



Todwick Primary School

Educational Visits Policy

September 2018

Approved and adopted by the Governing Body

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Member of staff responsible: Head Teacher

School Governor: V. Chapman

Todwick Primary School

Educational Visits Policy

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1.0 Introduction

All offsite visits and activities that are organised and undertaken by the school are regarded as “educational visits”. Whenever pupils leave the school site under the direct or indirect supervision of school staff, they are undertaking an educational visit.

Aims and Objectives

The school aims to offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for adult life. The school's Headteacher and governors recognise the value and importance of learning outside the classroom, and encourage staff to organise educational visits that enrich the curriculum and enhance the learning and development of our pupils. Well planned and executed educational visits provide our pupils with a variety of 'real-life' opportunities enabling them to achieve a fuller understanding of the world around them through direct experience. Educational visits are an essential element of good primary practice.

Types of visits organised by the school

The school offers a wide range of educational visits, including day visits and residential visits in Upper Key Stage 2.

2.0 Guidelines

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich, learning experience for the pupils.

The following guidelines support the planning and implementation of educational visits organised at Todwick Primary School and should be read in conjunction with Rotherham LA's Educational Visits Policy and Guidelines – a copy of which can be found in the Staff Office.

Below outlines the roles and responsibilities of all those involved in an educational visit.

2.1 Headteacher

The Headteacher will endeavour to ensure that:

- a teacher is appointed to lead the visit;
- all necessary actions have been completed before the visit begins. (This applies even when the head is not going on the visit);
- the EVOLVE form and risk assessments are complete and that it is safe to make the visit;
- training needs have been met;
- the teacher has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;
- the teacher has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity;
- all supervisors on the visit are appropriate people to supervise children and have appropriate clearance;
- the governing body has approved the visit if necessary;
- parents have signed consent forms which are retained for litigation purposes;
- arrangements have been made for all the medical needs and special educational needs of all the children;
- the mode of travel is appropriate which supports disabled pupils;
- travel times out and back are known;
- there is adequate and relevant insurance cover;
- they have the address and phone number of the visit's venue and have a contact name;
- that they have the names of all the adults and pupils in the travelling group, and the contact details of parents and staff's next of kin.

2.2 Teacher

The teacher is responsible overall for the supervision and conduct of the visit and should:

- appoint a deputy;
- be able to control and lead pupils of the relevant age range;
- be suitably qualified if instructing an activity and be conversant in the good practice for that activity if not;

- undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- undertake and complete a comprehensive risk assessment and have due regard for suitability of venue for disabled children;
- have regard to the health and safety of the group at all times;
- know all the pupils proposed for the visit to assess their suitability;
- observe the guidance set out in section 2.3 for teachers and other adults; ensure that pupils understand their responsibilities as outlined in section 2.4

2.3 Other staff and adults involved in a visit

Teachers on school-led visits act as employees of the LA or of the Governing Body. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Headteacher and Governors if some of their time on the visit falls outside normal hours.

Teacher and other adults on the visit must:

- do their best to ensure the health and safety of everyone in the group;
- care for each individual pupil as any reasonable parent would;
- follow the instructions of the leader and help with control and discipline;
- helpers must not be left in charge of groups without teacher supervision;
- consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable.

2.4 Responsibilities of pupils

The teacher should make it clear to pupils that they must:

- not take unnecessary risks;
- follow the instructions of the leader and other adults;
- behave sensibly and responsibly;
- look out for anything that might hurt or threaten anyone in the group and tell the teacher about it;
- should not undertake any task that they fear or that they think will be dangerous.
- wear school uniform unless different clothing is required;
- Wear the school high-visibility vests if required

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways.

2.5 Parents/Guardians

The teacher should ensure that parents/guardians are given information about the purpose and details of the visit and are invited to any briefing sessions for longer visits.

The teacher should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct.

Special arrangements may be necessary for parents for whom English is a second language;

Parents/guardians must:

- provide the group leader with emergency contact number(s);
- sign the consent form;
- give the group leader relevant information about their child's health which might be relevant to the visit.

3.0 Planning off-site visits

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them.

The Headteacher is responsible for planning all off-site visits. In practice, the detailed planning is delegated to the teacher of the visit but the Headteacher must be satisfied that the person planning the visit is qualified to do so and has the necessary experience.

The teacher must agree all plans with the Headteacher.

3.1 Risk Assessment

A risk assessment should always be carried out before setting off on a visit, using EVOLVE, at least 1 month before the date of the visit. The risk assessment will decide the adult:child ratio for each visit. The risk assessment should include the following considerations:

- what are the risks?
- who is affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the group leader guarantee that these safety measures will be provided?
- what steps will be taken in an emergency?
- what is the acceptable ratio of adults to children for this visit?

The teacher and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils are in danger.

The teacher should take the following factors into consideration when assessing the risks:

- the type of activity and the level at which it is being undertaken;
- the location;
- the competence, experience and qualifications of supervisory staff;
- the group members' age, competence, fitness and temperament;
- pupils with special educational or medical needs;
- the quality and suitability of available equipment;
- seasonal conditions, weather and timing.

3.2 Exploratory visit

Wherever possible the teacher should undertake an exploratory visit to:

- ensure that the venue is suitable to meet the aims and objectives of the school visit;
- assess potential areas and levels of risk;
- ensure that the venue can cater for the needs of the staff and pupils in the group;

- ensure that the group leader is familiar with the area before taking a party of young people.

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group, and the learning objectives. In addition, it may be worth seeking views from other schools who have recently visited the venue. In some cases, such as when taking walking parties to remote areas, it may be appropriate to obtain local information from the Tourist Boards.

3.3 First Aid

First Aid provision should be considered when assessing the risks of the visit. For all visits it is essential to have at least one trained first-aider in the group. The group leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services.

The minimum first-aid provision is:

- a suitably stocked first-aid box;
- a person appointed to be in charge of first-aid arrangements.

First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other pupils. The Headteacher should take this into account when assessing what level of first-aid facilities will be needed. The contents of a first-aid kit will depend on what activities are planned.

3.4 Supervision

It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit. The factors to take into consideration include:

- sex, age and ability of group;
- special needs pupils;
- nature of activities;
- experience of adults in off site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities.

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly.

As general guidelines, the following ratio of adults to children should be used:

FS2, visits off-site may be as low as:	1:2
Key Stage One, visits off-site on foot:	1:10
Key Stage One, visits off site involving public transport:	1:6

Key Stage Two, visits off-site on foot:	1:20
Key Stage Two, visits off-site involving public transport:	1:15

Regardless of these suggested ratios, each visit will be assessed individually through the school's risk assessment procedure for educational visits. These ratios do not include residential visits.

Where there is more than one adult supervisor, a group leader who has authority over the whole party, should be appointed.

Where a high adult:pupil ratio is required, it is not always feasible to use school staff alone. Parents with appropriate clearance (List 99 or CRB checks) may be used to supplement the supervision ratio. They should be carefully selected and they should be well known to the school and ideally the pupil group.

All adult supervisors, including school staff and parent helpers, must understand their roles and responsibilities at all times. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those with behavioural difficulties. Provision for these children, including medical issues, should be noted on the risk assessments submitted to EVOLVE. Teachers retain responsibility for the group at all times.

For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone in a one to one situation with a pupil.

Whatever the length and nature of the visit, regular head counting of pupils should take place. The teacher should establish rendezvous points and tell pupils what to do if they become separated from the party.

Pupils with special educational and medical needs

The Headteacher will not exclude pupils with special educational or medical needs from school visits. Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage, and should be noted on the Risk Assessments submitted to EVOLVE. Children with specific disabilities e.g. wheelchair use will need separate plan to identify their needs agreed with Headteacher/Bursar before the trip.

3.5 Transport

As part of the overall risk assessment process, the Visit Organiser must take reasonable steps to check that any transport used during the visit is suitable, satisfactory, and acceptably safe, and that any specific Local Authority or legal requirements are met. Leaders should refer to the Local Authority's generic risk assessments that give detailed recommendations for all standard forms of transport.

The school hires coaches/buses from:

- Companies that have already been checked and approved by the Council's Transport Services team.

For the safe supervision of pupils on coaches/buses, group leaders are required to:

- Spread adults throughout the coach
- sit near emergency exits
- carry a first aid kit and a mobile phone

The Headteacher must ensure the safety of pupils travelling by private car, and should:

- assess and decide if the driver is suitably qualified, experienced and competent;
- inform parents and obtain their written consent (this may not be possible in emergencies);
- gain assurance on main points of reference – insurance, licence, roadworthy, seatbelts, etc;
- carry out suitable Child Protection checks (Council policy requires all drivers carrying young people to be CRB cleared);
- ensure that drivers are aware of any specific requirements (e.g. compulsory use of seatbelts – individual school policies may require the use only of full 3-point seatbelts)
- ensure that drivers are aware of their responsibilities and school procedures (e.g. use of seat belts, keeping to speed limits etc).
- drivers have appropriate insurance – inc business cover for employees

For visits that require the use of staff cars, drivers must:

- have business insurance
- be assessed as competent and suitable by the Headteacher using the Driver validation form

For visits that require the use of parents' cars. Drivers must:

- be assessed as competent and suitable by the Headteacher (using the Driver validation form)
- sign to say their car is roadworthy, taxed and insured
- be CRB checked

4.0 Preparing Pupils and Parents/ Guardians for off-site visits

4.1 Preparing Pupils

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety.

Pupils should be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This could include considering any health and safety issues.

Participation

Pupils should be assessed to ensure that they are capable of undertaking the proposed activities. During the visit they should not be coerced into activities they fear.

Pupils whose behaviour is such that the group leader is concerned for their, or others' safety, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils will return home early, in consultation with a member of the Senior Leadership Team.

Information to pupils

It is for the group leader to decide how to provide information, but they should be satisfied that the pupils understand key safety information.

Pupils should understand their own responsibilities on the visit which include:

- the aims and objectives of the visit / activity;
- background information about the place to be visited;
- how to avoid specific dangers and why they should follow rules;
- why safety precautions are in place;
- why special safety precautions are in place for anyone with disabilities;
- what standard of behaviour is expected from pupils;
- who is responsible for the group;
- what to do if approached by a stranger;
- what to do if separated from the group
- emergency procedures
- rendezvous procedures.

Transport and pupils

Pupils using transport on a visit should be made aware of basic safety rules including:

- arrive on time and wait for the transport away from the road, track, etc.
- do not rush towards the transport when it arrives;
- wear your seatbelt and stay seated while travelling on transport;
- make sure your bags do not block aisles on the transport
- never attempt to get on or off the moving transport;
- never throw things out of the transport vehicle's windows;
- never get off a vehicle held up by traffic lights or in traffic;
- never run about while transport is moving or pass someone on steps or stairs;
- never kneel or stand on seats or otherwise impede the driver's vision
- never distract or disturb the driver;
- stay clear of automatic doors / manual doors after boarding or leaving the transport;
- after leaving the vehicle, always wait for it to move off before crossing the road;
- if you have to cross roads to get to the transport always use the Green Cross Code
- if you feel unwell while travelling, tell a teacher or the person who is otherwise responsible for the group.

4.2. Preparing Parents/ Guardians

Communicating with Parents / Guardians

Parents need to be aware that the teachers on the visit will be acting in their place – 'in loco parentis' – and will be exercising the same care that a prudent parent would. The following information on matters that might affect pupil's health and safety is useful to parents and will be included in the letter to parents / guardians prior to a visit:

- dates of the visit;
- times of departure and return;
- mode(s) of travel;
- details of accommodation;
- names of leader, or other staff and of other accompanying adults;
- visit's objectives;
- details of the activities planned;
- clothing and equipment to be taken;
- money to be taken;
- the information to be given by parents and what they will be asked to consent to.

Parental consent

Todwick Primary School will seek consent for:

- visits involving young children;
- adventure activities;
- other residential visits.

If parents withhold consent absolutely the pupil should not be taken on the visit, but the curricular aims of the visit should be delivered to the pupil in some other way, wherever possible. If the parents give a conditional consent the Headteacher will need to consider whether the child may be taken on the visit or not. The School's parental consent form is displayed on the bottom of educational visit letters.

5.0 Residential visits

5.1 Hostels and Hotels

The school will bear in mind the following:

- the teacher should ideally have adjoining rooms with staff quarters next to the young people's – we will endeavour to obtain a floor plan of the rooms reserved for the group's use in advance;
- the immediate accommodation area should be exclusively for the use of the group;
- access by staff to student rooms must be available at all times;
- separate male and female sleeping areas for pupils and adults;
- ensure that the whole party are aware of the lay-out of the accommodation, its fire precautions / exits, its regulations and routing, and that everyone can identify key personnel;
- security arrangements – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors;
- ensure that locks / shutters etc. work on all the rooms used by the group;
- storage of clothes, luggage, equipment etc, particularly safekeeping of valuables;
- adequate lighting – it is advisable to bring a torch;
- provision for sick, disabled pupils or those with special needs;
- safety in rooms (electrical connections, secure balconies);
- recreational accommodation / facilities for the group.

5.2 Coastal visits

Teachers and staff should be aware that many of the incidents affecting school children have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming. The group leader should bear the following points in mind in the risk assessment of a coastal activity:

- tides and sandbanks are potential hazards so timings and exit routes should be checked;
- ensure group members are aware of warning signs and flags;
- establish a base on the beach to which members of the group may return if separated;
- look out for hazards such as glass, barbed wire and sewage outflows etc;
- some of a group's time on a beach may be recreational. Teachers should consider which areas of the terrain and sea are out of bounds;
- cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path at all times. Teachers should consider whether it is safe for pupils to ride mountain bikes on coastal paths.

5.3 Swimming

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group.

Swimming in the sea on a coastal visit, will **not** be allowed for Todwick children. Paddling will only be allowed as part of a supervised activity, preferably in recognised bathing areas which have official surveillance. Pupils should always be in sight of their teachers. One teacher should always stay out of the water for better surveillance.

Where paddling is to be allowed on a visit, a ratio of 1 adult:4 children is a minimum.

5.4 Farm visits

Todwick School recognises that farms can be dangerous even for the people who work on them. Taking children to a farm will be very carefully planned and the risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with E coli 0157 food poisoning and other infections.

The proposed farm will be checked to ensure that it is well managed; that it has a good reputation for safety standards and animal welfare; and that it maintains good washing facilities and clean grounds and public areas. An exploratory visit should be carried out.

The basis rules for a farm visit will be:

We will never let pupils:

- place their faces against the animals or their hands in their mouths after feeding them;
- eat until they have washed their hands;
- sample any animal foodstuffs;
- drink from farm taps (other than in designated public facilities);
- ride on tractors or other machines;
- play in the farm area.

6.0 Insurance and finance arrangements (including charging)

The Headteacher/EVC/Overall Group Leader must ensure that adequate insurance arrangements are in place for all educational visits, and Group Leaders should check carefully that the scope and level of cover provided is adequate for each visit. Visit Organisers should also check that any external service providers have sufficient public liability cover (normally at least £5 million).

The school pays annually for AON Risk Services insurance (RMBC Policy no. 0010625217) which covers all school visits within the UK (providing the visits are correctly approved).

The Visit Organiser and school EVC should ensure that:

- each visit is accurately costed and budgeted for;
- adequate allowances are made for additional unforeseen costs and changes in circumstances;
- financial plans – especially for more complex and committing visits – are checked over and agreed first by the EVC/Headteacher before financial commitments are made;
- for visits that involve substantial commitment financially (e.g. overseas expeditions), no firm bookings or financial commitments are made until the visit has been agreed and received “Outline Approval” by the relevant authorities;
- the costs of the visit are made clear to all concerned (including parents), including how much will come from school funds, and how much each parent will be charged or asked to contribute;
- money collected for visits is kept in a separate school account (Todwick Junior and Infant School Journeys Account signatories – S Oakes, D Thompson, S Davison and F Tingle), and secure systems are in place to ensure that money is accessed and accounted for correctly.

Charging arrangements (for more details see school charging policy)

No charge may be made in respect of any activity that is deemed to take place in school hours. An activity is deemed to take place during “school hours” if 50% or more of the activity, takes place within school hours.

If more than 50% is deemed to be outside of school hours then a charge may be made for “optional extras” only.

For residentials, a school trip is considered to have taken place within school time if the number of school sessions missed by the pupils amounts to half or more of the number of half days taken up by the activity.

The school will not charge for:

- any activity undertaken as part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education.

- supply teachers to cover for those teachers who are absent from school accompanying pupils on a residential trip
- transport provided in connection with an educational trip during school hours.

The school may ask parents for voluntary contributions towards the cost of these visits, but it must be clear that any contribution is genuinely voluntary.

The school may charge for activities that are provided wholly or mainly outside school hours, as long as these activities are optional extras (see details in the school charging policy) but any charge made in respect of individual pupils will not exceed the actual cost of providing the optional extra activity, divided equally by the number of pupils participating.

The costs of the visit should be clear to all concerned, stating how much will be given from other school funds and how much parents are being expected to contribute.

The school will normally make a charge for board and lodging on residential trips, and ask for a voluntary contribution towards transport and specialist instruction for certain activities.

Those pupils in receipt of free school meals are exempt from the cost of board and lodging during residential visits.

7.0 Visit approval status and feedback

7.1 Approval

The procedure for Managers (Headteacher/EVC) to notify the Visit Organiser of approval decisions and to give feedback involves for:

- **Day visits without transport** (Cat 1 and 2):
- **All other day visits** (Cat 1A and 2A): an email is automatically generated via EVOLVE Online and sent to the visit organiser after the LA approval decision has been given. At any time, the visit organiser can access and view all approval decisions and any feedback given by accessing EVOLVE Online. **Residential visits (Cat 3 and 4) and those involving high-risk activities/environments (Cat 3A and 4A)**: an email is automatically generated via EVOLVE Online and sent to the visit organiser after the LA approval decision has been given. At any time, the visit organiser can access and view all approval decisions and any feedback given by accessing EVOLVE Online

If a visit is not approved or only given “Outline Approval” by a manager, they must give reasons for their decision and state clearly any changes that would be necessary. If a visit does not obtain the correct level of approval, it may not be covered by LA insurance and support.

7.2 Amendments to visits

If there are significant late changes to visit plans that have already been approved or submitted for approval, the Visit Organiser must notify all relevant approving authorities (EVC/Headteacher/ Governors/ Local Authority) of these changes and ensure that their additional consent is given.

There should be a clear system for the notification and approval of amendments to visit plans, so that there can be no misunderstanding or confusion by any parties involved.

For all visits recorded on ROVER, there is a clear procedure for recording minor amendments that do not need further approval in 19.1 “Late Minor amendments”.

For significant amendments that require further consideration and approval, the ROVER system requires visit organisers to access section 19 (by clicking “Amend” in right hand column of visit summary in “View All Visits”) and superseding the original submitted form by clicking on 19.2 “Significant Amendments” to create an unlocked version of the form that will need resubmitting after the amendments have been completed.

8.0 Post visit review and evaluation

It is good practice for Visit Organisers, on return from a visit, to review the visit with the EVC and/or Headteacher, and to record any examples of good practice and lessons learned that might assist with the planning and leadership of future visits
Post-visit reviews and evaluations should be recorded and stored in Educational Visits folder in staff workroom

Accidents, incidents or near misses

It is important to record and review any accidents, incidents, or near-misses (i.e. dangerous incidents that nearly happened, but fortunately didn't).

It is important that details are recorded as soon as possible after an incident whilst they are still fresh in the memory, preferably with signed witness accounts.

Visit Organisers should take several blank photocopied pages from the school's accident book to record details of any incidents? These can then be copied or added to the school accident book on return home.

Serious incidents must be notified to RIDDOR (HSE's "Reporting of Injuries, Disease and Dangerous Occurrences Regulations 1995), and to the Local Authority using the procedures and standard forms

After any major accident, the school will undertake a review of the incident and their emergency procedures, and will share the findings with the Local Authority for the benefit of other schools.

Staffs are encouraged to express any concerns regarding the organisation and management of visits in writing to the Headteacher, and these will taken seriously and dealt with in confidence. If necessary, issues will be considered further by the Governing Body.

Significant incidents and issues of concern should also be brought immediately to the attention of the LA Educational Visits Consultant.

Post visit reviews and accident/near miss records are reviewed regularly by the EVC. Any lessons learned are shared with all relevant staff, and any necessary changes to procedures made

9.0 Documentation (and visit records)

Documentation associated with educational visits is stored in the following locations:

- The EVOLVE database stores key elements of Category 3,4 and “A” visit details securely and indefinitely.
- Visit details are **scanned and stored on the school computer?**
- Hard copies of other supporting documentation (e.g. risk assessments) are **stored and retained in the school’s central “Educational Visits” file?**

Commented [DR1]: Can we get this confirmed

Commented [DR2]: Can we get this confirmed

Retention policy

This information is stored until such time that the Headteacher decides that all issues/ incidents arising from the visit have been dealt with fully.

If no significant incidents occurred during the visit, the school disposes of the paperwork after a period of 6 years. If a significant incident occurs during a visit that could be investigated at a later date, all relevant details are *retained until the young person becomes 21*.

APPENDIX 1

Visit Leader checklist

Basic Checks for All Visits	Actions
<input type="checkbox"/> Visit aims	Establish visit aims, discuss with staff and pupils
<input type="checkbox"/> Notification on EVOLVE	Start entering the visit information on EVOLVE as soon as possible
<input type="checkbox"/> Pre-visit of venue	This should normally be done to inform the risk assessment
<input type="checkbox"/> Programme	Schedule, worksheets, route cards
<input type="checkbox"/> LEA Guidelines	Read LEA 146 Educational Visit Guidelines
<input type="checkbox"/> Leader Competence*	Appropriate numbers for group, qualifications, experience
<input type="checkbox"/> Risk assessments*	Generic/specific assessments for each activity/venue
<input type="checkbox"/> Planning	Provide detailed plan to EVC and line manager
<input type="checkbox"/> Complete EVOLVE *	Complete the EVOLVE submission and submit to your EVC.
<input type="checkbox"/> Supervision	Organisation of who, what, where, when
<input type="checkbox"/> Staff Briefing	Objectives, individual responsibilities
<input type="checkbox"/> Student Briefing	Objectives, code of conduct, schedules
<input type="checkbox"/> Parental Approval*	May be general for local work or specific for special visits – consent needs to be informed
<input type="checkbox"/> Medical Problems	Allergies, illness, disabilities
<input type="checkbox"/> First Aid*	Emergency aider, appropriate first aid kit(s)
<input type="checkbox"/> Insurance	If required – complete relevant forms Check indemnities and disclaimers with RMBC Insurance Section
<input type="checkbox"/> List of Students	Include medical problems and possibly home telephone
<input type="checkbox"/> Emergency Procedure	Contact and action to be taken

Additional Items for Journeys with Transport

<input type="checkbox"/> Kit lists	Clothing and equipment for pupils, leaders, assistants, party
<input type="checkbox"/> Bank A/C	Do not use own private a/c
<input type="checkbox"/> Transport	Booking, times, costs, venue, pickup, route if appropriate
<input type="checkbox"/> Drivers	Rotherham approved status
<input type="checkbox"/> Travel Sickness	Tablets (before), cleaning materials, seating
<input type="checkbox"/> Food	Meals, snacks, inform kitchen as appropriate, diets

Additional Items for Residential Visits

<input type="checkbox"/> Parents' Meeting	Pictures, maps, reassurance, work plan, cost, travel
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- Diets Religious, health, allergy and commitment diets
- Students personal details Telephone, address, age, parent/guardian, doctor
- Liaise with accommodation Objectives, expectations, difficulties
- Emergency Contacts**
- Pocket Money **24hr - Several to ensure full cover**
Care of money/valuables, school bank

Additional Items for Travel Abroad

- EEC package travel regs* Ensure your visit has a clearly stated educational aim and purpose
- Group Passport Allow plenty of time to obtain
- EHIC Allow plenty of time to obtain
- Currency and Travellers Cheques Allow plenty of time to obtain
- Insurance Complete relevant forms

Additional Items for Adventurous Activities and Hazardous Environments

- AALA Licensing Applies to some adventure activities when using an outside provider
- Instructor Qualifications Check in place - required for many adventure activities
- Staff Competencies Ensure evidence of competence
- First Aid Higher level of first aid may be required or adventure activities
- Water Hazards Take particular care with risk assessment and supervision
- Plan B Ensure in place in case planned activities cannot take place

* RMBC Mandatory Requirement