

# **THERE AND BACK AGAIN**

## **THE OUTDOOR EDUCATION HANDBOOK**



**CHILDREN, SCHOOLS & FAMILIES DEPARTMENT**  
**September 2008**

**Director: Dave Hill**

# Section 1 Decision Making

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1. This section defines the scheme of delegation for approving off-site visits in Merton Children, Schools and Families Department. The section begins by outlining the key responsibilities under the 1974 Health and Safety at Work Act. From this flows the structure designed to implement these duties, defining the roles and responsibility for those organising and leading off-site activities.

### Health and Safety at Work Act 1974

2. Under the Health and Safety at Work Act Merton Council is responsible for the health, safety and welfare of its employees. The Council is also under a duty to ensure, so far as is reasonably practicable, the health and safety of anyone else on the premises or anyone who may be affected by their activities. This includes participants in off-site activities.
3. Merton Council is the employer of the staff in Merton Children, Schools and Families Department, including the majority of staff in community schools, community special schools, maintained nursery schools, pupil referral units and statutory youth service within the Borough. In Voluntary Aided Schools and Foundation Schools the governing body is the employer of staff.
4. The Management of Health and Safety at Work Regulations 1992 requires an employer to:
  - assess the risks of activities (see Risk Assessment in Section 2);
  - introduce measures to control those risks;
  - tell their employees about these measures.
5. Also under the Health and Safety legislation employees of must:
  - take reasonable care of their own and others' health and safety;
  - co-operate with their employers over safety matters;
  - carry out activities in accordance with training and instructions;
  - inform their employers of any serious risks.
6. These duties apply equally to off-site activities as they do with on site activities. Responsibility for carrying out most duties is delegated via the council policy to the Key Managers for Health & Safety (School Headteachers). The Merton Children, Schools and Families Department retains the responsibility for advice, guidance, monitoring and review. Detailed advice on the procedures for making Risk Assessments can be found in Section 2.
7. The DfES issued specific guidance to schools in 2001, **Health and Safety: Responsibilities and Powers DfES/0803/2001**. 'There and Back Again' is consistent with this guidance. A copy can be downloaded from this address: <http://www.teachernet.gov.uk/wholeschool/healthandsafety/visits/>

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### Scheme of Delegation

8. The specific delegated roles and tasks are based upon the following risk assessment:



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<p>Hazards associated with the social and communal aspects of a visit:</p> <ul style="list-style-type: none"> <li>• Asphyxiation or burns from a fire occurring in a hotel hostel or centre.</li> <li>• Food poisoning from poor kitchen hygiene.</li> <li>• Assault from intruders.</li> </ul>	<p>Staff/Young People/ Members of the public</p>	<p>8. Generic control measures relevant to most venues produced by the Department</p> <p>9. Specific control measures relating to the welfare of each group, produced by the Party Leader and EVC</p> <p>10. On going control measures overseen by party leader</p>	<p>5. The Department will review and update control measures in response to changing national guidelines, e.g. new DfES guidelines.</p> <p>6. The Key Manager to ensure staff competence.</p>
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**Review procedure:** Reviewed as part of updating There and Back Again and in response to changing national guidelines.

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9. The scheme of delegation is based upon this risk assessment. There are two underpinning principles for the scheme.
  - First, Headteachers and other key managers are appointed to provide overall leadership in each school or service area. Off-site activities take place because Headteachers and key managers ultimately believe that they enhance learning or the personal and social welfare of those in their care. The scheme of delegation is consistent with this principle and with the principles underpinning the delegation of the majority of H&S tasks to school and service level. Curriculum and safety advice is available from the Department, but it is the task for Headteachers to sanction each visit.
  - Second, the safe conduct of all visits depends fundamentally upon the competence of the team that oversees and leads each venture. Whilst the Department, through generic risk assessments can set minimum standards of training, qualifications and experience to lead certain activities, the only people uniquely placed to judge a leader and teams competence is the Headteacher or service manager.
10. The scheme of delegation in this version of 'There and Back Again' has been in place since 2003. The Department has been able to review the effectiveness of these arrangements with the evidence of past practice. During the period there have only been 2 incidents on off-site visits reported under the Departments procedures or the RIDDOR regulations. Whilst this may well be biased because of under reporting, there have been many thousands of visits during this period, all of which have been approved by Headteachers and key managers and all of which have been conducted safely.
11. The one area of specialist activity where the Department will make approval is over-seas expeditioning (involving remote trekking and or sailing). The growth in this kind of venture is challenging because technical qualification standards and competencies of leaders are not universally agreed and therefore cannot be provided to Headteachers and key managers as generic risk assessments. These undertakings will need to be agreed by the Headteacher or service manager for learning reasons and value for money. Likewise, these staff will also need to judge the competence of staff team a supervisors for the venture. However, the assessment of risk associated the planned activities is specialised and must be referred to the Advisor for Outdoor Education for approval.

### **Roles and Responsibility for Off-site activities within the Merton Children, Schools and Families Department**

The roles and responsibilities listed below are consistent with DfES guidance ***Standards for LEAs in Overseeing Educational Visits Part1*** (available <http://www.teachernet.gov.uk/wholeschool/healthandsafety/visits/>) and with the Department's Health & Safety policy and arrangements.

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### **Merton Children, Schools and Families Department**

12. Merton Children, Schools and Families Department will provide the following:

#### ***Structure Chart***

13. The Department will provide a structure chart identifying the key managers responsible for approving off-site visits

#### ***Handbook***

14. Make this handbook available to all establishments. The Department will periodically review the handbook and inform all establishments of relevant changes in procedures or legislation. The handbook should be used by establishments as a self-audit guide, ensuring that their organisation of off-site activities is in line with best practice.

#### ***Advisor***

15. The Department retains the specialist services of an advisor for outdoor education. The advisor can be contacted on referral from the Department. Contact Mike Penny 020 8314 7853.
16. For general Health and Safety Advice contact the Council Health & Safety Team 020 8545 3838.

#### ***Risk Assessment***

17. The Department will provide '*generic risk assessments*'. These assessments aim to provide guidance of the common risks associated with off-site visits. The assessments are collated and issued in Section 5 of 'There and Back Again' and will be sent in printed form as up-dates to schools. Electronic versions of these risk assessments can be obtained from the pdf/word version of this handbook available on the intranet [address]

#### ***Educational Visits Coordinator Training***

18. The Department will provide training and support for Educational Visit Coordinators (EVCs). EVC training will be delivered by trainers accredited by the national Outdoor Education Adviser's Panel. The Department requires all EVCs to undertake this training. There is no requirement for trained EVCs to re-validate, however it is good practice as part of continuous professional development that EVCs attend relevant briefings and courses through the Advisor for Outlook Education. The Department will approve EVCs appointed from another local authority as long as an accredited national Outdoor Education Adviser's Panel trainer delivered the course.



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### ***Leadership Training***

19. The Department will provide schools with a list of relevant leadership training courses. Courses will be advertised directly to EVCs as well as listed on the web site.

### ***Approval***

20. The task of approving all visits is delegated to Headteachers and key managers with the exception of overseas expeditions. Overseas expeditions include challenging adventures to remote locations involving trekking, sailing or kyaking, off-piste skiing, glacier travel. They do not include European exchange visits, cultural visits or organised on-piste skiing with qualified instructors. Headteachers should seek advice on all overseas visits if the activity is new to the school and the Educational Visits Coordinator has not previously supervised such ventures.

### ***Monitoring***

21. The Department will monitor in the following ways;
- A register of EVCs will be maintained and annually updated. New EVCs will be required to attend an accredited EVC training course,
  - As part of the annual update, EVCs will complete and return a self-evaluation review, to include a Governing Body Report from schools.
  - Off-site visit arrangements will included as part of the Departmental Health and Safety Team programme of monitoring services and schools.
  - The Advisor for Outdoor Education will monitor by pre-arrangement school led camping and adventure courses,

### ***Enforcement***

22. Schools and services who do not nominate an EVC or who fail to ensure that the EVC has attended training will not be permitted to educate children outside of the school premises. Schools with very poor procedures and who fail to make improvements could have the permission to educate children outside of school premises withdrawn.

### ***Charging and Remissions policy***

23. The Department is required to have a charging and remissions policy. This policy is essential for out of school visits providing the statutory framework for seeking voluntary contributions from parents as well as the charging and remission for residential board and lodging costs.

### ***Governing Bodies [Community Schools]***

24. The governing body in a community school plays an important role in the conduct of off-site visits. As well as the unique place they have in raising pupil attainment, visits are source of strong opinion, discussion and

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controversy. Not only can issues of Health and Safety be contentious, but there are also significant resource issues to be considered. Most visits are funded by voluntary contributions from parents raising issues of equity and inclusion. Also the governors have a statutory responsibility to resource the board and lodging element of residential visits for eligible parents, which for many schools can have a significant impact on the budget. Clear governing body policies are therefore important, and will support Headteachers and teachers deliver positive and safe programmes of study.

### **Key tasks**

25. Governors should endorse the procedures and subsequent approved amendments to 'There and Back Again'. It is not necessary for governing bodies to re-write the document, but additions reflecting specific school policies and practices are encouraged. Schools will receive an electronic version of this document in order to make this process easier.
26. Specific school policies may include:
  - The forward planning of specific visits, especially those with large resource implications.
  - Procedures for the up-keep of specialist equipment used by the school, for example minibuses.
  - Practices and procedures for termly/annual parental consents for recurring off-site cultural and sporting events.
27. The approval of visits. It is normal practice for Headteachers to approve the final arrangements for visits, however governors may wish to endorse arrangements for certain visits, for example residential visits.
28. Monitoring. The governors play an important role in monitoring off-site visits. This should happen in three ways:
  - As part of regular health and safety agenda items;
  - Receiving an annual report compiled by the Head and or EVC;
  - Complying with the annual return to the Education and Health and Safety Team.

### **Governing Bodies [Voluntary Aided and Foundation Schools]**

29. The governing body is the employer in voluntary aided and foundation schools and is therefore responsible for health and safety (see ***Health and Safety: Responsibilities and Powers DfES/0803/2001***). Governing bodies in Merton may use the text of 'There and Back Again' freely as the basis for developing policy. Governors will receive advice from the Department advisor on condition that schools nominate and train an Educational Visits Coordinator and follow the Department procedures outlined in 'There and Back Again'.

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### The Headteacher/Key Service Manager

30. The Head should ensure that off-site activities comply with the procedures in this handbook and where relevant, the agreed procedures of the governing body.

#### **Key Tasks**

- Appoint or undertake the functions of an Educational Visits Coordinator and inform the Department;
- Ensure that the EVC has attended a Department approved training course;
- Delegate approval of defined visits to the EVC as agreed by the Governing Body;
- Support staff development of leadership competence through continuous professional development;
- With advice from the EVC, appoint party leaders and additional staff who are sufficiently experienced and competent to assess and manage the risks with regard to the group and planned activity;
- Ensure that risks have been assessed, significant risks recorded and appropriate safety measures are in place and that all parties are aware of the assessments and ensure that all staff understand and comply.
- The final planning checklist is completed and all supporting documents are completed before the journey takes place;
- Formal approval is given to each journey or visit;
- Comply with LA monitoring arrangements and agree with the EVC a programme for monitoring off-site visits.

### The Educational Visits Coordinator (EVC)

31. Every school and service must have a designated Educational Visits Coordinator (EVC). This may be the Headteacher or key service manager or a senior teacher/manager who in the view of the Head is competent to undertake delegated tasks.

#### **Key Tasks**

- support the Head/key service manager with approval;
- approve delegate visits;
- assign competent people to lead or otherwise supervise a visit;
- support the party leader with advice and guidance on generic risk assessments;
- review and approve the risk assessment produced by the party leader and team for each visit;
- organise the emergency arrangements and ensure there is an emergency contact for each visit;
- keep records of individual visits including reports of accidents and 'near-accidents' (sometimes known as 'near misses') following the Department's procedures as outlined in the H&S Manual.
- review systems and, on occasion, monitor practice.

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- ensure CRB checks are current for all accompanying staff and an appropriate child protection risk assessment is in place when parents/volunteers accompany visits

### **The Party Leader**

32. The party leader has overall responsibility for the supervision and conduct of the visit or activity and should be approved by the Head or governing body.

### **Key Tasks**

- complete a written curriculum plan or planner for the visit;
- obtain the approval of the Head or EVC before any off-site visit or activity takes place;
- assess the reasonably foreseeable risks involved and draw up or amend as appropriate any previously recorded risk assessment;
- oversee the safe conduct of each visit, paying particular attention to on going risk assessments and changing circumstances;
- ensure that all other members of staff and voluntary helpers are aware of their responsibilities and have the appropriate training and experience to undertake their assigned roles;
- consider the planning checklist to ensure that all procedures have been followed;
- inform parents about the visit and gain their consent, where appropriate.

### **Additional members of staff and volunteers**

33. Volunteers act as employees of Merton Council whilst on approved off-site activities. Members of staff and volunteers make up the team for each visit and must be actively engaged in the process of managing the programme and they must be given written instructions to ensure that they are familiar with procedures/protocols.

### **Key Tasks**

- assist the party leader to ensure the health, safety and welfare of all the young people on the visit;
- to be clear about their roles and responsibilities whilst taking part in the visit or activity.

### **Young People**

34. Whilst taking part in off-site activities young people also have responsibilities about which they should be made aware by the party leader or other members of staff, for their own health and safety and that of the group. Young people should:

- not take unnecessary risks;

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- follow instructions of the party leader and other members of staff;
- behave sensibly, keeping to any agreed code of conduct;
- inform members of staff of any significant hazards.

### Parents

35. Parents have an important role in deciding whether any visit or off-site activity is suitable for their child. Parents should:
  - inform the party leader about any medical, psychological or physical condition relevant to the visit;
  - provide emergency contact numbers;
  - provide the party leader with arrangements to resume care of their child should this be necessary;
  - sign the consent form.
36. The procedures and range of functions necessary to undertake these tasks are outlined in the next section: Section 2 Guidelines for Designing a Safe Programme.

## Section 2 Guidelines for Designing a Safe Programme

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### Hazards and their Management

1. Making sure that a programme is safe requires that the 'hazards' likely to be encountered during specific activities are identified and that the group is managed to avoid the risk of injury from these hazards. This process is known as 'risk management'. The aim of this section is to outline this process and is structured first, to establish the background theory of this management process and then second, to outline the practical advice that all group organisers should consider.
2. The need to assess risks is a statutory requirement of the 1974 Health and Safety at Work Act and suitable risk assessments must be undertaken to a required standard, as well as recorded, in accordance with the Management of Health and Safety at Work Regulations 1992.
3. Hazard can be categorised into two types, environmental and human.

### Environmental Hazards

4. Environmental hazards include such things as rivers, cliffs, lakes, buildings, parks and roads.

#### *Generic Environmental Hazards*

5. Many hazards are generic, they exist irrespective of the particular purpose or event. Exposure to the sun is an example of a generic environmental hazard, it doesn't matter where you are, exposure to the sun puts people at risk of sunburn and worse. There are many more generic hazards, for example those associated with staying in overnight accommodation and those associated with the means of transport used to get there and back.

#### *Event or Site Specific Environmental Hazards*

6. Event or site specific environmental hazards are those that relate to a specific place. 'Mind the Gap' at Bank station is an example of a site or event specific hazard. So is the particularly polished and slippery limestone path in the Edale valley and the loose cliff above the fossil exposures at Kimmeridge Bay.

#### *On Going Environmental Hazards*

7. On going hazards are those that may be predictable but whose severity can change at short notice. Changing weather can make a seemingly benign environment lethal in minutes. Likewise, the minibus bus breaking down on a bend of the A465 is an ongoing hazard.

### Human Hazards

8. Human hazards relate to the way we act, both as individuals and as groups. Two children fighting will expose both to the risk of serious harm. Ill-disciplined groups of children are at greater risk of significant harm when interacting with a particular environment than are well disciplined groups. Children are able to work safely in potentially hazardous environments when they have been appropriately prepared



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and trained. Whilst this is self-evident, it is crucial when managing risk that the human element is properly considered.

### Principles of Risk Management

9. Risk management recognises that absolute safety in any programme can never be guaranteed but that risks can be identified and managed to a point that only the unforeseeable happens. There are two approaches to risk management. The first approach analyses areas of hazard and then devises a system of rules and regulations that minimises risks. This approach offers the benefits of clear-cut rules but it also has weaknesses since it is impossible to categorise and regulate the immense combination of all hazards. The second approach argues that every situation is different and that after collecting all relevant information, sound judgement should be used to manage the risks appropriate in each case. This approach is strong because it applies an on going process of management. However, it relies upon appropriate training, maturity and experience from all those involved in the risk management.
10. As with all things, the best form of management uses the strengths of both approaches, combining a level of sensible regulations with acceptable levels of training and judgement. This can be illustrated with a practical example.
11. A vexed question for all party leaders is the question of ratios of adults to young people. To guide leaders, ratios are provided in this document. A strict adherence to the first approach would require that 2 adults accompany 30 young people and that 3 accompany 31. The second approach would look beyond the regulation to the programme. As long as the safety reasons are clearly given and justified a variation accepting a ratio of 2 to 3 more pupils to adults, or even more would be acceptable.
12. Conversely, having collected all relevant information, sound judgement might dictate that for the defined activity to take place safely, the programme would require 4 adults to accompany the same group of 30. In this case it becomes unacceptable to compromise, either because the guidelines say 2:30 or for reasons of financial expediency.
13. The approach used to risk manage each visit will vary according to its complexity, however three elements must underpin the process:
  - A clear purpose must be identified and a programme of activities defined. This should be recorded as a **Programme Plan**.
  - A written **Risk Assessment** must be completed, either as part of the programme plan or as a separate document. The risk assessment must identify the significant hazards, identify who is at risk and the control measures needed to minimise the risks identified in the assessment.
  - In accordance with the scheme of delegation (Section 1), approval, in most cases by the Headteacher, is given confirming that all the arrangements are in place and that the party leader and staff team are competent to safely manage the visit.

## Section 2 Guidelines for Designing a Safe Programme

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### Programme Plans

The programme plan defines the purpose of the visit. Whilst the detail of a programme plan will vary, it is the reason for taking young people offsite.

The plan has three functions:

- It informs parents, guardians, carers and the Council of why and what they are consenting to;
- It informs everyone involved about the value of an activity balanced against the costs of the undertaking;
- It is a pre-requisite of risk management. Having a clear purpose for why an activity is taking place enables a clear analysis of the risks. It remains a sad fact that most of the tragic accidents of recent years have come about because of a lack of clarity, i.e. an understanding of why are we doing this?

### *Designing a 'programme planner'*

14. The diversity of the task requires a flexible, almost tailor-made approach to each planner. The arrangements made for frequently occurring day visits to common places will be very different from those made for a week's residential to a new location. However, there are some common ingredients;
  - A definition of the overall educational purpose of the programme.
  - The activities planned for each day(s) should be outlined, including;
    - specific objectives of the day;
    - activity;
    - the locations visited.
  - The lead organisation and accompanying adults should be identified. The planner should list:
    - who is responsible for the activity;
    - overall and daily supervision arrangements;
    - arrangements for supervision during breaks and at night.
  - Alternative options should be outlined in the event, for example, of bad weather.
  - The activities on the programme planner should be cross-referenced to the relevant risk assessments.

### The categories of programme planners

#### *Frequently occurring day visits in school time*

15. Examples of these would be, swimming sessions, sports fixtures and faith visits to places of worship. Parental consent may be needed for some activities and not for others. Faith visits for example form part of the ethos of a school and participation in visits to places of worship would normally be communicated to parents in a school prospectus or newsletter. Similarly swimming lessons would form part of the PE syllabus and participation should be expected. However parents need to be contacted in order to explain arrangements, kit lists and for the notification of infections. The programme planner for swimming would normally be drawn up by the Education Visit Coordinator and could follow a checklist format so that it can be

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used year on year:

Year 6 Swimming Programme	Term:	
Aim	To ensure all children are water confident by end of KS2	
Objective	To achieve 25m for all children.	
Class	Year 6	Done
Budget	Costing completed/ Head approved	√
Dates	Monday mornings to half term 10-11am Waterfront Baths Booked	√
Teacher in Charge	Sharon Davis, class teacher	√
Letter to parents	Returned to Sharon	√
Risk Assessment	No 2 completed and Sharon inducted (see example below)	√
Review of Programme	Completed	√

### ***Infrequent day visits***

16. A planner unique to the programme should be prepared. The environmental day centres often have standard procedures that can be referred to parents on request. An example is as follows:

# Section 2 Guidelines for Designing a Safe Programme

## GREENWICH ENVIRONMENTAL CURRICULUM SERVICE

77 Bexley Road, Eltham, London, SE9 2PE  
(Tel: 0208 850 2615 Fax: 0208 850 7355)

### PROGRAMME PLANNING FORM 2003/04



SCHOOL: MYTHICAL PRIMARY TEL: 020 8853 6225

ADDRESS: MYTHICAL RD, GREENWICH FAX: 020 8854 6100

TEACHER IN CHARGE OF GROUP/CLASS (Block Capitals): GANDALF GREY

YEAR GROUP: 4 NO OF CHILDREN: 28 NO OF ADULTS (approx): 6

DATE OF VISIT: Thursday 23rd October TIMES: 10.00 (arrive) 2.30 (depart)

Greenwich Schools requiring transport to and from the Centre must make their OWN arrangements with Transport Services (0208 921 6882) as soon as possible.

For ECS Use Only— Phone Call?

Yes  Date 15 10 03

No  Date

<b>Name of Morning Activity: Variation &amp; Classification Walk</b>	<b>Activity led by (tick)</b>
<b>LEARNING OBJECTIVES:</b> - Know that living things are broken down into groups using identifiable features - Observing domestic animals & classifying them - Observing plants & classifying them - Visiting different habitats & looking at how different animals & plants live in different environments & how they are adapted to them	Centre Teacher <input checked="" type="checkbox"/> Class Teacher <input type="checkbox"/>
<b>Name of Afternoon Activity: Collecting minibeasts &amp; classify-</b>	<b>Activity led by (tick)</b>
<b>LEARNING OBJECTIVES:</b> - Know how to treat small animals with care & respect whilst collecting - Close observation of collected minibeasts to enable sorting and classifying using keys - Know there are different invertebrate groups that minibeasts can be sorted into	Centre Teacher <input type="checkbox"/> Class Teacher <input checked="" type="checkbox"/>
<b>Other Useful Information (e.g. pupils with special needs, medical conditions etc.)</b> Bilbo has autism and may run off but has support worker with him Gollum is attracted to water and will need looking after around ponds	

I have received and have read the accompanying visit planning and safety notes.

I am happy with the agreed programme and the leadership/organisation of each activity (above).

I have discussed any relevant safety arrangements, risk assessments and activity codes of practice with a member of Centre staff.

SIGNED: Gandalf Grey (CLASS TEACHER) DATE: 15 10 03

SIGNED: [Signature] (CENTRE TEACHER) DATE: 15 10 03

## Section 2 Guidelines for Designing a Safe Programme

### Residential Programmes

17. A planner unique to the programme should be prepared before the journey or visit takes place. This should clearly identify the range of activities that are to be undertaken during the programme, and will be the basis for informing the children, parents and supervising staff of the arrangements. The school in engaging an organisation must be satisfied that it is safe for the needs of their particular pupils. In practice this will involve a dialogue between school and providers, with the outcome being a transparent agreement on respective roles and responsibilities.
18. A daily management process should be established in order to :
  - review the programme to date;
  - finalise the day's activities both in response to the review and in the light of the day's weather;
  - if required, produce a detailed day planner.
19. Where relevant, this process should be implemented in conjunction with the staff of providing centres. A day planner should include appropriate checklists and itineraries, for example route cards for mountain expeditions and journey plans for kayaking expeditions. Skiing courses should include similar details, especially for the supervision arrangements for ski school and guided skiing.



### TOWNSEND CENTRE PROGRAMME PLANNING SHEET

School: Netherborne		Party Leader: Eva Soclever		Date of Visit:- 17 <sup>th</sup> - 21 <sup>st</sup> February 2003	
Tel: 020 8850 4933		Fax: 020 8850 3969		Coach Size for visits 57	
Year: 6	Total Numbers 54	Girls	Boys	Accommodation: <i>Peveril Ballard Durlston</i>	
Teachers: Ida Neverdo Eric Idle Plus 2			Responsible Adults: 2		
Sharing School: None			Sharing School Party Leader: None		
Curriculum Focus: PSHE					

## Section 2 Guidelines for Designing a Safe Programme

Day	Morning	Lunch	Afternoon	Evening
Mon.	Arrival Time: 12:30	On site	Familiarisation Peveril Mapping (2:30 - 4:30)	Follow Up
			Centre	
Tues.	a. Team Challenge b. Durlston CP - art/earth education and visitors centre	On site	a. Durlston CP - art/earth education and visitors centre b. Team Challenge	Smuggling Talk (possibly in Langton Church)
	Centre		Centre	
Weds.	a. Low Ropes Course b. Land Yachts	On site	a. Land Yachts b. Low Ropes Course	Stain Glass Art & Fossils
	Centre		Centre	
Thurs.	Nine Barrow Orienteering	On site	Town Trail and Beach Technology	Stain Glass Art & Fossils
	Centre		School	
Fri.	Orienteering	On Site	Departure Time:12:00	
	Centre			

Our website: <http://townsend.widehorizons.lgfl.net>

School: Netherborne	Party Leader: Eva Soclever	Date of Visit:- 17 <sup>th</sup> - 21 <sup>st</sup> February 2003
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Bookings						
Date	Transport / Visit / Speaker	Time		Cost	Booked	Confirmed
		From	To			
Tues 18 <sup>th</sup> Feb	Durlston CP	10:00	12:30			
Tues 18 <sup>th</sup> Feb	Durlston CP Visitors Centre	11:00	11:30			
Tues 18 <sup>th</sup> Feb	Durlston CP	14:00	16:30			

## Section 2 Guidelines for Designing a Safe Programme

Tues 18 <sup>th</sup> Feb	Durlston CP Visitors Centre	15:00	15:30			
Tues 18 <sup>th</sup> Feb	Smuggling Talk (@ Townsend)	19:00	20:00	£25.00 + £12.00		
Thurs 20 <sup>th</sup> Feb	Coach to Kingswood	09:40		£76.00		

### Notes:

- South Dorset Coaches - price subject to any significant rise in fuel prices
- Smuggling Talk £37.00 to be paid direct to Reg Saville
- Fossils £2.00
- Stain Glass 25p per pupil
- Land Yachts £1.50 per yacht

### Summary Check List

Transfer Coach booked by : School	First aider: essential in the evenings when trained centre staff are not on site.
Diet Sheet: 3 <sup>rd</sup> February 2003	Rotary Grants: 2 @ £40.00 each - please provide names
Accommodation layout : 3 <sup>rd</sup> February 2003	Risk assessments: All centre risk assessments are held on our web site. Schools need to consider RAs for transfer to and from centre and all school led activities on and off site during their stay.
Photocopy sheets: Available on website & copies given at programme planning for photocopying	Consumables:
Payment of speakers: Reg Saville for Smuggling Talk £37.00	End of course payments: Tuck Shop
Invoice Payments: Accomm. £113.00/coach and materials	Invoice from National Trust for Corfe Study Room:

*Headteacher's signature* ..... *Date*  
.....

*Head of Centre's signature* ..... *Date*  
.....

**NB.** One copy to be returned to the Townsend Centre, the other copy is for the school's records.

## Section 2 Guidelines for Designing a Safe Programme

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### Changes to Programme Plans

20. Many accidents happen because of ill considered plans when programmes are changed. The process of programme planning must be flexible enough to accommodate the inevitable changes brought about, for example by bad weather conditions or illness. The following good practice should guide this process:

#### ***Changes made before a visit;***

- parents must agree to any significant changes to the programme (it is a good idea to anticipate late changes by presenting parents with 'other options' in the final consent letter);
- changes made before the programme commences should be approved in writing by the Headteacher or key manager and if relevant, the principal manager of a provider organisation.

#### ***Changes made at the beginning of a day:***

- there should be a clear review process that reviews and plans change to the programme. A morning staff meeting for example;
- agreed changes should be subject to risk assessment and relevant control measures;
- if agreed changes require subordinate staff to take charge of a group, there should be a transparent process of briefing and staff should consent to the arrangements by signature;

#### ***Changes during an activity:***

- changes made by staff for safety reasons during an activity need not be recorded in the normal course of events. However, in the following circumstances a written record should be agreed in a field notebook
  - ★ for educational reasons, subordinate staff agree to supervise an activity within their competence.
  - ★ if there is dissent amongst adult leaders about the best course of action.

21. As a guide, schools visiting residential centres should use the following pro-forma to record changes during the week:



## Section 2 Guidelines for Designing a Safe Programme

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### Programme Variations

School \_\_\_\_\_

Dates of visit \_\_\_\_\_

The following changes have been made and agreed

Day	am	Pm	ppm			
	Led by _____	Led by _____	Led by _____			
RA No.						
C of P						
Signed	CenStaff	SchStaff	CenStaff	SchStaff	CenStaff	SchStaff

### **Risk Assessments**

22. It is a legal requirement under the Management of Health and Safety Regulations 1992 to undertake a risk assessment for any activity of work. An off-site programme is a work activity and will require a risk assessment to be undertaken.
23. The task of doing the risk assessment is delegated to the party leader, supported on the one hand by the staff and pupils and on the other by the EVC and the Department (refer to Scheme of Delegation Section 1). Once completed and finally approved by the Headteacher, the responsibility for risk assessment lies with the employer, that is the Council (Governing Body in VA schools).
24. A key competence for the party leader is the ability to undertake 'suitable and sufficient' risk assessments. This will have been gained by a process; helping prepare risk assessments, attending outdoor leadership courses where risk assessing is a component part, attending a specific course or by in house training from an EVC. A really useful and supportive 'reminder' can be downloaded from the Health and Safety Executives' website; [www.hse.gov.uk](http://www.hse.gov.uk), the title is 'Five Steps to Risk Assessment'.

## Section 2 Guidelines for Designing a Safe Programme

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### **Generic Risk Assessments**

25. Generic Risk Assessments identifying control measures to reduce the risk of harm from generic hazards (see 5 above) are reproduced in Section 5 and are available electronically by downloading this document from the Council intranet. These assessments do not have to be written out in full but should be referred to on the risk assessment for the visit.
- Important note:** Only use Generic Risk Assessments that are approved by your employer. If you have found one from an outside source that controls a particular hazard well, complete it in full so that the EVC, Headteacher and Key Manager can approve it.

### **Event or Site Specific Risk Assessment**

26. The Party Leader must complete these assessments along with the staff team. The assessments relate to the hazards associated with the event or site and the nature of the pupils in the party. This may require a site visit.

### **On-Going Risk Assessment**

27. On-Going Risk Assessment is the dynamic process of identifying new levels of risk in response to changes in level of hazard and the behaviour of the party. It is not practicable to record these assessments in writing as they happen, however it is possible to identify the significant potential risks on a risk assessment.

### **Risk Assessments and Third Party Providers**

28. Other people and organisations provide many aspects of educational visits for schools. Examples include outdoor centres, transport providers, voluntary organisations and museums. It is the responsibility of these organisations to assess the risks of their provision.
- Important note:** It is not necessary for schools to copy or scrutinise all providers risk assessments, just a verification that they do exist for the agreed programme. This at its simplest will be a written confirmation: "Can you confirm that you have assessed the risks for our programme?" and "How can you verify this?" The answer to the latter could be; "they are published on our website "; "they are a condition of our Adventure Activities License, copy attached "; "they are on our CD"; "they are available to you in the visitors handbook".

### **Sample Risk Assessments**

29. A blank 'model' risk assessment is provided for schools to use and a series of completed assessments are attached. Other formats for risk assessment may be used as long as they conform to the requirements of the 1992 Regulations. This particular format has proved to be helpful to schools and follows a format published by the Health and Safety Commission "Adventure activities centres: five steps to risk assessment".

## Section 2 Guidelines for Designing a Safe Programme

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**Risk Assessment**

**Number** \_\_\_\_\_

Establishment: \_\_\_\_\_

Assessment Date: \_\_\_\_\_

Activity: \_\_\_\_\_

Completed by: \_\_\_\_\_

Date Reviewed: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

No of Pupils

No of Staff

Person in charge of the activity:

<b>Hazard</b> <i>List significant hazards which may result in serious harm or affect several people.</i>	<b>Who may be affected</b>	<b>Control Measures</b> <i>List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)</i>	<b>Any Further Action</b> <i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>

What is your review procedure? \_\_\_\_\_

## Section 2 Guidelines for Designing a Safe Programme

### Risk Assessment

Number \_\_\_\_\_

Establishment: Waterside School

Assessment Date: 25/12/03

Activity: Year 6 Swimming

Completed by: Sharon Davis

Date Reviewed: M Spitz (EVC)

Reviewed by: 31/12/03

No of Pupils 28 No of Staff

3

Person in charge of the activity: Sharon Davis

<b>Hazard</b> <i>List significant hazards which may result in serious harm or affect several people.</i>	<b>Who may be affected</b>	<b>Control Measures</b> <i>List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)</i>	<b>Any Further Action</b> <i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
Road traffic – risk of injury or death  Site specific As above	Pupils and staff Members of the public  "	As generic risk assessment T1  <ul style="list-style-type: none"> <li>• Children in pairs</li> <li>• Billy Smith (SEN) supervised by support staff.</li> <li>• SD to lead, teaching assistant to tail</li> <li>• One road to cross (controlled)</li> <li>• Parents briefed and medical forms returned</li> </ul>	M Spitz briefed Sharon D on arrangements  Sharon/Mark walked the route as Sharon is new to the school
Cross Infection	Pupils	<ul style="list-style-type: none"> <li>• Parents briefed and medical forms returned</li> </ul>	Children asked weekly
Drowning	Pupils	As Generic Risk Assessment A1	Wavelengths contacted confirmed qualifications and lifeguard

What is your review procedure? programme reviewed \_\_\_\_\_

## Section 2 Guidelines for Designing a Safe Programme

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### Risk Assessment

Number \_\_\_\_\_

Establishment: Any School Lee Valley C.Park Assessment Date: 20/10/2003

Activity: Victorian Project/Orienteering Completed by: Jane Smith (PL)

Date Reviewed: 21/10/03 Reviewed by: Bertie Everard (EVC)

No. of Pupils:30 No. of Staff:2 teachers two helpers

Person in charge of the activity: Jane Smith

Hazard <i>List significant hazards which may result in serious harm or affect several people.</i>	Who may be affected	Control Measures <i>List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)</i>	Any Further Action <i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
Transport	30pupils 2 teachers 2 adult helpers	Coach hired from reputable firm. Follow Transport Generic Assessment T2	Follow procedures noted in 'There and Back Again'.
Injury/Abduction: Group members become separated	"	Work in small accompanied groups in country park.	Brief adult helpers
Orienteering: Injury or getting lost	"	<ul style="list-style-type: none"> <li>• Activity led by experienced staff.</li> <li>• Prelim visit to 'O' site. Site clear with defined boundaries.</li> <li>• Pupils have prior experience</li> <li>• All staff briefed.</li> <li>• Pupils work in 2's/3's with whistle</li> </ul>	Define role of all adults. Check with Country Park head ranger.
Sunburn/getting too cold		Follow Environment Assessment E2.	

What is your review procedure? Staff briefing 8.30am and at lunch time to include review of emergency procedures.

## Section 2 Guidelines for Designing a Safe Programme

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### Risk Assessment

Number \_\_\_\_\_

Establishment: Any School Assessment Date: 20/10/03

Activity: Urban Fieldwork Completed by: John Westaway

Date Reviewed: 21/10/03 Reviewed by: Harry Foster (EVC)

No. of Pupils: 24 Age: 14-15 No. of Staff: 1 teacher 1 parent helper. Person in charge of the activity: John Westaway

Hazard <i>List significant hazards which may result in serious harm or affect several people.</i>	Who may be affected	Control Measures <i>List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)</i>	Any Further Action <i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
Road Traffic	Pupils Teacher Parent	Area well known to pupils.	Ask pupils to list hazards in small groups to raise awareness.
Individuals lost or separated	Pupils	Work in defined small groups of 4. Define area. Pupils to have had previous fieldwork experience.	Make sure each group has staff mobile no. and school no.
Incidents/emergency whilst separate from staff	Pupils	Provide base map, meeting point and emergency no.s. Make sure medical details are known. Consult tutor re-behaviour.	Staff and parent to arrange to monitor each group by rota.
Incidents with members of the public	As Above	Brief students. Make sure they agree to work together.	

What is your review procedure? Careful briefing with pupils before departure.  
Careful briefing with adult helper.

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## Section 2 Guidelines for Designing a Safe Programme

### Risk Assessment

Number \_\_\_\_\_

Establishment: Any Primary School Assessment Date: 20/10/03

Activity: Residential Week as Programme Completed by: Stephanie Ellis

Date Reviewed: 21/10/03 Reviewed by: Jim Tarrent (EVC)

No. of Pupils: 30 Age: 10-11 No. of Staff: 2 Teachers 1 Primary Helper 1 Parent. Person in charge of the activity: Stephanie Ellis

Hazard <i>List significant hazards which may result in serious harm or affect several people.</i>	Who may be affected	Control Measures <i>List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)</i>	Any Further Action <i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
Transport. Control at stops. Checking that all are present and correct and wearing seatbelts.	30 pupils 2 teachers 1 p. help 1 adult	Coach hired from reputable firm. Coach to park outside school gate. At stops pupils supervised in 4 groups. All to wear school sweat shirt. Counting procedure.	Follow procedures noted in T&BA Generic Risk Assessment T2 Discuss with children what to do if you get lost.
Ferry Crossing.	As above	Follow the code of practice in 'generic Risk Assessment T3 'There and Back Again'.	Preview code of practice with all staff on coach
Hotel Accommodation. Safety and security in bedrooms. Risk of intruders. Fire precautions.	As above	Accommodation organised by School Journey Association, check code of practice. Ensure private wing. Run a fire drill.	Check against code of practice in 'There and Back Again'.
Programme risk assessment. Need to maintain flexibility to weather and needs of students.	As above	Ensure that the programme is kept under review as indicated below.	
Monday a.m Rock Climbing at Little Canada.	As above	Check arrangements with organisation. Confirm that provider has risk assessments. Ask to be	Check staff are qualified

## Section 2 Guidelines for Designing a Safe Programme

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		briefed by centre	
Monday p.m. Rock Pooling	As above	Check tide tables and weather. Assess conditions at the beach. Work with pupils in small teams	Discuss dangers with children. Adults to watch their sub-group as per briefing.
Other days: Risk Assess and record as appropriate!			

What is your review procedure? Daily staff meeting reviewing previous day and daily plan

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## Section 2 Guidelines for Designing a Safe Programme

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### Responsibilities of Supervising Staff

49. The activity will only be as 'good' and 'safe' as the practitioners who design and deliver it. The qualities of those who lead activities are normally judged against the 'qualifications' that they hold. These qualifications are obtained by a process of training with assessment and/or by experience. The following paragraphs set out these standards.

#### *Using 'Provider' Organisations*

50. Many residential and day trips are to centres providing specific services, for example field studies and outdoor activities. These centres must be able to provide users with a service consistent with the advice and guidance contained in this document.

#### *Commercial, Private and Charitable Centres*

51. Facilities managed outside the control of Merton Council include museums, sports facilities, farm centres, pony trekking and charitable adventure centres as well as large commercial activity centres and ski tour companies.
52. The providers act as a 'third party' in the planning process with a clear and separate responsibility to ensure that the services they are offering add educational value to the programme and complement the overall care of each child. Unless parents have specifically accepted an alternative arrangement, the party leader and accompanying school staff retain the duty of 'loco parentis', it does not pass to the service providers. This distinction is important and requires the party leader or accompanying staff to be present with the young people during and between all activities, for example at lunch breaks and at night unless specific arrangements have been made that are approved by parents.
53. It is essential that the provider meets standards of accommodation expected by the Health and Safety legislation and that instructors are qualified to the standards expected of borough employees as defined in this document. Since the care of each young person is vested with the party leader, the responsibilities to verify that providers meet these standards rest clearly with them. Verification should take place prior to confirming each booking and leaders should not rely on the criterion that "they were all right last time".
54. The **Activity Centres (Young Persons' Safety) Act** will now offer a good deal of protection to users of Centres. It is important to ask the Centre if it has a licence and what activities it is licensed to provide. Unfortunately the Act only covers a specific range of outdoor centres, the majority do not need to hold a licence, but may be carrying out activities that without proper controls are hazardous. If the **Centre does not hold a licence**, Schools should follow the checklist **Use of Commercial and Private Facilities** in Section 5.

## Section 2 Guidelines for Designing a Safe Programme

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### Skills required of supervising staff

56. The skills required of supervising staff can be categorised into three types; 'hard', 'soft' and 'management' skills.

#### *Hard skills*

57. Hard skills are technical competencies that on the whole are easily trained and easily assessed; first aid, rope handling and navigation skills are examples.

#### *Soft skills*

58. Soft skills are more difficult to train and assess and are more related to working with people, ability to communicate, maturity and teaching skills. A formal qualification is often used as a criterion for this level of training. This qualification might be as a teacher, youth worker or social worker.

#### *Management Skills*

59. Management skills are the catalysts that connect and integrate the hard and soft skills. They include organisational ability, flexible leadership, decision making and judgement. There are few tests of these skills other than the practical day to day examples of how a person is able to work with colleagues and young people. They are qualities that can be developed and improved by a structured programme of staff development.
60. Combinations of the three skills provide the basis for the minimum standards generally accepted for organisers.

#### *First Aid*

61. The DfES have circulated 'Guidance on First Aid for Schools' which provides useful advice on the levels of first aid provision expected of schools. A key to provision is risk assessment. Please refer to Generic Risk Assessment FA1 in Section 5
62. It is the duty of the Head or Education Visit Coordinator to make sure that the staff accompanying each off-site visit has the appropriate combinations of these skills.

### Minimum Leadership Qualifications

#### *Party Leader (PL)*

63. The party leader will normally be qualified teacher, youth worker or social worker in the employment of the Council (Governing Body in VA Schools) who has at least one year's experience. The leader will have previous experience and training and if relevant qualifications appropriate to the planned venture.

## Section 2 Guidelines for Designing a Safe Programme

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### *Deputy Leader (DL)*

64. For visits to centres not staffed by employees of Merton, or for ventures planned independently of centres, the deputy leader must be in the employment of the Council and normally be qualified in the appropriate profession, i.e. as a teacher, classroom assistant or youth worker.

### *Responsible Adults (RA)*

65. Responsible adults (for example support staff or parents) should be over 18 with training or experiences appropriate to the planned venture. Responsible adults who accompany residential programmes should be CRB checked. It is good practice for all adults accompanying trips to be CRB checked. However, this may not always be practical where parents are providing support on day trips. In these cases the Headteacher must ensure that parents are suitable for the visit. The arrangements and emergency plans must ensure that parents are always directly supervised by CRB checked staff.
66. These leadership requirements assume that the professional training of staff will equip them with minimum skills to ensure the safe conduct of the programme. The requirements are not exclusive, there are many other adults who can demonstrate the level of skills that will provide for the care of young people and should not automatically be excluded from acting as a party leader, deputy leader or supervising adult. However, where such arrangements are made the decisions to vary these arrangements must be made clear in the course planning documentation.

### **Technical Qualifications**

67. Technical qualifications are required of all leaders if they are to supervise activities that are often referred to as "outdoor pursuits", for example mountain walking, climbing and canoeing.
68. The technical leadership and training standards that are expected of organisers have been defined in the Activity Centres (Young Person's Safety) Act 1995 and the regulations that followed the Act, 'Guidance to the Licensing Authority on the Adventure Activities Licensing Regulations 1996'. These national standards form the benchmark for leadership qualifications for Merton staff. The standards are summarised in **Section 5**.
69. ***TECHNICAL LEADERSHIP STANDARDS PROVIDE EASILY MEASURED BENCHMARKS OF A PERSON'S COMPETENCE AND ABILITY TO SUPERVISE MANY ACTIVITIES. THEY ALSO PROVIDE MORE DETAILED ADVICE ON ACCEPTABLE LEADER/PARTICIPANT RATIOS. FAILURE TO MEET THE STANDARDS COMPROMISES THE PRINCIPLES OF 'DUTY OF CARE'. ORGANISERS SHOULD FAMILIARISE THEMSELVES WITH THE REQUIREMENTS.***

## Section 2 Guidelines for Designing a Safe Programme

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### ***Training***

70. Historically, the process of becoming a party leader has been achieved by a process of 'acquired wisdom', with potential leaders serving an ill defined period of apprenticeship. There is no doubt that this process has been successful, since the vast majority of off-site visits are undertaken safely.
71. There is little doubt however that a parallel process of regular training is also an integral part of a safety strategy. The aim of training is to provide leaders with skills appropriate to the tasks they wish to undertake. Training should cover the design of the outdoor curriculum as well as organisational and technical aspects.

### ***The Training Framework***

#### ***The Council***

72. Through Department, the Council keeps training standards under review and advises other groups and institutions accordingly. The Council will provide a co-ordinating role, working with institutions to ensure that the appropriate range of training is available.

#### ***Headteachers and Key Service Managers***

73. Headteachers should have a training policy for staff organising and leading outdoor programmes. This should include a record of staff development. The Education Visit Coordinator will normally be delegated to undertake these tasks.

#### ***Training providers***

74. In co-operation with the Outdoor Education Adviser contracted to the Council the Department has an established service that can provide institutions with comprehensive training. The service comprises the staff and facilities of the environmental and outdoor education centres managed by our Advisor and is able to offer a full range of leadership training, from technical 'governing body' leadership awards to specific training needs identified by individual institutions and groups. Training in the management of health and safety, as well as the risk assessment process is available from the Department's Health and Safety Team.

### **Training Standards**

75. Leadership training should be available for all those who lead and accompany groups. The appropriate standards of training are summarised below.

#### ***Accompanying adults***

76. Training should be available for all adult supervisors. At establishment level this should take the form of disseminating good practice in organisation, planning and leadership. Supervising adults should be encouraged to take formal leadership courses and development should be monitored by the co-ordinator.

## Section 2 Guidelines for Designing a Safe Programme

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### **Party leaders**

#### **Hard Skills**

77. The training standards for hard skills are well defined and listed in **Section 5** of this document. All party leaders must have had first aid training, this must be kept in date by renewal every three years.

#### **Soft Skills**

78. Party Leaders are normally, but not exclusively, required to be fully qualified teachers or youth workers.

#### **Management Skills**

79. The training standards for management skills are less clear. Traditionally, 'experience' has been the training standard, with an unwritten assumption that leaders should have both previous experiences as accompanying adults and as deputy leaders. This process of 'experiential learning' should be formalised by the training coordinator, using experienced leaders as mentors for less experienced but enthusiastic staff.

#### **Educational Visits Coordinator**

81. Coordinators should continually develop personal training and be encouraged by the Head and governors to attend relevant training. EVCs must attend a 1 day EVC training course approved by the Council. Newly appointed EVCs with training from other LEAs should provide evidence to the Headteacher and Head of Outdoor Environmental Education Advisor.

### **Indicative Adult/Participants Ratios**

82. *THESE RATIOS ARE INDICATIVE AND SHOULD BE USED AS A GUIDELINE ONLY. THE ACTUAL NUMBER OF ADULTS TO YOUNG PEOPLE SHOULD BE ARRIVED AT BY CAREFUL CONSIDERATION OF THE PROGRAMME AND PROPOSED ACTIVITIES. PLEASE REFER TO THE SECTION ON RISK MANAGEMENT ABOVE.*
83. Many technical activities have agreed minimum ratios of staff to participants and organisers should consult Section 5 of this document for this guidance. There are also commonly used 'indicative ratios' that are regarded as acceptable staffing requirements for common situations where technical activities are not being undertaken.

### **Advice on Ratios**

84. These indicative ratios refer to overall staffing ratios and not those that are necessary to cover the safe supervision of specific activities. For example 2:15 might be a satisfactory ratio for a residential visit, but not for the activity of a

## Section 2 Guidelines for Designing a Safe Programme

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mountain walk. Often the correct ratios for activities are prescribed (see Section 5) but on many occasions good judgement is required.

85. The Outdoor Educational Advisors can advise party leaders of appropriate requirements during the preparation of the programme plan.
86. Leaders who organise self-contacted journeys or journeys to charitable or private centres must satisfy themselves that the planned activities are lead by appropriately trained staff and at commonly agreed ratios. Section 5 should be consulted to ensure that centre staff are properly trained. It is particularly important to establish the qualifications and insurance details (they should have at least £2million of liability insurance) of providers contracted to supply specific activities. If in doubt, ask for advice from the Advisor for Outdoor Education.
87. Leaders who propose to use centres managed by other providers should prepare a programme planner and seek advice on supervision from the provider when compiling a risk assessment. A contract with the providers should only be entered into once all the safety criteria are completely satisfied, and a programme planner and risk assessment has been completed.

### ***Local Fieldwork in Key Stage 4***

88. Where studies in an area local to a school or centre involve no unusual activity or risk it may be appropriate for an entire group to operate in small groups under the supervision of a single leader, for example fieldwork in a local town. In this situation the following procedure should be observed:
  - Agree all the arrangements with the head of establishment or residential centre;
  - Young people should work in small groups within prescribed areas. These areas should be within easy reach of a point of contact with the group leader;
  - Parents should be informed of this arrangement.

### ***Day visits***

89. The minimum ratio of adults to pupils for day visits is 1 PL and 1 RA per 30.

### ***Residential Programmes***

90. With the exception of small groups of 16-19 year olds, a minimum of two adults must accompany each venture.
91. For mixed groups in Key Stages 3 and 4 there should be at least one male and one female adult available for pastoral care. Mixed groups at Key Stage 1 and 2 should always include at least one female adult for the same reason.  
For groups of 30 pupils, recommended ratios are as follows:

	Ratio
Key Stage 1	PL + DL+RA
Key Stage 2	PL + DL
Key Stage 3	PL + DL

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Key Stage 4                      PL & DL

16-19                              PL & DL

PL = Party Leader; DL = Deputy Leader; RA = Responsible Adult.

92. For groups larger than 30, add extra staff at the appropriate ratio. The first additional member should be a qualified teacher/youth worker.

### ***Exchange Visits***

93. Staff/student ratios on exchange visits are obviously complicated by the nature of each exchange and the location of host families. Responsibility is also complicated because host families will often care for their visitor for long periods of time and at some distance from the organiser. Parents should be properly informed of this arrangement.

Organisers should also:

- match the ages of visiting and host students as carefully as possible;
- ensure that parents have contact details of both the host family and the party organiser;
- ensure that parents are informed of the arrangements made to check regularly on the welfare of each young person;
- have clear procedures to ensure that the care provided by host families is satisfactory. In particular, the school should satisfy themselves that at least one parent or guardian will be in residence at the relevant times;
- ensure that the children have private telephone access to the accompanying staff, and that they know how to use both private and public telephones;
- ensure that young people are briefed about the possibility of abuse and what to do if it occurs.

### ***Remote Supervision***

94. An aim of outdoor education is to encourage young people to gain confidence in their own abilities and their ability to work with others. Small group and independent work, which is not under the direct supervision of a member of staff, can be a most worthwhile approach.
95. To act independently young people must have acquired the necessary techniques, experience, confidence, physical ability and judgement. The training given must therefore be sound and thorough. Remote supervision procedures must be established and all arrangements recorded on the programmer planner.
96. It is important to emphasise that the leader remains responsible for the group when its members are operating at a distance from the leader.

## Section 2 Guidelines for Designing a Safe Programme

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### ***Special Needs***

97. It is impossible to establish 'indicative ratios' to cover the supervision of groups when the needs of young people can be so varied. Organisers should carefully balance the proposed programme and activities with the quality and number of staff required for supervision. Almost without exception, the ratio of adult supervisors to young people will be greater than those outlined above.
98. It is important to brief all staff, particularly staff from providing organisations who may not have prior knowledge of the young people, about the special educational needs of the group and how to meet them.

### ***Transport***

99. Two adults including the driver are required to be present in every minibus. This requirement, considered to be 'good practice', might be varied in the case of small groups, or where short local journeys are made. In all cases party leaders should consider transport arrangements in the light of 'duty of care'.
100. The driver should be qualified to drive the vehicle being used. This may require both the appropriate driving licence and the local test.
101. On coaches there should be a minimum of a qualified teacher/youth worker and a RA in addition to the driver.

## **The Young People**

### ***Involvement***

30. Young people, especially on school visits, are often the last to be involved in the process of safety, and only then as recipients of rules with do's and don'ts.
31. Developing an awareness of safety is an important life skill and should be encouraged within the programme.

### ***Behaviour***

32. Poor behaviour and lack of responsibility of individuals and the group will compromise the ability of party leaders to exercise a duty of care.
33. With experience and maturity comes the ability to develop more challenging and unsupervised activities. Small group expeditions are not incompatible with safety as long as a defined process of training and development has been followed.

### ***A behaviour contract***

34. For many groups it is appropriate to develop a 'behaviour contract', sometimes more positively known as a 'full value contract'. Components of a such a contract may include the following;



## Section 2 Guidelines for Designing a Safe Programme

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- agreement to work and stay together,
- agreement to keep to safety and behaviour guidelines,
- agreement to give and receive positive and negative feedback,
- agreement on disciplinary arrangements

*An example of a behaviour contract.*

### ADVENTURE HOLIDAY

**My Adventure Code** \_\_\_\_\_

My aim is to go on an adventure.

**For me the adventure will;**

- Let me do lots of exciting things, like climbing, abseiling, high ropes and camping.
- Make new friends.

*But to do this I must*

- be willing to take part
- be willing to take responsibility for myself and for my own actions,
- be willing to give up things I want to do for the benefit of others,
- respect the privacy and feelings of others
- respect the authority of all staff to take decisions

**Accept that there is a bottom line NO to;**

- individual or group behaviour that is destructive to the aims of the adventure,
- individual or group behaviour that could hurt others on the adventure
- individual or group behaviour that insults our hosts at the Centre and all the other people staying there

If I miss-behave:

I will agree to talk through the issues with the Adventure Leaders.

- I will agree to behave

- Or I will be sent home

I am willing to work to this code.



**Name** \_\_\_\_\_ **Signed.** \_\_\_\_\_

## Section 3 The EVC and Party Leader Pages

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## Section 3 The EVC and Party Leader Pages

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1. The purpose of this section is to outline the flows of information that are usually required when organising off-site activities. Because of the diverse nature of off-site activities, it is not intended to be a 'rule book', rather a guide to good practice. The section includes sample time charts, letters, checklists and emergency procedures. These should be copied or personalised as necessary as part of each institutions' off-site activity procedures.

### The Flow of Information

2. The party leader has a pivotal role, ensuring that all the appropriate information is collected and everyone is kept fully informed. The Head or Education Visits Coordinator acts as a mentor in the process, providing advice and checking arrangements.

3. The flow diagram (below) outlines the flows of information that will be required for a typical residential programme, although many of the elements shown will also be a feature of the planing process for day visits. The time scales involved are not fixed, but depend only on the speed it takes to collect and gain all the necessary approvals. This could be as short as days or as long as weeks.

### Outline Approval

4. Whatever the origins of a proposed venture and whatever the degree of informal liaison that has occurred at a preparatory stage, there will come a point at which formal approval is required for planning to continue. All off-site visits have significant health and safety issues to be addressed. There are important issues about inclusion and equity. They affect the planning of the curriculum and the daily arrangements of an institution. They will commit the school/service, parents, carers and the Council financially.

### Health and Safety

5. The health and safety aspects of the visit are addressed in Section 2. Party leaders should liaise at the earliest possible stage with the EVC to ensure that the planned venture can be organised and managed safely

### Equity and inclusion

6. Planning must ensure that the venture and the selection of children and young people are consistent with equal opportunity. Before approving or recommending a trip for approval, EVC's should benchmark the arrangements against the following school or service policies:

- Equal Opportunity Policy
- Charging Policy
- Disability Equality Scheme
- Behaviour Policy

## Section 3 The EVC and Party Leader Pages

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### ***Equal Opportunity Policy***

7. Every effort should be made to ensure that activities are available and accessible to all who wish to participate, irrespective of special educational or medical needs, ethnic origin, gender or religion.

### ***Practical actions***

- What are the aims and objectives of the trip?
- Who is the target group?
- What criteria are used to select members?
- What positive actions need to be taken to ensure the fullest possible take up from the target group?

### ***Charging Policy***

8. Where parents are being asked to contribute to the cost of an activity, the criteria for charging must be transparent. Schools must follow the legislative framework for charging, set out in detail in Section 4 of this handbook and make every effort to ensure that parents are fully informed of their entitlement to financial support. Contributions required of parents for activities by schools out of school time and by other service departments must take into account the ability of all members of the target group to pay.

### ***Practical actions***

- Prior to approval assess the likely financial impact of the trip and ensure that resources are available to support low income families.
- Use the exemplar letters to parents (later in this section), and positively support families by providing flexible payment arrangements, giving plenty of time for contributions by instalment for example.

### ***Disability Equality Scheme***

9. The Disability Discrimination Act became law in April 2005. The Act requires schools and service providers to actively promote disability equality. Organisers of are expected to act proactively to fulfil this duty, rather than waiting for complaints or challenges.

### ***Practical actions***

- Before advertising, identify young people who may face difficulties in being included.
- Identify what the issues may be into two sections;
  - Firstly those related to the venue - how can the venue accommodate the pupil, do they have the facilities, the skills, the experience.
  - Secondly identify those related to the pastoral/welfare care of the young person, especially if there is 24 hour supervision involved – schools and services may know pupils well during the day, but may have no idea what is involved with night time care.

## Section 3 The EVC and Party Leader Pages

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- Discuss the identified issues with the parents/carers and young person concerned and work out how the school's pastoral/welfare care can be established.
- If all is going well, suggest that one of the parents accompanies a member of staff on a preview visit to the venue - discuss the activities with the provider and establish what can be included, what might be possible with adaptation and where a separate activity will have to be arranged. Also agree how any extra support will be arranged by the provider.
- Parents do not always divulge all the information about the needs of their offspring! If the pupil receives support through a statement then there is always an annual review of the statement with all the professionals' involved (medical care etc). This is an excellent place to include a discussion about any specific needs the pupil may have if going on a visit -especially residential - and you will have a very clear picture of support is needed.
- If extra 'adult' support is needed you may need to be resourceful. Taking a parent may destroy the integrity of the social development, but how about a cousin or older brother sister? Given a reasonable age difference there are many senior pupils with leadership awards that may be suitable volunteers - especially if schools are part of a partnership (School Sports Co-ordinators).
- Finally, cost could be an issue. There is no funding at present for disability except for the statutory curriculum.

### ***Behaviour Policy***

10. If well supported children and young people can often respond positively to the new styles of learning offered by outdoor education. It is also true that poor behaviour disproportionately affects the dynamic of a group, distracts the attention of the leaders, deprives other well behaved participants of positive opportunities, and can be dangerous.

### ***Practical actions;***

- Identify the risks associated with the planned activity and poor behaviour
- Discuss a child or young persons' behaviour with parents/carers well in advance of the trip
- Establish a behaviour plan with the young person prior to the trip
- Agree the additional support that will be provided to help get the young person 'on to the bus' and what will stop them getting there.
- Make sure that the code of conduct expected for all those attending the trip is clear and the consequences of poor behaviour are spelled out.

### ***Monitor and Review***

11. Use your school or service data base to check that activity is both inclusive and equal.

## Section 3 The EVC and Party Leader Pages

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- Does the profile of participants reflect the profile of the school or service?
  - Is there evidence of 'institutional exclusion', certain young people or groups regularly under represented?
  - Are there any patterns that require actions to be taken?
  - Report findings in the annual report to Governors recommended in Section 1.
12. It follows that quite a considerable amount of preliminary preparation might have taken place **before** any commitment has been made, the degree to which will obviously depend on the activity. It is for this reason that the following procedure should be followed:
- a preliminary meeting should be held with the head, service manager or EVC;
  - a checklist of information required before the consent can be given should be agreed;
  - the information should gathered and submitted to the , head service manager or EVC;
  - outline permission should be formally agreed.
13. Once approval has been given the party leader can make arrangements to liaise with parents and make provisional booking(s) with providing organisations.

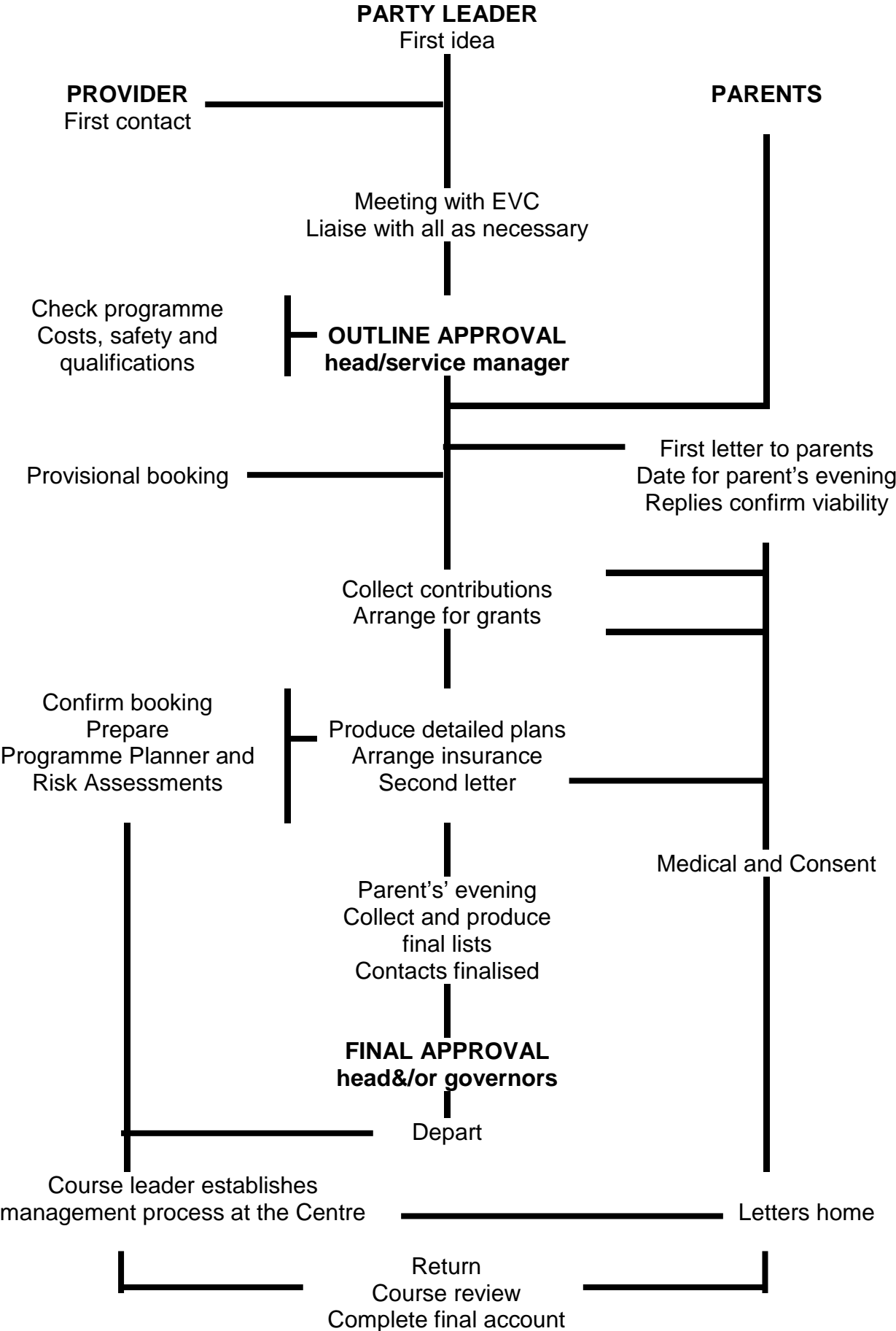
## Section 3 The EVC and Party Leader Pages

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14.

<p><b>Outline Approval Form:</b></p> <p>Purpose of the visit and specific educational objectives:</p>  <p>Places to be visited:</p>  <p>Dates and times:</p>  <p>Year/Group:</p>  <p>Proposed numbers:        Boys: _____ Girls: _____</p>  <p>Party Leader:</p>  <p>Deputy Party Leader:</p>  <p>Supervising Adults:</p>  <p>I request your approval to proceed with the proposed visit as outlined and have provided the preliminary information agreed.</p>  <p>Party Leader: _____ Date: _____</p>  <p>Approved: _____ Head/Service Manager/EVC    Date: _____</p>
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# Section 3 The EVC and Party Leader Pages





## Section 3 The EVC and Party Leader Pages

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### Liaison with Parents: Sample Letters and Approval Forms for Schools

15. Unless the school intends to pay for a visit, letters to parents will involve a request for money. The way these requests are worded is important because of the 'charging and remission' requirements of the Education Act 2002, see Section 4. These draft 'style' letters may be of help. Please adapt them on school notepaper as required.

#### Day Activities

Dear

The school is proposing to undertake (*give full details, activities, contribution to the curriculum, etc.*).

In order to run this (*visit/activity*) we have to meet the cost of (*tickets, entry, transport, insurance, \* etc.*) which works out at £\_\_\_\_\_ per place.

We can only meet the cost of the (*visit/activity*) by asking you for voluntary contributions. There is no obligation and children will be treated the same if you can or cannot contribute.

However the (*visit/activity*) can only go ahead if the level of support is sufficient.

I would be grateful if you will let me know:

- whether you wish your child to take part in the (*visit/activity*);
- if yes, whether you are willing to contribute and the amount of your contribution.

\*See Insurance paragraphs below.

Yours etc.

---

Return slip.  
Heading (*details of visit/activity*)

I do/do not wish my child(ren) (*name(s)*) to take part in this (*visit/activity (complete by the school)*)

I wish to contribute the amount of £ . I am unable to contribute. (Please cross out as appropriate).

Signed: \_\_\_\_\_ Parent/Guardian

## Section 3 The EVC and Party Leader Pages

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### *Residential Programme in School Time.*

Dear

The school is proposing to *(give full details of the programme)*.

The cost is:           £ \_\_\_\_\_

If you receive Tax Credit with an assessed income less than £13,230 or Income Support the board and lodging cost of:

£ \_\_\_\_\_ will be paid for you by the school.

We can only meet the cost of the *(visit/activity)* by asking you for voluntary contributions towards all the other costs. There is no obligation, and children will be treated the same if you can or cannot contribute.

However the *(visit/activity)* can only go ahead if the level of support is sufficient.

I would be grateful if you will let me know:

- whether you wish your child to take part in the visit;
- if yes, whether you are willing to contribute and the amount of your contribution;
- if you are eligible, whether you wish to claim a grant.

Yours etc.

(return slip see over)

---

Return slip.

Heading *(details of visit/activity)*

I do/do not wish my child(ren) name(s) to take part in this residential trip.

I am willing to contribute to the costs as follows:

£ \_\_\_\_\_

Tick the box if you receive one of the benefits listed and would like to claim a grant for board and lodging costs.   

Signed. \_\_\_\_\_ Parent/Guardian

## Section 3 The EVC and Party Leader Pages

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### ***Residential Programme “Optional Extra”***

Dear

The school is proposing to *(give full details of the programme)*.

The programme is optional and will be taking place out of school time (“mostly out of school time” if relevant).

The programme is not part of the National Curriculum or of a prescribed examination syllabus.

If the required numbers are achieved the *(visit/activity)* will go ahead, the cost is as follows:

£ \_\_\_\_\_ -

Yours etc.

---

Return slip.

Heading *(details of visit/activity)*

I do/do not wish my child(ren) *(name(s))* to take part in this residential programme.

*(ask for deposits etc)*

Signed: \_\_\_\_\_ Parent/Guardian

## Section 3 The EVC and Party Leader Pages

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### **Sample Insurance Paragraphs**

#### **Where a school requires journey insurance**

“The voluntary contribution for the trip includes an element of (*amount*) to cover journey insurance. A copy of the policy is included for your information. If you have any queries about this policy, please contact (*programme organiser*).

#### **Where journey insurance is optional**

“The programme is covered by full liability insurance by the Council. The policy does not however include compensation for accidental loss of valuables or accidental injury. For more information about this please read the (*name of school’s insurance statement*).

Please make sure that your child does not bring expensive items on the trip: (itemise if necessary)

### **Parents’ Evenings**

16. Parents will need to be informed if there is to be an evening or evenings when information can be disseminated and questions answered. It is normal procedure to have such a meeting for residential visits. The timing, venue and conduct of the meeting needs careful consideration. Meetings should be:
- at a time when parents can attend;
  - as informal as possible;
  - as informative as possible;
  - as open as possible, many parents may have legitimate worries however small.

### **Liaison with Provider Organisations**

17. If off-site activities, or elements of the programme, are to be purchased from external providers, then the Party Leader will have to ensure that appropriate checks have been carried out. A number of checklists are provided in Section 5 and these should be consulted and followed as is appropriate. The following crucial elements must be clarified and **agreed in writing** with the provider:
- who is responsible for leading each activity;
  - who is providing the risk assessments for activities and ensuring that the control measures are in place;
  - that the provider has an emergency plan
18. As the purpose of liaison is to ensure the welfare of the young people, it follows that the party leader should also disclose relevant information to the provider. As a matter of course medical forms should be collected and sent for residential visits. Relevant details of young people with special needs should also be disclosed to providers.

## Section 3 The EVC and Party Leader Pages

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### Consent Letter

A consent letter must be signed by parents/guardians/carers. It is important that all consent letters;

- ask parents to consent to the programme and alternative activities to be undertaken;
- disclose medical conditions;
- provide emergency contacts and undertake to resume care of children according to the code of conduct

Consent letters should state that the emergency services will undertake immediate lifesaving procedures without consent. All further surgery will need parental approval as normal.

School/Organisation

1. Details of Journey

Destination:

From: (date/time) To: (date/time)

2. Medical and Dietary Information:

Full name of son/daughter: \_\_\_\_\_

- a. Does your son/daughter suffer from any conditions requiring medical treatment, including medication?

If YES, please give brief details:

## Section 3 The EVC and Party Leader Pages

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- b. To the best of your knowledge, has your son/daughter been in contact With any contagious or infectious diseases, or suffered from anything in the last four weeks that may be or become contagious or infectious?

If YES, please give brief details:

- c. Is your son/daughter allergic to any medication?

If YES please give brief details:

- d. Has your son/daughter received a tetanus injection in the last five years?  
YES/NO (delete as necessary).

- e. Please outline any special dietary requirements of your child:

I undertake to inform the organiser as soon as possible of any changes in the medical circumstances between now and the beginning of the journey. I also understand that in lifesaving circumstances emergency treatment could be given to my child without agreement.

3. Contacts:

I may be contacted by telephoning the following numbers:

Work: \_\_\_\_\_

Home: \_\_\_\_\_ Mobile \_\_\_\_\_

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My Home address is:

Post Code

If not available please contact:

Name: \_\_\_\_\_

Work Tel: \_\_\_\_\_

Home Tel: \_\_\_\_\_ Mobile \_\_\_\_\_

Address:

Post Code

Name, address and telephone number of family doctor:

Post Code  
Phone

### 1. Declaration

I agree to my son/daughter ..... (name) taking part in the journey. I have read the programme and agree that he/she can take part in the activities described. I also support the code of conduct agreed by my son/daughter.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Please let the organisers know if you have any further concerns.

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At least one copy of this form must be taken on the journey. Ideally additional copies to be held by other staff and one must be retained by the EVC or member of staff acting as the local 'Home' contact.

**Do not forget to make sure that medical and next of kin details are available for all accompanying staff!**

### Emergency Procedures

19. Whilst it is never comfortable to think of the worst, an emergency plan should be in place before the visit. The plan need not be complex, but should be sufficient to ensure the speediest help and the speediest support at first between the party leader and the school and then if necessary from the school to the Council. When using the services of a provider, it is the responsibility of that organisation to have emergency procedures. The party leader should ensure that these procedures are in place and that the specific contact arrangements for the visit are shared.
20. What is an emergency is difficult to define. It may be a fracture, food poisoning, or an illness requiring immediate medical treatment, or even worse. It may on the other hand be missing children who are soon found, or a coach crash in which no serious injuries are sustained. Most emergencies can be dealt with by good liaison between the party leader and the school contact nominated for the particular journey (for day trips this will usually be the school office in the first instance).
21. Take into account all the mobile phones on the trip. Without meaning to, pupils can cause real distress by phoning home before an incident is resolved. Brief before hand and if necessary, impose phone silence until an incident is cleared up.
22. An 'aide memoir' for Party Leaders has been produced on the next two pages. This can be photocopied and given to each party.

### Contact arrangements with Parents

23. As well as emergency it is often important to contact individual or all parents of the young people on the trip. With mobile telephones and messaging services this can be made simple, for example a message can be deposited to inform parents that the group has arrived, or that it is due home at.. etc. 'Contact trees' also work well, as long as the key contacts are in!

### Final Approval

24. Before the visit leaves the school, the Head or School Journey Co-ordinator should check through all the arrangements and formally confirm them. As part of Merton Council's duty to monitor and review Health and Safety, a standard form is provided for this purpose, an example is provided below. This **MUST** be filed along with all the supporting documentation for the visit.
25. As it is an auditable document, schools should file each form with the accompanying paperwork and journey accounts. The records should be kept for at least 5 years from the date of the journey.



## Section 3 The EVC and Party Leader Pages

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### Emergency Procedure Notes:

- Assess the nature and extent of the emergency.
- Make sure all other group members are accounted for, are safe from danger and are well looked after and that pupil mobile phones are not used until permission is given.
- Make sure that there can be no recurrence of the dangers that created the emergency.
- Render first aid and attend to the casualty(ies).
- Call the emergency services as required. The police will take statements. An adult in the party should accompany any casualties to hospital.
- Collect the remainder of the group and arrange for their return to base.
- Arrange for one adult to remain at the accident site to assist or liaise with the search/rescue/emergency services.
- Contact the centre where you are staying and inform them.
- Contact the Headteacher, co-ordinator or designated contact person.
- Give them the following information:
  - your name;
  - nature, date and time of the incident;
  - location of the incident;
  - details of injuries;
  - names and telephone numbers of all involved;
  - actions taken so far;
  - telephone numbers for future communication. For a serious incident, try to identify alternative phone numbers as lines could become jammed.
- If the press is involved before you have time to contact base, make no comment and refer them to the Council Press Office or to the local police.
- The Headteacher/designated contact person should rapidly appraise the situation. Where the incident is clearly serious he/she should immediately contact the following Merton Directorate of Education numbers in order:

### In Office Hours:

Ring **020 8274 5890**

### Out of Office Hours:

Ring **07944 906987**

## Section 3 The EVC and Party Leader Pages

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- The Emergency Control Service will make all necessary contacts (including the Directorate's senior management) and establish incident procedures.
- The Emergency Control Service will contact the Press Office. All media interest should be channelled through them.
- The Head/Line manager of the school or centre will arrange to contact parents as soon as possible and establish all necessary links locally.
- At the incident site, record all relevant details in writing as soon as possible. Record names and addresses of witnesses and names of emergency service officers.
- Restrict telephone calls to the essential and keep emergency numbers as clear as possible.
- Legal liability should not be discussed or admitted.

## Section 3 The EVC and Party Leader Pages

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### Approval: Checklist for Headteachers/Key Service Managers

Journey Details. To:

**Inclusive dates:**

No. staff: No of Students: Age range:

Confirmed:

Copy of the final programme for the visit.

Copy of risk assessment(s)

Copy of the discipline code.

Details of accommodation to be used.

Name:

Address:

Telephone No.:

Name of Centre Head/Manager:

**SCHOOL/SERVICE STAMP**

Confirmation that any outdoor centre used is either licensed by Adventure Activities Licensing Authority (AALA) or has provided evidence of risk assessments appropriate for your programme.

Name, address and telephone numbers of school contacts: (*attached*)

Details of travel arrangements. Contact address of Tour Company/Coach Company, etc.

Copies of parental consent forms and contact telephone numbers and addresses.

Address of insurance company and policy number.

Council emergency number and press office number.

Approved: \_\_\_\_\_ Head/Service Manager      Date: \_\_\_\_\_

Keep a copy of this form along with all the associated details of the journey or visit

## Section 3 The EVC and Party Leader Pages

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### **Notes on the Approval Form**

- Tick to confirm that arrangements have been made. Enter 'NR' if a box is not relevant
- For regular off-site visits, for example to school playing fields, church, the swimming pool, visits to the Environmental Curriculum Centre, simply complete one form for each academic year. Supporting paperwork, for example the risk assessment for the activity should still be on file, as should any paperwork with providers. An opportunity to review regularly off-site events should be made at least annually.

### **Monitoring**

26. Schools need to monitor how well off-site visits are being carried out. This needs to be proportionate and supportive. 'Proportionate' relates to the level of hazard for programme and the background of the party leader. This may simply require a post visit meeting, but may involve visiting the activity. 'Supportive' emphasises a review process that helps teachers make trips better and should not be perceived as a threatening. Concentrate on 'What went well? What not so well? How could it be better?'
27. A fair degree of monitoring will take place because the EVC attends a visit as a member of staff. In summary;
- have a written plan,
  - note your findings and file them with the visit papers,
  - act on findings,
  - use evidence as basis for annual governors report,
  - encourage an open attitude to discussions of 'what didn't go so well'.

### **Accident Reporting**

28. Accidents that occur off-site should be recorded on the standard Merton Accident Report Form, and where necessary to the HSE as advised by the Directorate. If an accident happens at a Merton centre, the centre will undertake this duty. If the accident happens at any other centre the details should be:
- a. entered in the accident book of the provider;
  - b. either a copy obtained and attached to a completed Merton report form or a Merton report completed;
  - c. near misses, or near accidents should be recorded in the review;
  - d. keep a copy of accident reports filed by journey.
29. The report forms should be filed and forwarded, top copy to the Health and Safety and Directorate at the Civic Offices, yellow copy to the CS & F Directorate. If it is necessary, the HSE form should also be copied as above.

### **Review after the Journey or Visit**

- Complete a review form for the programme.
- Complete the centre's evaluation form. If it does not exist, draft one and/or write to the centre.

## Section 3 The EVC and Party Leader Pages

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- Complete the accounts, have these countersigned and filed. Return any monies to parents/council/voluntary fund.

### The Aftermath of Accidents

30. Accidents do and will continue to happen on educational visits. Fortunately they are rare and usually not serious. However, the publicity surrounding high profile accidents is a cause of concern, and because of this the aim of this section is to outline what normally happens:

31. For all accidents requiring first aid or near accidents (near miss) a report must be completed in the accident book (above). This will be used positively by the school and employer to establish patterns with the aim of avoiding a recurrence. This will also be used as part of the evidence to defend an action should a parent/pupil make a claim for damages.

### Claims for damages

32. Claims for damages are taken out under common law. To be successful the claimant has to establish that they were owed a duty of care, that this duty was not met and that as a result of this they suffered injury. These are the 'where there is blame there is a claim' actions and are taken out against the employer (Council or Head of Governors) not individual teachers. Claims have to be taken out within 3 years of the accident or for young people, 3 years from the age of 21. Underlining the need to make sure that accident reports are properly collected and filed! The actions may involve a court case requiring the staff involved to give statements and attend as witnesses.

### Serious Accidents

33. As well as the claims outlined above, the employer, police and or the Health and Safety Executive, may investigate serious accidents. Employer investigations will follow an approved code of conduct with the aim of finding out what and why the accident happened and to learn from the findings. An individual could face disciplinary procedures if they have clearly broken rules and procedures. Police and/or the Health and Safety Executive investigations will wish to establish whether the law has been broken. This may culminate in a prosecution. Unless there has been a clear negligent action taken by an individual, it will be the employer who is prosecuted.

## Section 4 Finance, Insurance and Board and Lodging Grants

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## **Section 4 Finance, Insurance and Board and Lodging Grants**

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### **Financial Arrangements**

1. Organisers have a legal responsibility to take care of the financial arrangements of the planned venture. This will include accounting for all monies received and spent. For schools it will require compliance with the charging requirements of the 2002 Education Act. The arrangements must also conform to the European Community Directive on travel arrangements.

### **Accounting Procedures**

2. The main principles of accounting are as follows:
  - Contributions from participants must be recorded and banked. There must be an audit trail with receipts.
  - Contributions should be collected into a 'Visits Account' that should be managed according to the Councils Standing Orders;
  - Most Council activity is exempt from VAT, invoices should be paid from official Council/school accounts and refunded from the 'visits account';
  - A final account should be produced for each activity, balancing income and expenditure. The proforma SJ1(over) can be used for this purpose. Schools and Services must not accumulate above 'marginal profits' from individual journeys, but reimburse contributors. Unless contributors agree to waive the refund, excess (above £2) contributions should be reimbursed. The Total Income and Total Net Expenditure should balance to nil, VAT expenditure will be reclaimed in the normal way.
  - The accounts, with all related receipts, should be filed for audit purposes.

## Section 4 Finance, Insurance and Board and Lodging Grants

School		<b>School Journey Account:</b>		SJ1
Journey Details. To:		<b>STATEMENT</b>		
		Inclusive Dates:		
<b>Income</b>	<b>£</b>	<b>Expenses</b>	<b>NET £</b>	<b>VAT £</b>
BOARD AND LODGING GRANTS (no. of pupils x grant of £		BOARD AND LODGING EXPENSES		
PARENTAL BOARD AND LODGING CONTRIBUTIONS		ADDITIONAL TUITION COSTS		
VOLUNTARY PARENTAL CONTRIBUTIONS		INSURANCE		
SCHOOL FUND CONTRIBUTIONS		TRAVELLING COSTS		
OTHER CONTRIBUTIONS (Please specify)		OTHER COSTS (Please specify)		
		Refund to School Journey Account		
		Refund to Parents		
		Refund to LEA (board and lodging grants)		
TOTAL INCOME		TOTAL EXPENDITURE		
Signed		Designation		



## Section 4 Finance, Insurance and Board and Lodging Grants

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### Charging Legislation affecting Schools

3. Section 200 of the Education Act 2002 outlines the charging arrangements for off-site activities. It must be emphasised that these arrangements are a legal requirement and are not discretionary.
4. A summarised interpretation is given below. If schools are in doubt they should seek specific advice. Schools should make every effort to act in the interests of parents by clarifying their rights concerning voluntary contributions and remission of board and lodging.

### Curriculum Programmes

5. Other than in the case of board and lodging no charge is permitted for day trips or residential journeys that are defined as part of the school curriculum, specifically:
  - (a) to fulfil any requirements specified in the syllabus for a prescribed public examination; or
  - (b) to fulfil statutory duties relating to the National Curriculum.
6. For practical purposes, all journeys that take place in school time fall into this category.

### Funding Curriculum Programmes

#### ***Board and Lodging***

7. The Act allows a school to pass on the actual cost of board and lodging to parents. However, this charge must be met, or remitted, by the governors for children whose parents receive the following:
  - Income Support,
  - Income based Jobseeker's Allowance,
  - Support under part VI of the Immigration and Asylum Act 1999,
  - Child Tax Credit where the parent is ***not entitled to Working Tax credit*** and whose annual income (as assessed by the Inland Revenue) does not exceed £14,115

#### ***All other costs***

8. Parents can be invited in writing to make voluntary contributions towards the cost of activities. Letters must be written with care, and must make it clear that the contributions are totally voluntary and that there is no obligation to contribute. Parents should be informed that if voluntary contributions are not adequate to fund the activity, then it may be cancelled and all monies returned. Parents must also be informed that all pupils will be permitted to participate whether or not their parents make a voluntary contribution.

## Section 4 Finance, Insurance and Board and Lodging Grants

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9. Sample letters are available in Section 3 of the handbook 'The Party Leader and EVC Pages'.

### Funding programmes that are 'Optional Extras'

'Optional extras' are defined as activities that take place wholly or mainly out of school hours. School hours do not include the mid-day break.

10. A non-residential activity is considered in law to take place out of school hours if 50% or more of the whole time spent on the activity occurs out of school time.
11. In the case of a residential activity, if the number of school sessions missed by the pupils is less than 50% of the number of days taken up by the activity, the activity is deemed to have taken place out of school hours.
12. Participation in these activities will be on the basis of parental choice and a willingness to meet such charges as are made. Any charges made may not exceed the cost of the provision of the optional extra.

### Third Party Arrangements

13. Schools must treat with utmost caution so called 'Third Party Arrangements'. These are when a contractor or member of school staff wishes to organise a trip independently of the school. Examples include companies who arrange foreign exchange visits or overseas expeditions directly with parents. These arrangements have also been used by ski companies to avoid the charging regulations, requiring teachers and pupils to be granted 'leave of absence' during term time'. There are significant legal and insurance issues with these arrangements.
14. **Before entering into these arrangements schools should seek advice from the Department or their employer.**

### European Community 'Package Travel Regulations'

15. Arrangements for school journeys are affected by the Package Travel Regulations. The regulations were not designed specifically with schools or local councils in mind and so many of its implications are still unclear. What is beyond doubt is the overriding principle of the Directive, which is to protect the consumer from financial loss. If organisers fail to address this principle they take the risk of having their actions tested in court.

### Package Travel Guidelines

16. Only pay in advance for a service, including any deposits, if operators are fully bonded, or have specific insolvency insurance, or have trustee accounts for you to pay into. Since most off-site activities purchased from private, commercial and charitable providers require payment in advance of the activity, for example ski trips, it is vital to CHECK THESE DETAILS. If not, the school will be liable to repay parents in full if the

## **Section 4 Finance, Insurance and Board and Lodging Grants**

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organisation becomes insolvent prior to an activity. It is important to check that the financial security offered by the provider covers all elements of the package, not just some elements, for example the air travel.

17. Protection must also be made for any pre-payments lost as a result of cancellation. Most providers will require compensation for cancellations as notified in their literature. Parents who have made payments, but who are in no way responsible for the cancellation, must be refunded in full.
18. When a school, youth club or the Duke of Edinburgh scheme organises its own activity, it is vital to make sure that monies collected from parents are not committed before the viability of the scheme as a whole is assured. If the venture eventually fails the parents are entitled to a full refund.

### **Insurance**

#### **General**

19. The insurance position of pupils at schools and in youth organisations is often not clearly communicated to parents, and without this clarity the specific position of insurance for offsite activities becomes even more confused. It is good practice for each institution to have a prepared policy and advice note on insurance that can be issued to all parents as part of a prospectus or circular. This policy should include advice on insurance as it relates to all of the organisation's affairs, as well as offsite visits specifically.

#### **Offsite Activities**

20. There are two categories of insurance that organisers need to consider; liability insurance and journey insurance.

#### **Liability Insurance**

21. Liability insurance protects against the financial cost of claims for negligence made by third parties. All employers, including Merton Council, must by law have liability insurance. A person who believes that they have suffered as a result of negligence has to prove the case successfully if they are to receive benefits under this insurance.
22. Assuming that the programme is approved, the Council's liability insurance will extend to the party leaders, other staff, voluntary helpers and young people taking part in the activity. The person who makes the approval is normally the Headteacher or senior line manager.
23. All those who provide services to the programme, for example transport companies, residential centres, hotels, etc., must have their own liability insurance. It is wise to check this obligation especially when using small

## **Section 4 Finance, Insurance and Board and Lodging Grants**

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companies or individual instructors. The value of the third party liability insurance must be at least £2 million.

24. Programme organisers should be reassured that as long as the activities are approved, then these activities are automatically covered by liability insurance. This is the most important insurance because it is against this that the really large claims are made as a result of major incidents. Most professional associations also cover members for liability insurance and provide individual members with access to legal advice.

### **Journey Insurance**

25. This form of insurance provides cover for a series of risks irrespective of causes. The full range of cover will be specified in the prospectus provided by the insurance company offering the cover; examples include cover for cancellation costs, lost baggage and money, medical costs and compensation for accidental injury. The journey insurance policy will outline claims procedures. These procedures require proof to be made of a loss, but are different from liability claims because there is no need to prove negligence, which often requires a legal action. Journey insurance is additional to, and separate from, liability insurance.

### ***Who Provides Journey Insurance?***

26. Journey Insurance is not provided automatically by the Council, but is provided by a number of companies and organisations.
27. A sample of organisations who quote premiums per trip is given below. The details of each insurance policy should be carefully studied. Where organisations ask parents to pay for insurance as part of the journey, the school should check the exclusions and benefits carefully. For overseas visits the insurance should clearly cover medical expenses and repatriation costs. A good policy will also have inclusion for the costs of parents and approved personnel to travel out and accompany seriously injured or hospitalised children.

### ***When should Journey Insurance be purchased?***

28. The answer to this question requires organisers to exercise some judgement. This will be based upon two key issues, the need to act in the best interests of the child and the need to protect the financial interests of parents and the school.

### ***Programmes Overseas***

29. There can be no doubt that both the best interests of the child and the financial interests of the school will be prejudiced without travel insurance, and the school should make journey insurance a requirement of participation.

## Section 4 Finance, Insurance and Board and Lodging Grants

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### ***Programmes in the UK*** **Day Programmes**

30. For many day visits, the interests of the children and the school are not necessarily served by taking out journey insurance, class visits to a museum being an example. The financial risk of a total cancellation of the day is likely to be small, and the school could cover such an unusual event. Similarly, the risk of loss or injury from accidental causes as opposed to negligent acts is small. In these cases journey insurance should be optional.

### **Residential Programmes**

31. For residential journeys in the UK, journey insurance is optional. For a booking where accommodation and services require specific numbers, then without cancellation insurance, the organiser will become liable to pay for any shortfall. In this case the school may make insurance a condition of participation in order to protect its own interests.
32. Whenever journey insurance is not taken out, parents should be informed and allowed the opportunity of making their own insurance arrangements. Sample insurance paragraphs are included in 'Letters to Parents' in the Section 3 'Managing Information'.

### **Journey Insurance Providers**

The School Journey Association  
48 Cavendish Road  
London, SW12 ODG                      Tel. 0208-675 6636

ISIS School Group Travel Insurance  
Endsleigh  
97-107 Southampton Row  
London, WC1                              Tel. 0207-436 4451

### **Board and Lodging Background**

33. Section 200 of the Education Act 2002 is the current legislation that deals with the remission of charges (board and lodging) for residential school trips. Children whose parents are in receipt of the following support payments will, in addition to having a free school lunch entitlement, also be entitled to the remission of charges for board and lodging costs during residential school trips. The relevant support payments are:
- Income Support;
  - Income Based Jobseeker's Allowance;

## Section 4 Finance, Insurance and Board and Lodging Grants

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- Support under part VI of the Immigration and Asylum Act 1999;
- Child Tax Credit, where the parent is not entitled to Working Tax Credit and whose annual income (as assessed by The Inland Revenue) does not exceed £14,115

### What is 'Board and Lodging'?

34. A good question. Not all providing organisations break their costs down into the various elements, i.e. the cost of transport, tuition, board and lodging and VAT. This does create a problem, as the 2002 Education Act clearly requires schools to identify these elements for the benefit of parents who will be eligible for a grant. Each school must make organisations aware of this and ask them to provide a breakdown within their pricing policy. Where schools run self organised programmes, such as fixed camping and foreign exchange visits, they should similarly break the costs down.
35. Once established, the school must pay the full board and lodging amount towards the costs for all the eligible parents.

### ***Eligibility for Grant Support***

36. Eligibility depends upon 3 criteria;
- whether the trip is in school time, or is 'an optional extra',
  - the statutory definition of entitlement,
  - the Charging Policy of Merton Council.
- 1.1. The definition of in school time or 'optional extra' can be simplified as follows. If the trip takes place in a term time week it is 'in school time'. If it takes place in a holiday or entirely over a weekend it is an 'optional extra' unless the course is part of a school syllabus, such as a geography field trip. A course that starts/ends in school time is subject to the 50% rule. If more than 50% the trip is out of school time it is an optional extra and vice-versa. If a trip is an optional extra there is no requirement in law to remit the board and lodging cost of the trip. However, there may well be a need to make such payments on grounds of equal opportunity.
- 1.2. The statutory definition of entitlement is as defined above in paragraph 2.

### **Payment of Board and Lodging**

37. The resources to pay grants are devolved to schools. Eligible parents should be asked to make voluntary contributions for the net amount of the trip excluding Board and Lodging. A verification of eligibility should be collected from parents as evidence to back the release of the school resources necessary to make up the total amount of money to pay for the trip. In order to do this parents should be asked to submit a claim form.

## **Section 4 Finance, Insurance and Board and Lodging Grants**

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### **Parental Grant Claim Forms**

38. Parents must apply to the school for a board and lodging grant. A sample form is included at the end of this Section. Schools should either type or photocopy this sample form on to school headed notepaper. The form should be sent out to parents with the letters notifying them of the journey and inviting them to make contributions. This letter should clearly indicate the cost of board and lodging and by definition, the value of the grant.

### **Evidence**

39. The evidence that you will require is as follows:
- 1.1. Children who you know are already receiving free school meals. These parents have already provided evidence of eligibility to Education Benefits. The school may use the list as evidence.
  - 1.2. A photocopy of the cover and second page of your DSS benefit book, showing the type of benefit that received.
  - 1.3. A signed declaration that the Incapacity Benefit or State Pension is the families sole form of income.
  - 1.4. A photocopy of the support letter under part VI of the Immigration and Asylum Act 1999.
  - 1.5. Tax Credit Award notice (TC602).  
The form will look like the one on the following pages, the table on page 6 will show you what to check.

# Section 4 Finance, Insurance and Board and Lodging Grants



Keep this copy for your records.

MR JOHN JONES  
25 ACACIA DRIVE  
NEXT VILLAGE  
CLOSE TO TOWN  
COUNTY  
CC12 1BB

Helpline 8.00 am to 8.00 pm  
(except Christmas Day, Boxing Day, New Years Day and Easter Sunday)

England, Scotland and Wales 0845 300 3900  
Northern Ireland only 0845 603 2000

For people with hearing or speech difficulties  
England, Scotland and Wales 0845 300 3909  
Northern Ireland only 0845 607 6078

Date 21 January 2003

TAX CREDIT OFFICE  
PO Box 123  
Belfast  
BT16 9HH

## TAX CREDITS AWARD

from 06/04/2003 to 05/04/2004

MR JOHN JONES  
National Insurance number AA 12 34 56 C  
MRS JANE JONES  
National Insurance number CC 11 20 01 A

Award summary  
Child Tax Credit of £3436.74  
will be paid to  
MRS JANE JONES

The total award is £3436.74

This award is based on information given by you. You have 02 qualifying children and an annual income of £13230.00

EXAMPLE

## WHY WE ARE WRITING TO YOU

Thank you for your application for tax credit. This notice has been sent to you to confirm the information you gave us when you applied.

## WHAT TO DO NOW

Please check that information in this notice is correct. If the details are wrong, phone the Helpline because the amount of your award may be too low or too high.

## OTHER HELP YOU MAY GET

This award may mean you can get other financial help or benefits. To find out more about this, phone the Helpline.



## Section 4 Finance, Insurance and Board and Lodging Grants

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### ABOUT YOUR AWARD

This award is based on the facts shown below, so please check that they are correct. If they are wrong please phone the Helpline.

#### Claimants

see notes

MR JOHN JONES

MRS JANE JONES

#### Qualifying children and young people

see notes

Between 1 and 16 years old 02

Total number of qualifying children 02

#### Childcare costs

see notes

No qualifying costs

Your income from 06/04/2001  
to 05/04/2002

see notes

Other income £1 3230.00

Total income £1 3230.00

#### Changes in income

Please tell us if your annual income

-goes below £1 2730.00

as you may be due more tax credit

-or goes above £1 5730.00

as you may receive too much tax credit and we may ask you to pay back the amount overpaid.

#### CHANGES IN YOUR CIRCUMSTANCES

see notes

You must tell us if

- you claim as a single person and then marry or start to live with someone
- you claim as a couple but stop living together
- your average weekly child care costs change

To make sure you get the correct tax credits, tell us if

- the number of children you are responsible for changes, for example, when a baby is born or a child leaves full time education
- the hours you work change, see Notes
- you change your job
- your income changes, see above
- you stop receiving Income Support, income-based Jobseeker's Allowance or Minimum Income Guarantee
- a person named on your claim dies.

We will send you a new award notice showing the up to date details.

EXAMPLE





# Board and Lodging Grant for a Residential School Journey

## Information

### 1. What is this benefit?

Part of the charge of a residential visit is to cover the cost of board and lodging. The school will let you know what the cost of the board and lodging is. If you receive one of the benefits listed below, you will be able to get a grant for this part of the cost.

### 2. How do you qualify?

You will qualify for the benefit if you are in receipt of the following:

- Income Support;
- Income Based Jobseeker's Allowance;
- Support under part VI of the Immigration and Asylum Act 1999;
- Child Tax Credit, where you are not entitled to Working Tax Credit and when your annual income (as assessed by The Inland Revenue) does not exceed £14,155.

### 3. How do you claim a grant

If you are receiving one of the benefits listed, fill in the reverse of this form and return it **TO SCHOOL** with proof of your benefit

### 4. Application Checklist

Have You	√
Filled in and signed the reverse of this form?	
Attached or provided proof of benefit?	

**Return the completed form to the School**



To be completed by the parent or guardian:

First Name \_\_\_\_\_ Mr. Mrs. Ms.

Second Name \_\_\_\_\_

Home Address \_\_\_\_\_

\_\_\_\_\_ *Post Code* \_\_\_\_\_

Full Names of all the children who are going on the journey:

Last Name	First Name	Date of Birth	Boy/ Girl	Relationship to child e.g mother

**IMPORTANT**

Your child will not receive a grant until you provide proof to THE SCHOOL of your benefit. The school will photocopy your original documents for you. Confirmation needs to be one of the following:

- 1) a photocopy of the cover and second page of your DSS benefit book, showing the type of benefit that you receive.
- 2) a photocopy of you support letter under part VI of the Immigration and Asylum Act 1999.
- 3) a signed declaration that the Incapacity Benefit or State Pension is the families sole form of income.
- 4) Tax Credit Award notice (TC602)

**Which Benefit do you receive?**

- 1) INCOME SUPPORT
- 2) INCOME BASED JOBSEEKER'S ALLOWANCE
- 3) SUPPORT UNDER PART VI OF THE IMMIGRATION AND ASYLUM ACT 1999
- 5) CHILD TAX CREDIT, WHERE YOU ARE NOT ENTITLED TO WORKING TAX CREDIT AND WHEN YOUR ANNUAL INCOME (AS ASSESSED BY THE INLAND REVENUE) DOES NOT EXCEED £13,230

√


**Declaration.**

To be completed by the parent or guardian.

**I DECLARE THAT THE INFORMATION GIVEN HERE IS TRUE AND COMPLETE, AND AUTHORISE THE SCHOOL TO CHECK DETAILS WITH MERTON COUNCIL, THE DSS AND OTHER AUTHORITIES AS APPROPRIATE.**

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Section 5 Generic Risk Assessments

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## Section 5 Generic Risk Assessments

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### Introduction

1. The purpose of this section is to provide Generic Risk Assessments for common off-site visits. The section is divided into three main parts. **Part 1** is directed at risk assessment for travel. **Part 2** concerns the built and natural environment for visits, and **Part 3** looks at activities. The approach is to provide a risk assessment and checklists or protocols to be followed as appropriate. The list is not exhaustive but it is designed to be up-dated.

### Using Generic Risk Assessments

2. It is important that generic risk assessments, associated checklists and protocols are used carefully. There must be evidence that those undertaking the visit have read them and applied them appropriately to the visit. Whenever they are used, the Educational Visit Coordinator should check and sign to this effect.
3. Only use generic risk assessments that are approved by the Department. If you come across a generic risk assessment from another source that controls the risks for your activity well then use it with the approval of the headteacher at the signing stage. Please also submit it to the Department to be checked and formally adopted.

### Part 1. Generic Risk Assessments for Travel

4. The use of all forms of transport to and from venues carries with it the risk of accidents and the real possibility of serious injury and deaths. An accident can be caused as a direct effect of the actions of the party, failure of the mode of transport and actions of a third party. Party leaders have control over the former, some over the mode and none over the actions of third parties. The latter will normally be considered as an inherent risk that has to be accepted.

### *Walking*

5. The risks associated with walking to and from a particular place can be controlled by checking the route, and then controlling and supervising the group appropriately. The level of supervision and control will vary greatly with age and behaviour. These issues should be considered in the event or site specific risk assessment. For frequently occurring visits used by a school an agreed code of practice should be adopted as the control measure. This would specify the route, crossing points and level of supervision (ie Yr 1 1 adult holding hands of 2 children, Yr4 in pairs holding hands in file, year 6 in pairs, Year 13 "make your way and be there at").
6. Where walking is undertaken as an activity, ie a nature walk in Bostall Woods or a geography walk across Ballard Down, refer to Activities section.

### *Cars, Minibuses and Coaches*

7. The likely hood of a traffic accident is remote the effect of one happening can be devastating. It follows that appropriate measures should be taken to minimise the risk that are in the control of the school. This will mean the road-worthy vehicles, competent drivers and safe operating procedures. The following protocols should be used.

## Section 5 Generic Risk Assessments

Risk Assessment **Street Walking**

**Number T1**

Establishment: Outdoor Education

Assessment Date: October 2003

Activity: Walking on urban streets

Completed by: Advisor for Outdoor Education

Date Reviewed: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

<b>Hazard</b> <i>List significant hazards which may result in serious harm or affect several people.</i>	<b>Who may be affected</b>	<b>Control Measures</b> List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)	<b>Any Further Action</b> <i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
Road traffic accident – risk of injury or death	Pupils and staff Members of the public	<ul style="list-style-type: none"> <li>• Appropriate supervision – supervisors competent and briefed by group leader</li> <li>• Pupils organised in manner suitable for age and behaviour (event specific)</li> <li>• Pupils briefed and educated in basic Road Safety – rules for keeping safe</li> <li>• Roads crossed unless exceptions in event specific at pedestrian crossings</li> <li>• Route assessed by group leader – event specific</li> <li>• Parents informed</li> </ul>	Basic Road Safety covered with pupils as appropriate prior to visit Keep a note of changes to route (road works etc)

What is your review procedure? Annual Review of T&BA

## Section 5 Generic Risk Assessments

Risk Assessment **Cars, Minibuses and Coaches**

Number **T2**

Establishment: Outdoor Education

Assessment Date: October 2003

Activity: Travel by road, train, ferry and air

Completed by: Advisor for Outdoor Education

Date Reviewed: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

<b>Hazard</b> <i>List significant hazards which may result in serious harm or affect several people.</i>	<b>Who may be affected</b>	<b>Control Measures</b> <i>List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)</i>	<b>Any Further Action</b> <i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
<p>Road traffic accident – risk of injury or death.</p> <p>Psychological harm from being lost. Sexual abuse.</p> <p>Drowning on ferries</p> <p>Falling from height. Struck by moving objects. Falling from moving objects</p>	<p>Pupils and staff Members of the public</p>	<p>All motor vehicles.</p> <ul style="list-style-type: none"> <li>• All drivers must hold appropriate licenses</li> <li>• All vehicles correctly registered, maintained and roadworthy.</li> <li>• All vehicles insured</li> <li>• Seat belts worn as appropriate</li> <li>• Drop off/Pick up arrangements covered in event/site specific risk assessment</li> </ul> <p>• An emergency plan completed for all journeys</p> <p>• With the exception of emergencies, never 1 staff/ 1 child. Emergency 1:1 approved by headteacher. Pupils always in the rear seats in cars/minibuses.</p> <p>• Supervision using generic protocols: cross reference with event/site specific risk assessment</p>	<p>Check vehicle protocols in Section 5 of 'There and Back Again'</p> <ul style="list-style-type: none"> <li>• Car protocols</li> <li>• Minibus protocol</li> <li>• Coach protocol</li> <li>• Public transport protocols</li> </ul>

What is your review procedure? Annual Review of T&BA

## Section 5 Generic Risk Assessments

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### **Transport Checklists:**

#### *Car Checklist*

- Do the drivers have an appropriate licence?
- Are the drivers insured to take pupils?
- Is the vehicle taxed and roadworthy?
- MOT?
- Service Record up to date?
- Have you a measure of driver competence?
- Over 21 with licence for 2 years
- None/acceptably low endorsements
- Have arrangements been made so that only in an emergency and with the Headteacher's approval does an adult travel alone with a pupil?
- Do the children require booster seats and are they fitted?

#### Parent drivers:

Parents are valuable 'transporters' of children. But they need to be checked. The following form may be used:

#### **Volunteer Drivers Form**

1.	To: The Headteacher _____
	I confirm that I am willing to use my own vehicle for transporting pupils on school visits. I accept that I am responsible for maintaining appropriate insurance cover (Social, Domestic and Pleasure) and have confirmation from my insurers that I have cover for transporting children on an occasional voluntary basis. I have a current driving licence and will ensure that the vehicle is roadworthy in all aspects
2.	Signed :
3.	Address:
4.	Date:

*The LEA and the school reserve the right at any time to request copies of any relevant documentation i.e. Registration Document, MOT, Insurance, Driving Licence*

# Section 5 Generic Risk Assessments

## Minibuses

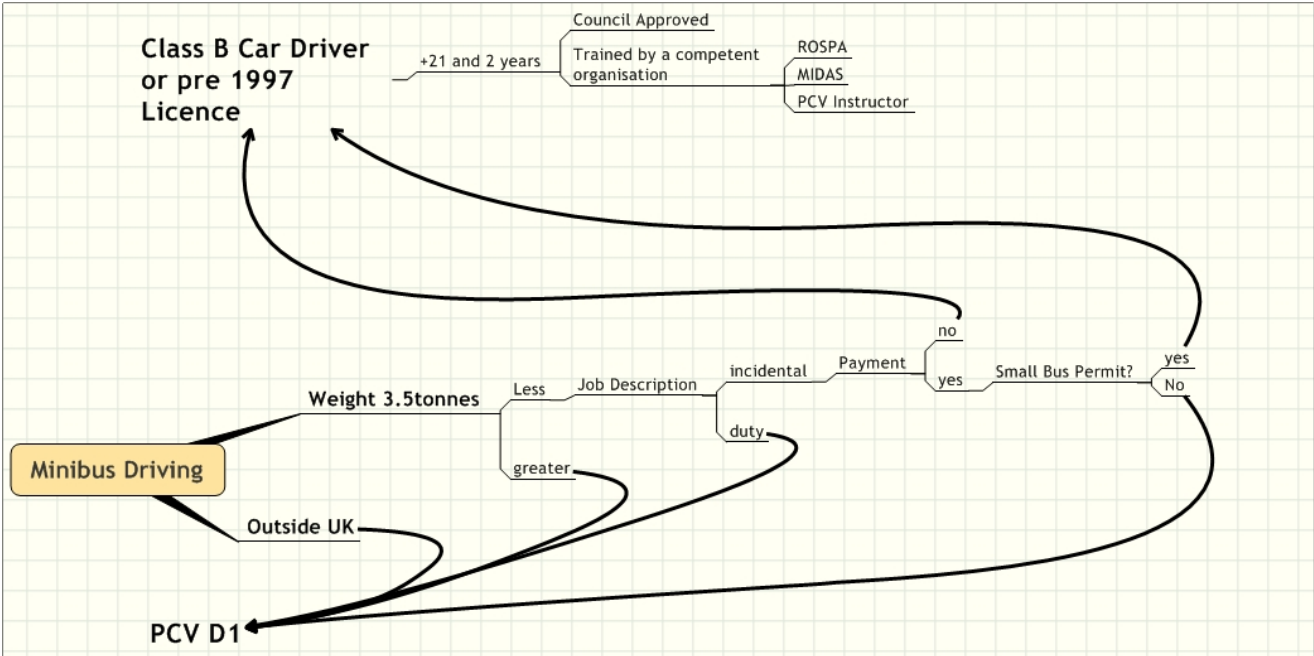
8. In normal circumstances, two adults are required to accompany each vehicle. Exceptions can be made for local trips, but arrangements for safety should be noted in the appropriate risk assessment.

For your own minibus:

- Is it properly maintained and insured?
- Are all drivers competent and licensed to drive it?

This is not straightforward:

9. Drivers of minibuses must hold an appropriate license and have undertaken specifically approved training. This guidance is consistent with the DfES guidance Licensing Incidental Drivers of the School Minibus. April 2006 The requirements for this are set out below.



10. Outside the UK: There are no exemptions from the requirement to hold a D1 PCV in the EU

11. Weight Limit Drivers of Minibuses weighing over 3.5 tonnes must hold a D1 Passenger Carrying Vehicle licence (D1 PCV). Most new minibuses exceed this weight limit, therefore we advise schools to consider investing in D1 PCV training over the next few years, since the law will require it in the longer term, if or when they move to a heavier minibus.

12. Job Description. If the school minibus weighs less than 3.5 tonnes, car drivers are exempt from the D1 PCV licensing requirement when they drive a minibus incidentally in the course of their employment and are not paid for doing so. This means that most teachers and other employees may legally drive a minibus on their category B car driver licence as long as their contract of employment does not expressly require them to drive a PCV. If the employees' job description requires them to drive the vehicle they

## Section 5 Generic Risk Assessments

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will need to hold a PCV D1, for example when a teacher is being remunerated under the Teachers' Pay and Conditions Document for driving the minibus on an out-of-school-hours learning activity.

13. Payment. The exemption from the D1 PCV requirement applies where the vehicle is used for a non-commercial purpose, for example by a maintained school, and where the pupils are carried not for hire or reward - that is, where pupils are not obliged to pay in exchange for the right to be passengers. The exemption would not apply for driving in the UK during out-of-hours-situations (for example, during school holidays) where pupils or parents have to pay for carriage (unless the bus has a section 19 permit allowing not for profit charging);
14. Small Bus Permit (issued under Section 19 of the Transport Act 1985) If the school offers the minibus to pupils for a charge but on a non-profit basis under a section 19 bus permit then the driver is exempt from the D1 PCV requirement. This is because the section 19 permit exempts the employer from holding a PSV operator licence and exempts the driver from the D1 PCV requirement. For this to be the case, the minibus must be registered with the Council's passenger transport manager and must display the pink permit.
15. License Requirements. Car driver licences issued before 1997 carried an entitlement to drive a minibus not for hire or reward. Car driver licences issued since then (B category) do not. A category B licence-holder driving a minibus must now also hold a D1 Passenger Carrying Vehicle licence (D1 PCV), unless they meet conditions for exemption which are:
  - the driver is 21 or over and has held a car driver (B) licence for not less than 2 years;
  - the vehicle is being used by a non-commercial body for social purposes but not for hire or reward; and the minibus driver receives no consideration for driving other than out of pocket expenses
16. Additional Training The Council requires all drivers of minibuses to undertake additional training. This additional training can be undertaken as follows;
  - **Council Training**

This will be required for all drivers operating under the Council's Small Bus Permit and drivers of Council insured vehicles.
  - **MIDAS**

Minibus Driver Awareness Scheme, where certificates, awarded on a 4-yearly cycle of training and assessment. [www.communitytransport.com/midas/midas.htm](http://www.communitytransport.com/midas/midas.htm)
  - **ROSPA**

The Royal Society for the Prevention of Accidents provides training, [www.rosipa.com/drivertraining/courses/driver\\_training/](http://www.rosipa.com/drivertraining/courses/driver_training/)
  - **PCV Training Companies**

Appropriate training and assessment provided by one of the many training companies is acceptable.

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17. The PCV D1 License. The exemption from the PCV D1 is only for a minibus weighing no more than 3.5 tonnes. In the medium term, when a school replaces its minibus, it is likely to lose exemption because newer minibuses tend to weigh more than 3.5 tonnes, and the Government has no plans to change the weight limit on the exemption. Therefore we advise schools to consider investing in D1 PCV training over the next few years, since the law will require it in the longer term, if or when they move to a heavier minibus. The Driver and Vehicles Licensing Agency provides advice (0870 240 009 or <http://www.dvla.gov.uk/drivers/drmbus.htm>) on D1 PCV or section 19 requirements, and the Driving Standards Agency (0115 901 2500) on the PCV test. Schools can 'shop around' the PCV training providers; anyone who has had a D1 licence for three years can be an instructor for the PCV test; and there is no requirement to attend a full-time course.

### **Coaches**

18. Coach operators have to hold an operating licence from the Traffic Commissioners. The licence of any operator can be verified on the website: [www.tan.gov.uk](http://www.tan.gov.uk). Holding a licence means that you can book the company, it does not guarantee the service that you receive. As a rule of thumb, you get what you pay for; inexpensive operators may use older vehicles that are comfortable for local visits but not for long journeys. There is a trade association, The Confederation of Passenger Transport UK: [www.cpt-uk.org](http://www.cpt-uk.org), who will provide advice about long distance travel and will provide lists of member companies.

- If you are going on a long journey, establish with the company what arrangements are in place for breakdown and accidents. Check first aid arrangements and have an emergency plan agreed with the driver.
- If the journey is overseas check that there are appropriate drivers for the journey and that the vehicle is equipped for snow (as appropriate);
- Make sure that the coach door always open to the pavement or away from traffic;
- Always ensure that one adult is first off and last on and is always supervising outside the coach;
- Make sure that seatbelts are worn before the bus moves off;
- Establish management procedures at stopping points;
- Make sure that a head count takes place before the coach moves away.

### **Ferry Checklist**

19. The hazards associated with ferry crossings around the shores of the UK are limited to the rare and very infrequent disaster. Supervising groups on ferries however is not straightforward. The following checklist is helpful

- Thorough briefings prior to a ferry crossing are an essential feature of the process.

## Section 5 Generic Risk Assessments

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- The group, the staff and the young people need to be aware of their responsibilities and what is expected of them;
- Safety rules and socially acceptable standards of appropriate behaviour should be clearly agreed with all members of the group.
- The group should be briefed on the following:
  - actions of individuals in the event of an emergency, the location of life jackets;
  - getting lost on board;
  - feeling unwell;
  - the policy regarding access to boat decks.
- Consideration needs to be given to the levels of supervision that are appropriate for the young people within a particular group. On no account should youngsters be left to disturb others.
- Group management would be eased if there were a clearly established “firm base” for the group.
- Consideration should be given to the likely hazard areas on board for the particular group. These areas may well alter as weather conditions change.
- The Ship’s Purser could help in programme planning and in the resolution of any issues on board.
- The group management on the dockside requires special consideration, taking into account immigration and customs procedures, road and rail traffic, foreign signs, unexpected hold ups and the location of public facilities

### ***Air Travel***

Taking a group through an airport, customs and then flying takes careful planning and preparation. Only leaders experienced in air travel should consider it.

- Correct travel documents?
- Bags inside weight allowance, banned objects left behind and sharp items in hold luggage?
- Special meals diets organised
- Code of behaviour agreed
- Direct supervision arrangements agreed by supervising staff



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### *Public Transport: trains and underground*

- Notify station of your time of travel. Ask for help from station staff, especially in liaison with train driver/guard. Ask for guards help when getting off at intermediate station.
- Use small supervised teams
- Pre-book tickets and reserve block seats
- Agree a code of conduct with group:
  - Platform discipline. Respect for other passengers
  - On/off arrangements. Rehearse at school if necessary
  - Dangers: windows! Hot drinks! What to do in an emergency
- Mind the gap!
- Avoid the rush hour

### *Public Transport: Service Buses*

Service buses do not have seat belts and should not be hired for private use, however they should be used normally for group transport along service routes. The obvious supervision issues should be addressed:

- Bus stop discipline. Respect for other passengers
- Pre-book tickets where possible
- Break groups down into supervised units
- Warn the driver of your planned stop.

### **Part 2 The Built and Natural Environment**

20. There are hazards associated with places visited irrespective of travel or activity. The two key aspects are accommodation and the weather.

## Section 5 Generic Risk Assessments

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**Risk Assessment**

**Accommodation**

**Number E1**

Establishment:

Outdoor Education

Assessment Date: October 2003

Activity:

Residential Accommodation

Completed by: Advisor for Outdoor Education

Date Reviewed: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

<b>Hazard</b> <i>List significant hazards which may result in serious harm or affect several people.</i>	<b>Who may be affected</b>	<b>Control Measures</b> <i>List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)</i>	<b>Any Further Action</b> <i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
Falls from Height	Pupils and staff	<ul style="list-style-type: none"> <li>• Balconies/windows checked</li> <li>• Bunks fitted with safety bar</li> <li>• Pupils briefed</li> </ul>	Leaders should check all rooms on arrival and hold room briefings with pupils
Fire	“	<ul style="list-style-type: none"> <li>• Accommodation must be fitted with smoke and fire alarms</li> <li>• Evacuation plans, signs and fire doors operational</li> </ul>	Obtain confirmation from accommodation and or tour operator before travelling Organise a fire drill for your group
Poisoning: Chemicals and Food	“	<ul style="list-style-type: none"> <li>• Provider must confirm protective procedures</li> </ul>	Use accommodation protocol. In Section 5 of There and Back Again
Abduction and sexual abuse	“	<ul style="list-style-type: none"> <li>• Ensure accommodation is secure, especially ground floors on hot summer nights</li> <li>• Ensure accommodation has no public access or can be supervised appropriately (especially in hotels)</li> </ul>	Leaders to check arrangements on arrival. Supervision arrangements should be agreed with accommodation manager if secure space is not provided.

What is your review procedure? Annual Review of T&BA

## Section 5 Generic Risk Assessments

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### ***Accommodation Checklist:***

- The provider has public liability insurance. (Currently this should be at least £2M.)
- The accommodation for the pupils is segregated from public use with a form of external security that prevents public access, but provides suitable access for supervising staff.
- The provider complies with relevant safety regulations such as the Health and Safety at Work Act 1974, environmental requirements and has a published health and safety document.
- A current fire certificate covers the premises, or recent advice of the local Fire Authority has been sought and their recommendations adopted in full.
- Where possible students should not be lodged in ground floor rooms.
- On arrival:
  - check the safety arrangements with the accommodation manager;
  - agree management guidelines with the accommodation manager;
  - properly brief your group specifically practising evacuation, emergency and fire procedures.

21. Hazards associated with the weather will impact both on travel and activities. Critical safety decisions are based on use of weather forecasts and interpreting the impact on travel arrangements and planned activities. The importance of building flexibility into the visit arrangements cannot be overstated. The availability of one or a variety of pre arranged 'plan Bs ' enables good 'on going' risk assessment and reduces the pressure created by the 'oh now what do we do?' effect common at times of particularly poor weather.

## Section 5 Generic Risk Assessments

**Risk Assessment**

**Number E2**

Establishment: Outdoor Education

Assessment Date: Advisor for Outdoor Education

Activity: All Outdoor Activity

Completed by: Mike Penny

Date Reviewed: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

No of Pupils

No of Staff

Person in charge of the activity:

<b>Hazard</b> <i>List significant hazards which may result in serious harm or affect several people.</i>	<b>Who may be affected</b>	<b>Control Measures</b> List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)	<b>Any Further Action</b> <i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
Hypothermia	Staff and Pupils	<ul style="list-style-type: none"> <li>• Preliminary briefing: bring warm clothing</li> <li>• Waterproofs. Unless provided, aware that pupils waterproofs are inadequate</li> <li>• Plan activity to ensure that plan 'B' is always achievable</li> </ul>	Children's tolerance to cold varies. Monitor carefully.
Hyperthermia	As above	<ul style="list-style-type: none"> <li>• Plentiful supplies of drinking water</li> <li>• Care over duration of exposure to heat</li> <li>• Cover from direct sun (see below)</li> </ul>	
Sun Burn	As Above	<ul style="list-style-type: none"> <li>• Prepare pupils. Long sleeves/tracksuit bottoms</li> <li>• Sun hats</li> <li>• Medical form 'provide appropriate sun block' ask for any history of allergy</li> <li>• Take and use hypo-allergic sun block.</li> </ul>	
Extreme weather rain and wind Drowning	As above	<ul style="list-style-type: none"> <li>• Take heed of extreme weather conditions and adjust plans accordingly</li> </ul>	Keep a flexible approach to plans, have plan B always in mind

What is your review procedure? Annual Review of There and Back Again

## Section 5 Generic Risk Assessments

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### Part 3 Generic Activity Risk Assessments

22. The 'normal' is a residential trip to an outdoor centre that provides a range of activities. The centre may be a field study centre, an environmental education centre, an outdoor pursuits centre or any hybrid thereof. In all these cases the risk assessment and risk management process is specific to the centre and the activities that you have planned. There are however, basic principles. The school is responsible for assessing the risks of all the activities that it is providing. The providing centre is responsible for assessing the risks of all the activities it provides. The safety critical area is the overlap. It is important to be clear who is responsible for what when activities change as for example from the afternoon to the evening.
23. An orienteering session run by centre staff in the afternoon is clearly the responsibility of the centre. The campfire or barbecue in the evening organised and lead by the teachers is a school responsibility. The school must provide the risk assessment for this activity. A supportive centre will have a generic assessment for this activity and a safety protocol. The school may use this as long as there is evidence that they are working to the protocol. The evidence for this should be written in to the school risk assessment; for example:

Hazard	Who	Control Measures	Any Further Action.
Burns from the Barbecue	Pupils and staff	Barbecue Protocol provided by the centre will be followed	Protocol to be rehearsed with centre staff prior to the activity

24. Schools do not need to have copies of all the risk assessments for activities provided by the Centre. They do need to have a confirmation that the centre has written risk assessments. Suitable evidence is a written confirmation from the centre or web-site evidence ( see Section 2 para. 28 **Risk Assessments and Third Party Providers**)

## Section 5 Generic Risk Assessments

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### **Checklist for Using Commercial, Private and Charitable Outdoor Centres**

#### **General**

- Is the provider covered for third party insurance claims (Currently this should be at least £2M and for adventure centres, £5M.)?
- Does the provider have a code of conduct to which it is expected that visiting groups adhere?
- Is there a clear definition of responsibilities between providers and visiting groups regarding safety, supervision, the programme and general welfare?
- Does the provider have a staff code, complaints and disciplinary procedure?
- Does the residential provider ensure employees have CRB checks for all staff?
- Do day visit providers ensure that all staff who have close supervision roles with your group ensure that staff are CRB checked?

#### **The accommodation**

- Does the provider comply with relevant safety regulations such as the Health and Safety at Work Act 1974?
- Are the premises covered by a fire certificate and, if not, has the advice of the local fire authority been sought and recommendations adopted?
- Does the provider have a clear fire drill?
- Does the provider have procedures for dealing with emergencies and administration of first aid?
- Do the catering arrangements meet current food and hygiene standards?
- Where accommodation is offered to groups with special educational needs: are the management arrangements and design of the centre suitable for the specific needs of your group, and is it properly adapted and installed with suitable equipment?

#### **The programme**

- Can a course of activities and experiences be negotiated and designed to give a proper learning progression throughout the programme?
- Has preliminary planning taken place?
- Are risk assessments matched to the agreed programme of activity?
- If the centre is providing adventure activities, does it hold a Licence from the Adventure Activity Licensing Authority?
- Is the equipment and resource provision suited to the task, adequately maintained and in accordance with current good practice?

## Section 5 Generic Risk Assessments

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- Do vehicles and trailers comply with existing regulations, and when relevant are they adapted for special needs groups?
- Does the provider encourage responsible attitudes to the environment as an integral part of the programme?
- Is there sufficient flexibility to make radical changes to the programme if necessary?
- Are there adequate and regular opportunities for the organisers to liaise with the provider and delegated staff?

### Staff Qualifications

- Are centre staff appropriately qualified to lead the activities defined in the programme?
- Do centre staff hold valid first aid certificates?

### ***Visits to the seaside and paddling***

The risk assessment must make detailed reference to coast hazards and how the risks are to be controlled. Paddling is a real pleasure for children but must be very carefully controlled. This guidance should be followed:

- Only paddle (water no greater than knee depth) unless qualified to supervise swimming in coastal water.
- The leader must have a whistle and be trained in First Aid to cover rescue breathing.
- The beach must be a recognised bathing beach and paddling must take place within the defined safe zone.
- The safe zone should be clear of other people using the beach.
- The quality of the water must be known to the supervisors and preferably to be EC blue flags standards.
- Two adults must be in the water marking the depth limit. The leader must be the 'watch' on shore, with a whistle and first aid equipment to hand.
- Be alert to unknown persons taking pictures of children

## Section 5 Generic Risk Assessments

Risk Assessment **Swimming**

Number **A1**

Establishment: Outdoor Education

Assessment Date: October 2003

Activity: Swimming

Completed by: Advisor for Outdoor Education

Date Reviewed: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

<b>Hazard</b> <i>List significant hazards which may result in serious harm or affect several people.</i>	<b>Who may be affected</b>	<b>Control Measures</b> List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)	<b>Any Further Action</b> <i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
Drowning	Pupils and staff	<p><b>Planned Swimming lessons</b></p> <ul style="list-style-type: none"> <li>• Qualified swimming teacher to direct pool activity.</li> <li>• Lifeguard on duty</li> <li>• Agreed supervision roles for accompanying staff</li> </ul> <p><b>Swimming as leisure activity:</b></p> <p><b>Occasional pool visits:</b></p> <ul style="list-style-type: none"> <li>• Lifeguards on duty and notified of group</li> <li>• School staff check pool layout and agree supervision rota</li> <li>• Non-swimmers directly supervised</li> </ul> <p><b>Paddling as leisure activity:</b></p> <p><b>Occasional seaside visits:</b></p> <ul style="list-style-type: none"> <li>• Follow 'Paddling Protocol' (Section 5).</li> </ul> <p><b>Swimming as leisure activity:</b></p> <p><b>Occasional seaside visits:</b></p> <ul style="list-style-type: none"> <li>• Follow 'Paddling Protocol' (Section5)</li> </ul>	<p>Lessons are usually planned well in advance and may have a Service Level Agreement with pool and pool providers with clear roles/responsibilities agreed in writing.</p> <p>Visits to the seaside could involve a paddle, but it must be very well organised</p>



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Sexual Assault	Pupils and staff	<ul style="list-style-type: none"> <li>Supervising staff CRB checked</li> <li>Guidelines for changing agreed in an event specific and on-going RA. Staff of the same gender to supervise changing.</li> <li>Direct supervision, never alone where access by others is possible</li> </ul>	
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What is your review procedure? \_\_\_\_\_

### Risk Assessment Farm/Zoo Visits

### Number A2

Establishment: Outdoor Education

Assessment Date: October 2003

Activity: Day or residential visits

Completed by: Advisor for Outdoor Education

Date Reviewed: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

Hazard <i>List significant hazards which may result in serious harm or affect several people.</i>	Who may be affected	Control Measures List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)	Any Further Action <i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
Falls from Height & Impact with moving vehicles	Staff and pupils	Working farms should only be visited with prior agreement with the farmer. Complete a site specific assessment.	The National Farmers Union have a 'farm visit' programme, with farmers throughout the UK.
Infection E.coli 0157	Staff and pupils	Follow Farm visit protocol. Section 5 of 'There and Back Again'	

What is your review procedure? \_\_\_\_\_

# Section 5 Generic Risk Assessments

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## Section 5 Generic Risk Assessments

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### **Farm/Zoo Visits:**

- Have you carried out a preliminary visit?
- Ask young people with cuts or abrasions to cover them e.g. with a plaster. Group Leaders should check the provision at the farm to ensure that
  - eating areas are separate from those where there is any contact with animals;
  - there are adequate clean and well-maintained washing facilities;
  - there is clear information for visitors on the risks and the precautions to take.
  -

Ensure that

- there is adequate trained adult supervision wherever children can come into contact with animals and need to wash their hands;
- all children wash their hands thoroughly immediately after touching animals and before any eating or drinking;
- shoes are cleaned and then hands are washed on leaving the farm.

Never let pupils:

- place their faces against the animals;
- put their hands in their own mouths after touching or feeding the animals;
- eat or drink while going round the farm;
- eat or drink until they have washed their hands;
- sample any animal foodstuffs;
- drink from farm taps (other than in designated public facilities);
- touch animal droppings - if they do then wash and dry hands;
- ride on tractors or other machines;
- play in the farm area, or in other areas that are out of bounds such as grain storage tanks, slurry pits etc.

The Chief Medical Officer's revised guidance suggests:

- individual supervision by an adult for every child younger than 12 months;
- a supervision ratio of one adult for two children for children between ages one and two;
- gradually increasing ratios up to one adult for eight children for children between ages five and eight;
- higher standards for washing facilities.

## Section 5 Generic Risk Assessments

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### Risk Assessment Outdoor & Adventurous Activities NumberA3

Establishment: Merton Council

Assessment Date: October 2003

Activity: Outdoor and Adventurous Activities

Completed by: Advisor for Outdoor Education

Date Reviewed: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

<b>Hazard</b> <i>List significant hazards which may result in serious harm or affect several people.</i>	<b>Who may be affected</b>	<b>Control Measures</b> List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)	<b>Any Further Action</b> <i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
Falls from Height/Impact with hard objects	Staff and pupils	<ul style="list-style-type: none"> <li>• All climbing lead by staff to competencies outlined in Section 5 of There and Back Again</li> </ul>	Competencies agreed to national standards or verified by appropriately qualified person (Technical Expert)
Drowning	As above	<ul style="list-style-type: none"> <li>• Personal protective equipment (PPE) appropriate to the activity worn</li> </ul>	
Hypothermia/Hyperthermia	As above	<ul style="list-style-type: none"> <li>• All water activities and sports lead by staff to competencies outlined in Section 5 of There and Back Again</li> </ul>	
Burns	As above	<ul style="list-style-type: none"> <li>• Personal protective equipment (PPE) appropriate to the activity worn</li> <li>• Activities and PPE as above</li> <li>• Leaders trained in First Aid appropriate to activity and qualification</li> </ul>	
Poisoning	As above	<ul style="list-style-type: none"> <li>• All cooking activities lead by staff to competencies outlined in Section 5 of There and Back Again</li> </ul>	
		<ul style="list-style-type: none"> <li>• Food handling procedures appropriate to activity</li> </ul>	
		<ul style="list-style-type: none"> <li>• Leaders trained to recognise</li> </ul>	

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Abduction, Abuse	As above	anaphalaxis <ul style="list-style-type: none"><li>• Leaders checked by CRB</li><li>• Supervision arrangements covered in Site/Event Risk Assessment</li><li>• Emergency plan agreed with pupils suitable and sufficient for their age, maturity and training</li></ul>	
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What is your review procedure? \_\_\_\_\_

## Section 5 Generic Risk Assessments

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### ***School Lead Outdoor and Adventurous Activities***

#### ***Camping Expeditions***

##### *Fixed camps*

Leaders must attend a LA approved training course unless they already hold an award from a competent body (please see below or contact the LA). The course will cover all aspects of organising fixed camps including:

- food and personal hygiene:
- cooking, the use of 'catering' systems and lightweight expedition stoves:
- the arrangement of tents:
- security.

##### *Low level expedition camping (Duke of Edinburgh and Youth Award Schemes)*

Leaders must hold either the Basic Expedition Leaders Award (BELA) or have attended a Mountainleaders Training Course and have a recommendation from the Principal Officer, Outdoor Education.

#### ***Climbing artificial walls and climbing towers***

Leaders must undertake a training course recognised by the LA, for example the Artificial Wall Climbing Course. The course must be directed by a person holding a MIC to a published syllabus.

#### ***Ropes Courses***

##### *High Ropes*

Leaders must hold at least an Artificial Wall Climbing Award and have attended a specific course of training recognised by the LEA or to the Standards of the Advisory Association of Ropes Courses and Initiatives (AARCI).

##### *Low Ropes Courses and 'commando courses'*

Merton has a training scheme specifically designed for such courses. Either this must be completed or a course approved by AARCI. Outside providers must demonstrate that instructors are trained to standards at least equivalent to these schemes. When military or police courses are used, the organisers must provide appropriate instructors to supervise the course.

#### ***Fieldwork***

Members of staff who have not led fieldwork (geography/biology/geology) should attend a fieldwork safety course. Centres that provide fieldwork must have operating codes of practice in addition to appropriate risk assessments.

#### ***Bathing and Swimming***

Occasionally outdoor education programmes will wish to offer swimming in the sea lakes or rivers for recreation. The conditions in which this activity is conducted will vary considerably and great care is required. If swimming is to take place all supervisory staff must hold a Royal Life Saving Association Bronze Award, or have intimate

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knowledge of the location, hold a current First Aid Award ( 2 or 4 day) and have a written risk assessment with appropriate control measures to supervise the activity.

### ***Alpine Skiing***

The party leader must have obtained a Ski Course Organiser award Courses are provided by Snowsports England ([www.snowsportengland.org.uk](http://www.snowsportengland.org.uk)). The party leader should prepare participants for the ski trip in accordance with the guidance provided during the course.

#### *Skiing Supervision*

Dry Slope Skiing is advised as part of the preparation. Instructors must hold as a minimum an Artificial Ski Slope Instructor's Certificate or Club Instructor's Award. Instructors at the resort should be approved local ski instructors employed by the local ski school or should hold a British Association of Ski Instructors Grade 3 qualification At least 4 hours supervision (morning and afternoon) should be arranged with qualified instruction.

School staff must not supervise any skiing activity unless they hold a Alpine Ski Leader Award or equivalent.

Participants must not be allowed to ski without supervision of qualified staff.

### ***Activities covered by the 1995 Activity Centres (Young Persons' Safety) Act.***

25. The main requirements for supervision and technical leadership qualifications are largely established by the Activity Centres (Young Persons' Safety) Act. The LA uses the requirements of the Act as a standard for all leadership qualifications and supervision ratios. In addition the LA has defined standards for Activities that are not covered by the Act.

26. The Standards established in the Act will affect all our educational institutions in the following ways:

- Schools. Schools are specifically exempted by the Act. However, the Borough expects schools to operate procedures to the same standards as the Act.
- The Youth Service. The Youth Service is not exempted from the Act and will hold a licence under the terms of the Act. Youth workers must operate in accordance with the LA Licence.
- Providers used by education establishments in the Borough. If providers are undertaking activities defined by the Act they must hold a licence.
- Voluntary Organisations and Army Youth Teams. These potential providers are exempt from the Act. The Borough requires that education establishments only use such organisations if they undertake to operate to the same standards as required by the Act.

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### ***The Activity Centres (Young Persons' Safety) Act 1995***

27. The Act establishes standards for the leadership and supervision of Caving, Climbing, Trekking and Watersports. These activities are defined by the Act.

#### ***Caving***

Caving, for the purposes of the licensing scheme, covers most activities done underground in natural caves or in mines, including variants described as potholing, cave diving and mine exploration. It does not include visits to the parts of show caves or tourist mines which are open to the public, or to the parts of mines (underground excavations made for the purpose of getting minerals) which are still being worked. It also excludes visits to natural caves or parts of caves that give rise only to every day hazards that would be obvious to and surmountable by someone with no previous experience of the cave or special knowledge of hazards in caves. A judgement on whether exploration can be carried out safely without the application of special skills or techniques may have to be made by an expert in caving, except in the most straightforward of cases. A licence would always be needed if rock climbing or diving equipment are required for safe access.

#### ***Climbing***

Climbing, for the purposes of the licensing scheme, covers most activities involving movement over difficult terrain, which requires the use of hands as well as feet, and where safety requires either the use of the equipment or the skills and techniques of a rock or ice climber. As well as rock climbing and ice climbing, it includes variants such as gorge walking, ghyll scrambling and sea level traversing. A licence is not required for scrambling, where injury would not occur if equipment or special techniques to protect the individual from falling are not used, and where other hazards which might cause injury are everyday hazards which would be obvious to and surmountable by someone with no previous experience of rock or ice climbing. Use of climbing walls, abseiling towers and similar manmade structures designed for practising climbing techniques are excluded from licensing, but this does not extend to other outdoor manmade structures such as railway viaducts.

#### ***Trekking***

Trekking for the purposes of the licensing scheme covers walking, pony trekking, mountain biking or off-piste skiing in remote open country. Travelling in any place which is *moorland* (open, uncultivated land at any height above sea level) or on a mountain above 600m and from which it would take more than 30 minutes *travelling time to walk back to an accessible road or refuge* is subject to licensing except for on-piste skiing. Journeys by public transport or other mechanised means are not subject to licensing.

Woodland, forests and other cultivated land is excluded from the definition only where it is less than 600m above sea level. A road which does not have the width or surface to be used by an ordinary road going ambulance would not be an accessible road. A



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*refuge* is a building offering shelter for the party in an emergency and it must either be occupied or have some means of summoning help. The distance which can be covered in the 30 minutes *travelling time* will never be more than 2.5km and will be less if there are uphill sections on the route back. It must also be over a route which can be walked safely, so it must not have any unaffordable rivers or precipitous ground on it. Time of year and weather conditions may mean that a road is not an accessible road, or a seasonally open or occupied building is not a refuge at some times of the year. The distance calculated by reference to *travelling time* is a standard one not dependent on weather conditions or the capabilities of the party.

Within the remote areas described in the previous paragraph, any activity which involves journeying on foot, on *horse* (includes pony) or on pedal cycle or *skiing* off-piste is subject to licensing. *Skiing* is defined as sliding over snow or ice on skis, skates, sledges or similar equipment (e.g. snowboards or improvised sledges).

### **Watersports**

Watersports for the purposes of the licensing scheme covers most activities involving unpowered craft on certain *specified waters*. The specified waters include any place within the territorial limits of Great Britain on the sea or any other tidal waters, including estuaries, the tidal reaches of rivers, sea lochs and harbours. The term also includes any body of inland water in which it is possible to be more than 50 m from the nearest perimeter bank; and any inland water where the surface is turbulent because of weirs, rapids, waterfall or fast flowing currents (white water). A licence is not needed for use of craft on inland lakes, lochs or other bodies of placid water which are less than 99m wide throughout their length and where surface turbulence is limited to the regular waves produced by wind action. If a lake or loch is greater than 100m wide, use of craft on any part of that body of water would be subject to licensing. A river or canal connected to it would be a separate body of water or location and would not be subject to licensing unless there is white water there. Any stretch of inland water which is categorised at Grade II or above according to the International Canoe Federation classification would be subject to licensing. Grade I waters would normally be outside the scope of licensing, although licensed providers will not be able to use them when they are turbulent at times of spate flow.

The craft subject to licensing, if used on specified waters, are canoes, kayakas or similar craft; rafts (inflatable or improved); sailing board, windsurfers, sailing dinghies or other wind propelled craft. A licence is not required for the use of rowing boards, powered or towed inflatables or rafts, and the larger sailing vessels which go to sea and are subject to Merchant Shipping Act certification.

### **Technical Competence – qualification Matrices**

These matrices should be interpreted in conjunction with the above definitions and with the guidance relating to the qualifications published by the bodies who own them. National Vocational Qualifications and Scottish Vocational Qualifications are not yet fully developed. The matrices should be taken as an indication of possible level only.

<b>Abbreviations used in the matrices</b>	
ABRs	Association of British Riding Schools
BASI	British Association of Ski Instructors

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BCU	British Canoe Union
BELA	Basic Expedition Leaders Award (CCPR)
BHS	British Horse Society
BMG	British Association of Mountain Guides
CIC	Cave Instructor Certificate (NCA)
CCPR	Central Council of Physical Recreation
ESC	English Ski Council
LCMLAS	Local Cave and Mine Leader Assessment (NCA)
MLTB	Mountain Leader Training Board
MIA	Mountain Instructor Award (UKMTB)
MIC	Mountain Instructor Certificate (UKMTB)
ML	Mountain Leader Award (UKMTB/SMLTB/WMLTB) or Mountainwalking Leader Award (MLTB)
NCA	National Caving Association
NVQ	National Vocational Qualifications
RYA	Royal Yachting Association
SCOW	Ski Council of Wales
SI	Senior Instructor (BCU & RYA)
SMLTB	Scottish Mountain Leader Training Board
SVQ	Scottish Vocational Qualifications
SPA	Single Pitch Award for supervising rock climbing (MLTB)
SRA	Scottish Rafting Association
TSI	Trainee Senior Instructor (BCU)
WMLB	Wales Mountain Leader Training Board
UKMTB	United Kingdom Mountain Training Board

### Caving

Hazard Level	Group instructor/leader	Technical expert
Cave/mine systems with Pitches over 18m	CIC holder (or S/NVQ Level 4)	CIC holder (or S/NVQ Level 4)
Cave/mine systems with pitches less than 18m	As above, or LCMLA Level 2 (or S/NVQ Level 3)	As above
Cave/mine systems without pitches	As above, or LCMLA Level 2 (or S/NVQ Level 2)	As above
Show cave/tourist mines – adventure trips beyond public areas with made-up lit paths	As above (depending on level of activity).	As above

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### **Climbing**

Hazard Level	Group instructor/leader	Technical expert
Winter climbing	MIC or BMG Carnet holder or Aspirant Guide	MIC or BMG Carnet holder
Rock climbing - multipitch	As above, or in-house assessed (depending on level of activity)	As above or MIA
		As above

### **Climbing**

Hazard Level	Group instructor/leader	Technical expert
Rock climbing – single pitch	As above, or SPA or Rockclimbing Leader (N.Ireland), or Site specific training (Scotland) (or S/NVQ Level 2)	MIC or BMG Carnet holder
Other climbing, abseiling or scrambling on man-made structures or natural features	As above, or in-house assessed, (depending on level of activity).	As above

#### Notes:

1. The above information is based on information extracted from a matrix for Mountaineering in the UKMTB National Guidelines. This embraces both climbing and much of trekking as these terms are defined in the Regulations. In cases of doubt on interpretation, refer to the UKMTB guidelines.
2. 'Winter' means when winter conditions, including snow and ice, prevail or are forecast. This cannot be defined by a portion of the year. Summer means any conditions not covered under 'winter'.

### **Trekking – on foot**

Hazard Level	Group instructor/leader	Technical expert
Mountain country – Winter	MIC or BMG Carnet holder, or Aspirant Guide, or Winter ML	MIC, or BMG Carnet holder
Mountain country – Summer	As above, or MIA or Summer ML, or	As above, or MIA and Winter ML

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	European ML (or S/NVQ Level 3)	
Lowland country	As above, or BELA, or in-house assessed (or S/NVQ Level 2)	As above, or Summer ML

### Notes:

1. The above information is based on information extracted from a matrix for mountaineering in the UKMTB National Guidelines. This embraces both climbing and much of trekking as these terms are defined in the Regulations. In cases of doubt on interpretation, refer to the UKMTB guidelines.
2. 'Winter' means when winter conditions, including snow and ice, prevail or are forecast; this cannot be defined by a portion of the year. Summer means any conditions not covered under 'winter'.

### **Trekking – Horse Riding and Cycling**

Hazard Level	Group instructor/leader	Technical expert
Levels as in 'Trekking on Foot' matrix but when horseriding	The appropriate on foot qualification <i>and</i> one of: BHS Tourism Qualification for Rise Leader, or ABRs Trek Leader certificate	The appropriate on foot qualification <i>and</i> one of: Tourism Qualification for Centre Manager, or manager of a riding establishment licensed by local authority
Levels as in 'Trekking on Foot' matrix but when pedal cycling	The appropriate on foot qualification <i>and</i> in-house training or local award in mountain biking	The appropriate on foot qualification <i>and</i> expertise in mountain biking

### Notes:

1. Two individuals, one with the relevant mountaineering qualification and the other with relevant expertise in horseriding or cycling would be acceptable in place of a single technical expert qualified in both disciplines.
2. At the time of publication of this guidance, there are no nationally agreed qualifications for mountain biking. Then English Schools Cycling Association offroad touring award is an example of a suitable local award.

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### **Trekking – off-piste ski touring**

Hazard Level	Group instructor/leader	Technical expert
Ski-mountaineering	BMG Carnet holder, or SNSC Mountain Ski Leader	BMG Carnet holder, or SNSC Mountain Ski Leader
Alpine skiing – Scotland – off-piste away from marked/serviced areas	As above, or Winter ML <i>and</i> one of: BASI II Ski Teacher, or SNSC Club Coach or Alpine Performance Coach Level 1, or ESC/SCOW Club Coach	As above

Hazard Level	Group instructor/leader	Technical expert
Alpine Skiing – Scotland – off-piste but within the recognised boundary of serviced area shown on piste map	As above, or BASI II Ski Teacher, or BASI III Ski Instructor	As above, or BASCI I Ski Teacher
Nordic Skiing – Scotland - off-piste (away from marked/served areas)	Winter ML <i>and</i> one of: BASI III, or SNSC Nordic Ski Leader, or ESC/SCOW Nordic Coach (Touring), or ESC/SCOW Club Coach	BASCI II Nordic Ski Teacher, or SNSC Mountain Ski Leader or Winter ML <i>and</i> ESC/SCOW Nordic Coach (Touring)

#### Notes:

1. The above qualifications relate to Nordic and alpine skiing. Nordic and Alpine refer to the particular ski disciplines, not to geographical settings.

### **Watersports – Canoeing and Kayaking**

Hazard Level	Group instructor/leader	Technical expert
Advanced Sea	Level 3 Sea Coach SI Sea with 5 star (Sea) (Advanced sea proficiency)	Level 5 Sea Coach Coach Sea
Sea – journeys	As above, or Level 3 Sea Coach SI Sea	As above, or Level 3 Sea Coach SI Sea with 5 star (Sea) (Advanced

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Large lochs – journeys (kayaks only, see below for open canoes)	As above or Level 3 Coach SI Inland	sea proficiency) As above, or Level 3 Coach SI Inland with 5 star (Advanced inland proficiency)
Sea and large lochs – activities close to suitable beaches	As above, or Level 2 Coach <i>Instructor trained for area with 4 star (Sea Proficiency)</i> or (appropriate S/NVQ Level 2 <i>Canoeing Coach</i> )	As above, or Level 3 Sea Coach SI Sea, or Level 3 Coach SI Inland with 4 star (Sea Proficiency)

Hazard Level	Group instructor/leader	Technical expert
Sheltered tidal waters	As above, or Level 2 Coach <i>Instructor</i> or (appropriate S/NVQ Level 2 <i>Canoeing Coach</i> )	As above
Large lochs – journeys (open canoes)	Level 3 Canoe Coach SI Canoe with 5 Star Canoe ( <i>Advanced canoe proficiency</i> )	Level 4 Canoe Coach <i>Advanced senior instructor</i>
Advanced surf (>1 metre)	Level 3 Surf Coach SI <i>Surf</i> (or unit 1/4/98 a Coach SI with equivalent surfing ability)	Level 3 Surf Coach SI <i>Surf</i>
Surf	As above, or Trainee Level 3 Surf Coach <i>TS Surf</i>	As above, or Level 3 Surf Coach IS <i>Surf</i>

Hazard Level	Group instructor/leader	Technical expert
Advanced white water (Grade III and above)	Level 3 Coach SI Inland with 5 Star (Inland) ( <i>Advanced Inland Proficiency</i> )	Level 5 Coach Coach Inland
White water (Grade II)	As above, or Level 3 Coach SI <i>Inland</i>	As above, or Level 3 Coach SI Inland with 5 Star (Inland) ( <i>Advanced Inland Proficiency</i> )

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### Notes:

1. BCU introduced new names for their qualifications in 1996. Awards with the old names (shown above in italics) will be valid until the conversion is completed.
2. Instructor qualifications referred to above must be relevant to the discipline being delivered, i.e. canoeing or kayaking.
3. BCU star gradings given as an indication of level of competence required, not pre-requisites.
4. Surf qualifications are for repeated manoeuvring through waves on recognised surf for sea journeys, etc.
5. White water grades as defined by International Canoe Federation.

### ***Watersports – rafting***

Hazard Level	Group instructor/leader	Technical expert
White water (Grade II and above)	Raft Trip Leader (or S/NVQ Level 3)	Raft trip leader (or S/NVQ Level 3)
Grade I river	As above or Raft Guide (or S/NVQ Level 2)	As above
Controlled sites – white water	As above or in-house site specific training	As above

### Notes:

1. **The above qualifications relate to white water rafting using rafts. At the time of publication of this guidance, there are no national qualifications for improvised rafts or for inflatable rafts on other waters.**
2. **Controlled sites means short lengths of river, managed and with a safety infrastructure, e.g. Tryweryn (N Wales), Holme Pierrepont (Nottingham) and Teeside (Cleveland).**
3. **White water grades as defined by the International Canoe Federation.**

### ***Watersports – Small boats sailing***

Hazard Level	Group instructor/leader	Technical expert
Sea/tidal waters – coastal journeys	Advanced Instructor Coastal (or S/NVQ Level 3 Coach)	Senior Instructor Coastal <i>and</i> Advanced Instructor Award (or S/NQ Level 3 Supervisor <i>and</i> Level 3

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Sea/tidal waters – from a harbour or suitable beach	As above, or Instructor Coastal (or S/NVQ Level 2 Coach)	Coach) As above, or Senior Instructor Coastal (or S/NVQ Level 3 Supervisor)
Inland waters	As above or Instructor Inland (or S/NVQ Level 2 Coach)	As above, or Senior Instructor Inland (or S/NVQ Level 3 Supervisor)

Notes:

1. Instructor qualifications should be relevant to craft used, i.e. dinghies or keelboats.

### ***Watersports – windsurfing***

Hazard Level	Group instructor/leader	Technical expert
Sea/tidal waters	Instructor Level 1 Open Sea (or S/NVQ Level 2 Coach)	Instructor Level 2 Sea <i>and</i> RYA Windsurfing Principal, or Trainer level 2, or S/NVQ Level 3 Supervisor (windsurfing), or S/NVQ Level 3 Assessor (windsurfing)
Inland waters	As above, or Instructor Level 1 Inland (or S/NVQ level 2 Coach)	As above, or Instructor level 2 Inland <i>and</i> RYA Windsurfing principal



# Acknowledgements

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This handbook contains very little (if anything) original but, in the eclectic tradition of all similar handbooks, it brings together a wide variety of previous work. Most of this work is elaborated, adapted and brought up to date in order to meet the changing circumstances of those who organise outdoor environmental education in Lewisham.

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