ensure that appropriate persons are aware of any Generic procedures, but these do not need to be repeated here



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READING BOROUGH COUNCIL EDUCATION DEPARTMENT
For use when transporting pupils by private car



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SCHOOL:
Dear Use of Private Cars for Transporting Pupils I am grateful for your offer of assistance with transporting pupils. As I am sure you will appreciate it is important, from the point of safety, the school and yourself, that the position with regard to the use of private vehicles in this context is clear. The following applies: While pupils are travelling in any private motor vehicle the Council's liability insurance does not apply. Therefore in the event of any claim being made, any claim costs would have to be borne by the insurance covering the vehicle. It is essential, therefore, to check with your vehicle's insurers that your policy is valid for these purposes, which may be construed as a form of business use, as most people only insure their vehicles for 'social, domestic and pleasure use'. Insurance must be Full Comprehensive cover. In additions to the above, road tax, insurance cover, MOT certificate and full driving licence must be valid when transporting young people, seat belts must be fitted and worn at all times and when necessary booster seats must be supplied and used. I would be grateful if you would countersign and return this form indicating that you have read and understood what is stated above and where necessary supply copies of any documentation that may be asked for. If and when you sign and return the form, it will keep it on file so that we do not have to repeat the exercise on any similar occasion in the future. Thank you for your offer of assistance. Yours sincerely Headteacher
I HAVE READ AND UNDERSTOOD THE INFORMATION AND INSTRUCTIONS CONTAINED IN THE ABOVE, AND HAVE VERIFIED WITH MY INSURERS THAT I AM INSURED TO TRANSPORT PUPILS IN MY VEHICLE. I UNDERTAKE TO INFORM THE SCHOOL OF ANY CHANGE IN THIS CIRCUMSTANCE, WHICH MIGHT PROHIBIT MY TRANSPORTING PUPILS. Signed: Date:



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IMPORTANT
ALL staff and volunteers (including parents) who will be driving pupils on school business and	

Please supply the following information:
MOT renewal date
<input type="text"/>
<input type="text"/>
Insurance renewal date
<input type="text"/>
Tax renewal date

For Office use only
Checked by:
Name



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READING BOROUGH COUNCIL EDUCATION DEPARTMENT **OHA 2**
Parental Consent Form for Off-site and Hazardous Activities for the year
Commencing 201.....

If you wish your child to join in the year's activities, complete, sign and return the form.
The school will send you information about each trip or activity before it takes place.
You can, if you wish, tell the school that you do not want your child to take part in any particular school trip or activity.

School:	
Pupil's name:	Date of Birth:
Home address:	
Tel.no. inc. std.code:	NHS number:
How could you be contacted in an emergency?	
Is your child receiving medical treatment at present? If so please give details:	
Please give details of any medical conditions that might affect your child's performance or safety on this activity:	
Please give your family doctor's name and address:	
Please add any further information on a separate sheet as necessary.	



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**READING BOROUGH COUNCIL EDUCATION DEPARTMENT
EVALUATION FORM FOR RESIDENTIAL VISITS**

Evaluation of the visit to be completed by the group leader after the visit has taken place.

School/Group:			
Group Leader:			
Number in Group:	Boys:	Girls:	Staff:
Age Range:			
Date(s) of Visit:			
Purpose(s) of Visit:			
Venue:			
Commercial Organisation:			

Please comment on the following features

	Rating out of 10	Comment
1. The centre's pre-visit organisation:		
2. Travel arrangements:		
3. Content of education programme provided:		
5. Instruction:	Rating out of 10	Comment



Emergency Card (Visit Leader)

This 'card' must remain with the Visit Leader at all times on a visit

In the event of a significant incident or accident that **does not** involve serious injury or fatality, and/or **is not** likely to attract media attention, the Visit Leader should seek advice from their establishment emergency contact(s). This should normally include a member Senior Management of the establishment.

In the event of an incident that **does** involve serious injury or fatality, and/or **is** likely to attract media attention, the Visit Leader should adopt the following protocol:

1. Assess the situation;
2. Safeguard uninjured members of the group (including self);
3. Attend to any casualties;
4. Call emergency services, if appropriate.
(999 or appropriate local number if abroad, Europe 112, North America 911)
5. **Contact Brighter Futures for Children Emergency Contact Number** to report the incident and request assistance.

Reading Borough Council Emergency Contact

0118 9373737

Be prepared to give: Your name and Establishment/Group
 Phone number & back up phone numbers
 Exact Location
 Nature of Incident
 Number in the Group

You will be called back as soon as possible so try not to make outgoing calls until contact is made.
You will be given advice and asked what Brighter Future for Children can do to support you.

Then:

- Contact your establishment, EVC or Home Contact (see below) and seek further advice. If you are unable to do this, Brighter Futures for Children will contact your establishment on your behalf.
- If practicable, delegate party leadership to the Deputy Leader, in order that you can be contactable at all times, and to enable you to coordinate all necessary actions;
- You will be provided with a dedicated number to refer all press, media, parental, or other enquiries to Brighter Futures for Children and for continuing contact with the Brighter Futures for Children during the incident.
- Wherever possible, prevent group members from using telephones or mobiles, or going on-line until such time as this has been agreed by Brighter Futures for Children;
- Do not allow any member of the group to discuss liability with any other party.

When the incident is under control:

- Seek further and full details of the incident, how and why it happened so far as can be established at this stage;
- Maintain a detailed written log of all actions taken and conversations held, together with a timescale – It may be appropriate to ask someone else to do this;
- Contact the British Consulate / Embassy if abroad.



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Name	Home	Mobile
Sophie Greenaway, Headteacher	0118 937 5551	07957348836
Ingrid Burton, Deputy Headteacher	0118 937 5551	07821799149
Reading Borough Council <i>Ask for the senior duty education officer and state that it is an emergency</i>	0118 939 0900	0118 939 0900
Mike Cooper, Educational Visits Advisor	01635 519448 / 01635 360710	07831 472458

Emergency Card (Home Contacts)

For visits that take place outside normal establishment hours.

This ‘card’ or equivalent must remain with the establishment emergency contact(s) at all times, if access to EVOLVE is not possible.

The establishment’s Emergency Home Contact(s) should have all visit information, including itinerary, venue details, names, medical information and emergency contact details for all participants including staff.

In the event of being contacted by the Visit Leader (or other member of staff involved in a visit), you should:

- Confirm the phone number at which the caller can be contacted back on;
- Note their location;
- Determine the nature of the emergency;
- Determine the type of help required.

If the incident does not involve serious injury or fatality, and/or is not likely to attract media attention:

- Provide the required assistance if possible;
- Seek further advice or pass on details to other establishment contacts who may be able to assist.

If the incident does involve serious injury or fatality, and/or is likely to attract media attention:

- Inform the Visit Leader that someone will phone him/her back as soon as possible;

It is the responsibility of the Visit Leader to contact Brighter Futures for Children. However circumstances may prevent this. If you are not 100% positive that the Brighter Futures for Children has been contacted, please contact Reading Borough Council 0118 9373737 and state that you require immediate assistance from the Emergency Response Team. Give brief details of the incident.

- Your details will be taken and you will be phoned back as soon as possible;
- You should also contact the Head of Establishment (if this is not you);
- A Response Team will be brought into action to support the party, the establishment, and the parents. Teams of senior officers are briefed for this role and will provide continuous support from the moment the emergency occurs. The team would operate from the Emergency Control Centre and the Head of Establishment or a senior member of staff may be asked to join the team immediately;
- The Head of Establishment should consider the appropriate time to contact the parents of the participants involved on the visit. Advice and support can be sought from Brighter Futures for Children in dealing with this.
- The Response Team will form a continuous link with the affected group, and depending on the level of emergency will send a senior officer to the incident location. The Response Team will direct all actions; provide links with the media, rescue agencies, tour operators, insurance companies, etc. As appropriate the Response Team would arrange for the return of the party or arrange other transport where required;
- You will be provided with a dedicated number to refer all press, media, parental, or other enquiries to Brighter Futures for Children and for continuing contact with Brighter Futures for Children during the incident.
- Brighter Futures for Children will give accurate and periodic information through press releases, will arrange interviews, and will attempt to reduce media pressure from the incident, establishment, and parents. If appropriate, support and counselling will be arranged for families, participants and staff.

Name	Home	Mobile
Sophie Greenaway, Headteacher	0118 937 5551	07957348836



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Ingrid Burton, Deputy Headteacher	0118 937 5551	07821799149
Reading Borough Council <i>Ask for the senior duty education officer and state that it is an emergency</i>	0118 939 0900	0118 939 0900
Mike Cooper, Educational Visits Advisor	01635 519448 / 01635 360710	07831 472458



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Contacts

EVOLVE	https://evolve.edufocus.co.uk
Corporate Health & Safety	0118 9374534 Corporate.Health&Safety@reading.gov.uk
Insurance Officer	Peter Murphy 0118 9372745 Derek.crisp@reading.gov.uk
Brighter Futures for Children Emergency Contact (24 hour)	Reading Borough Council 0118 9373737

National Guidance www.oeapng.info

National Library www.national-library.info

LOtC www.lotc.org.uk

**Outdoor Education
Advisers' Panel** www.oeapng.info