QEH Policy for Educational Visits

POLICY FOR EDUCATIONAL VISITS
(Senior School)

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POLICY FOR EDUCATIONAL VISITS
(Senior School)

The School regards educational visits as a valued part of pupils' education, and it acknowledges the contribution that teachers and other adults make in enabling young people to take advantage of a variety of out of school activities. The school accepts that trips, visits and outdoor activities cannot be completely without risk and it requires that those staff in charge take all reasonable precautions to protect staff and pupils' health, safety and welfare and to minimise the risk of untoward or dangerous situations.

The school notes the extra commitment required of staff to undertake residential visits in particular. Some part of, or whole visits may be undertaken in term time.

The QEH Educational Visits procedural documentation provides guidelines, checklists and the necessary forms that have been designed to assist staff to plan visits with due regard to the health and safety of participating pupils and adult supervisors. The careful preparation and supervision of school visits is essential in order to ensure the safety and enjoyment of pupils.

Staff are encouraged to refer to The Outdoor Education Advisor's Panel National Guidance (https://oeapng.info/) and this policy follows and uses many of their guidelines and policies. In the event of any apparent conflict between QEH policy or OEAP National Guidance, QEH's policy must be followed and clarification sought from the Educational Visits Coordinator (EVC) or SLT.

Reference may be made to: *Health and Safety Executive School Trips and Outdoor Learning Activities (2011), DfE Departmental Advice on Health and Safety for Schools (2013), reviewed 2018, Health and Safety at Work, etc. Act (1974). Health and Safety on Educational Visits, DfE (2018)*

This policy should be used alongside QEH's other organisational policies including Critical Incident, Health and Safety, Safeguarding, Anti Bullying, Behavioural and Staff Conduct and Staff Handbook.

All Trips policies, generic risk assessments, checklists and provider statements can be found in the QEH Team QEH | Educational Visits | Microsoft Teams
The trips policy is also available on the school website.

The majority of trip information and admin is shared and completed on . All QEH teaching staff and all support staff involved in trip support have access to this platform.

Management Structure and Responsibilities

Approval: all senior school trips must be approved by the Assistant Head (Co-Curricular and Logistics).

Monitoring: The Assistant Head (Co-Curricular and Logistics) is the senior school Educational Visits Coordinator (EVC). The Head of the Junior School is the EVC for the Junior School. The main functions of the EVC are to ensure that all visits follow regulations and guidelines, together with the school's relevant policies and procedures, and to act on behalf of the Head. A job description can be found as an appendix to this policy.

Pupil Behaviour: responsibility for the behaviour of pupils on any trip lies with the party leader. The Head reserves the right to exclude any pupil from participating in a trip or expedition.

Procedure for a visit leader (VL) Planning Visits (Senior School) (appendix b and c)

Check List for day visits.docx

Check List for residential visits.docx

1. Discuss initial trip idea and plausibility with Assistant Head (Co-curricular and Logistics)
2. Complete V1 form. Any non-QEH staff, volunteers or students should be identified on this form. This form should supply as much information as possible (type of trip, dates/times, year groups involved, numbers, staffing, First Aid qualified staff, etc.) (costings and insurance) approval EVC and DFO.
3. Discuss trip and H&S with EVC. Staff should be made aware of the guidelines available through DfE concerning their particular trip. Copies of this guidance are available from the EVC in his office. Transport should also be discussed and a coach provider statement should be completed for new providers. (**appendix f**) Coach or minibus provider statement.docx
4. The VL will check whether the venue is LoTC certified, if not a Provider Statement form will need to be completed. Trip Provider Statement.docx (**appendix e**)
5. Trip approval Assistant Head (Co-curricular and Logistics) and Head (for overseas trips)
6. Letter to school office to be proof read and sent to trips administrator.
7. Trip will launch.
8. Risk assessments (see later) - The EVC will discuss the trip and any risk assessment(s) (RA) with the trip leader. At least two weeks prior to departure, the completed RA, itinerary, list of students must be submitted and signed off by the EVC and Deputy Head.

Administration of trips is completed using My School Portal (MSP) and SchoolBase. This is used by all supervising staff on each trip for the following:

- Sending letters to parents about the trip, via the EVC.
- Receiving and collating replies and documentation.
- Risk assessments.
- Emergency procedure information.
- Up-to-date medical details, signed off by the parents.

- Registration of students on the trip.
- Communication with parents and staff when on the trip.
- Completing injury reports.

Trips taken during the normal school working day 8.35am-4.00pm that do not incur a cost to parents do not need consent, although, parents must be informed that the trip is taking place.

A post-trip review may be undertaken with the EVC. Any lessons learned will be highlighted at the next meeting of the Health and Safety Committee.

For residential trips:

When organising a trip abroad it is good practice to make an exploratory/inspection visit to the location. If this is not possible the group leader should gather as much information as he/she can about the area to be visited. The minimum staffing ratio detailed above is required and there should be enough staff to cover an emergency. This will be discussed during the initial risk assessment discussion with the EVC, as will the travel and accommodation details.

Leaders should be familiar with the nature of the conditions likely to be encountered. Prior information must be obtained about local hazards and safety requirements that are likely to be encountered. Where appropriate, contact should be made in advance with local agencies, guides or establishments in order to ascertain local conditions. Informed and responsible local advice must always be heeded and acted on accordingly.

Pupils and adults must be suitably clothed and equipped for particular activities and the conditions likely to be encountered.

Medical:
All staff must consult with the school Health Centre before taking students on a trip. They will provide a briefing of any medical issues and provide any emergency medication, such as EpiPens/inhalers. Parents are responsible for students' medical data, the Health Centre regularly checks that this is up to date. Some medication can be administered by staff (with parental consent), but this must be recorded on the forms provided by the Health Centre.
The OEAP guidance on medical treatment should also be consulted. Medication.pdf
First-aid.pdf

Overseas:

Visit leaders must run through the OEAP guidelines and discuss all possible implications of the destination. Overseas-Visits.pdf (**appendix n**)

For all foreign trips (to countries which require passports) parents will be requested to provide a copy of their son/daughter's passport, which will be checked by the trip leader to ensure that it is valid.

For trips to countries where the Global Health Insurance Card (GHIC) can be used, parents are asked to provide a copy of this.

The Foreign and Commonwealth Office (FCO) website must be checked for certain visits where there may be political unrest or medical considerations. (FCO's website: www.fco.gov.uk). The trip leader and other staff should know where the nearest British Embassy or Consulate is located and the relevant telephone number(s) should assistance be required.

For all foreign visits, the party organiser will need to research whether additional medical considerations need to be accommodated. Vaccinations, blood transfusions, provision of sterile suture kits, syringes and needles may be required, as may proof of vaccination in certain countries. The trip leader should advise parents to consult their son's or daughter's GP prior to departure if there is any cause for concern. As with all trips, the group leader must ensure that the group has comprehensive travel insurance. The group leader must liaise with the DFO well in advance of departure, especially if any hazardous activities are to be undertaken (e.g. SCUBA diving).

Supervision

Every trip must have a clearly designated leader who must be a teacher or other member of staff approved by the Head, employed at the school or schools if a joint trip is arranged. Where there is a large party a deputy leader should be designated. A large party would be one where over 30 pupils are involved. These should be identified on the risk assessment.

Members of staff are reminded that in all circumstances they have a duty of care to ensure that the pupils are safe and a common law duty to act as a reasonably prudent parent would do.

Prior to the trip, the leader and all supervisors should look at the profile of each pupil to familiarise themselves with the student's medical conditions and to make an assessment of their needs and how they are going to deal with them. They must also ensure that they are familiar with the QEH Trips Policy.

The level of adult supervision must realistically reflect the purpose and nature of the trip, the age and maturity of the pupils, the experience of the accompanying adults, and any special needs. In general, the preferred supervision ratio for QEH School trips/visits is 1:15 plus 1 (i.e. a trip with 15 pupils will have two staff). In the Junior School, the normal ratio of adults to children will be ideally 1:10 for low risk trips. For higher risk trips the ratio should be 1:10 plus 1. If there are children under the age of 8 years, staffing ratios for these children should be 1:8 (i.e. for Year 3). Advice may be sought from the EVC who will advise on the appropriate final staff: pupil ratio for the trip.

The staffing ratio and relevant experience of staff on the trip will be considered by the trip leader and the EVC when planning the trip. The trip leader should also take into account the children's age, experience away from home, capabilities, discipline and nature of activities. Hazardous and adventurous activities (e.g. Duke of Edinburgh's Award Scheme expeditions, climbing, sailing and Ten Tors) will require fully trained staff. Such trips may require the employment of qualified staff from Activity Centres.

Staffing ratios for visits are difficult to prescribe as they will vary according to the activity, age, group, location, and the efficient use of resources. However, there must always be enough supervisors to cope with an emergency situation.

If the numbers on the trip are such, that the party needs to be split into two or more groups. Each group must be seen as a separate entity. Each group must have its own designated party leader, appropriate supervision ratios, first aid kit, details of pupils and sufficient finance to cover unexpected costs. An example of this would be – travelling to an airport in two coaches. If one coach broke down and was unable to continue the journey; pupil details and supervision ratios are essential and school credit card per coach would be useful to cover any unexpected costs.

If a parent or volunteer is permitted to be included on an overnight trip or will have unsupervised access to pupils, they must be DBS-checked and must be issued with the risk assessment form.

Party leaders must detail, in writing, the responsibilities of staff and adult supervisors on each visit; a briefing meeting is considered best practice. Specific details for levels of supervision and any 'free time' should be made clear to parents, together with expectations of pupils, best covered by a behavioural contract, with a consent form signed by parents and pupils.

Pupils must know where they can contact an adult member of the party at all times. All staff will have a list of all pupils on the visit. Checks and roll calls should be frequent.

Co-educational groups must wherever possible contain at least one member of staff of each sex. If organising the appropriate staffing for a co-educational trip is proving difficult then the trip leader must consult the EVC as soon as possible. The party leader must ensure that he/she has access to a mobile phone. Ideally at least one member of staff should be competent in First Aid and hold a valid First Aid certificate – if this is not the case the party leader must consult the EVC. Each member of staff should receive written or oral instructions specifying his or her duties, although ultimate responsibility for ensuring these duties are fulfilled rests with the party leader.

It is accepted that on residential trips pupils cannot be supervised throughout the full 24 hours of any day, but staff must use their professional judgement when assessing how much freedom pupils are given when unsupervised. Much will depend on the age and maturity of the pupils concerned and on the potential hazards of the location.

If pupils are to be unsupervised, they must be given clear instructions to stay in groups of a minimum of three (groups of four in the Junior School), to confine themselves within a certain area, to obey instructions about what is and what is not permissible, and to rendezvous at a predetermined point within a specific space of time. Pupils should always carry a form of

personal identification and the trip leader's emergency contact details with them; cards may be issued at the start of the trip (see details of card below). For overseas trips, this information should include a note in the relevant foreign language giving the reader instructions on how to contact the trip leader. Members of staff are urged to err on the side of caution.

Consumption of Alcohol

Alcohol must not be consumed by staff on day trips. On overnight visits it is accepted that some staff may wish to have one alcoholic drink with a meal, however at least two members of staff must not drink alcohol in case of an emergency and/or having the need to drive. Staff should not drink spirits. With large trips (30+), or in remote locations the number of non-drinking staff may need to be higher (decided by the trip leader and EVC before the trip goes out). Where the number of staff is higher than 4 at least 50% of staff must remain alcohol free, i.e. 10 staff at least 5 must not drink. Alcohol cannot be expensed to the school.

The consumption of a glass of beer or wine (never spirits) with a meal by senior pupils on a residential trip is permitted under certain supervised conditions only. Permission is at the discretion of the trip leader and must be declared on the trip application form so that the EVC can cover this important issue at the planning stage. It must also be appropriate to the country's laws on alcohol consumption. No alcohol will be bought or drunk privately by pupils and staff will undertake random bag and room checks to monitor the situation. Parents must be made aware of the trip policy on the consumption of alcohol at the planning stage and are given the option to withdraw this privilege if they so wish. If a pupil has to be returned home for a breach of the trip rules on the consumption of alcohol, this will be at the parents' expense.

Preparing Pupils and Communication with Parents

There should always be an educational value to any proposed School trip/visit. Pupils will be informed of the purpose of each trip and should be involved in the risk assessment process as far as is practicable.

All pupils must be briefed before a visit takes place.
They must understand:

- The aims and objectives of the trip
- The details of the trip – dates, times, accommodation, travel arrangements
- The roles and responsibilities of the accompanying adults
- If the party is to be divided into sub groups, the composition of these groups
- What standard of behaviour is expected and the consequences of misbehaviour
- Rendezvous procedures
- How to avoid specific dangers
- Emergency procedures

It is important that Parents are given full written details relating to the organisation of all visits outside the School site. For all such visits, including residential ones, a letter specific to that trip will be sent to the parents of participating pupils.

Parental consent must be received acknowledging receipt of the letter and giving permission for pupils to take part in each trip if it takes place out of normal school hours.

For all residential visits parents will be reminded of the School's expectations of behaviour and the student code of conduct. Parents will be asked to sign an:

- overall consent for the pupil's inclusion on the trip
- a conduct form agreeing to the application of the School Code of Conduct and the exercise of School disciplinary measures if necessary

A separate consent form is required for each residential trip, except when there is more than one excursion relating to the same event (e.g. training walks, weekends and organised events such as Duke of Edinburgh's Award Scheme expeditions). In this case parents are requested to ensure any changes in medical condition and contact details are updated. All parents are asked to sign a medical consent form when their child joins the senior school which includes consent, if the parent cannot be contacted, for emergency medical attention (including any treatment considered necessary by a qualified medical practitioner) for trips throughout the school. If the pupil is taking any medication with them on a school trip then parents are asked to sign an additional consent form for that medication. During the planning process, the trip leader will ask the School Nurse to provide medical information of the pupils involved in the trip.

It is the School's responsibility to include all pupils who might wish to participate in a school activity/trip/excursion regardless of ethnic origin, religion, sex, etc. The requirements of pupils with Learning Difficulties or Disabilities and/or Special Educational Needs will also be taken into account during the planning process. These will be included when writing risk assessments and may affect the staff to pupil ratio. Any such information must be taken on the trip.

Parents should ensure their child understands their responsibilities during the trip and understands the implications of signing the conduct and consent form.
The School will provide parents with key contact details. Before the trip, pupils should know:

- who is in charge of the trip
- how to behave
- what to do if they get lost or into difficulties.

During any trip pupils should always know how to contact a member of staff. During trips involving overnight accommodation pupils need to know the location of staff rooms.
A pre-trip information meeting should be held for staff, parents and pupils involved on residential trips (adventurous activities, ski trips, foreign exchanges, sports tours etc.). Any parent not able to attend the meeting will be given the information in writing, usually by email. Full itineraries must be given to parents in advance of residential visits.

In most circumstances SchoolBase can be used to communicate with parents regarding late arrival times etc. but on residential visits an SLT contact must be designated and his/her telephone number given to parents in advance of the visit.

Contact with parents by staff will usually be via email, text or telephone for overseas or large-scale trips.

Parents are to be informed that, if a pupil has to be returned home for serious disciplinary matters, it will be at the parents' expense. A decision to send a pupil home can only be taken after the group leader has discussed the matter with the Head or the Deputy Head.

All pupils are made aware of the safety arrangements on all modes of transport. These details will be included in the risk assessment for that trip.

Leaders must have a sufficient 'float' of money to cover unforeseen expenditure on visits.

Safeguarding and Child Protection

A disclosure or concern should be reported to a DSL at the earliest, safe opportunity. All staff on a trip should be made aware of this procedure by the Group Leader and be familiar with the contents of the Safeguarding and Child Protection Policy.

Discipline and Sanctions

1. Normal school rules will apply on all school visits; they are to be vigorously enforced and breaches dealt with appropriately at the time.

2. Breaches of discipline on visits should be reported to the relevant Head of Year in writing either during, or on return to school, as appropriate. Serious breaches should be reported to the Deputy Head (Pastoral) or the designated SLT member.

3. Parents and pupils need to be fully informed of the range of sanctions which can be used on a residential visit; should either a pupil or parent indicate that they are reluctant to accept these sanctions, then the pupil will not be allowed to go on the visit.

4. Pupils with a poor disciplinary record should not be automatically excluded from visits. The Leader should raise any individual concerns with the Head prior to the visit

Risk Assessment and First Aid

The object of a risk assessment (RA) form is to enable the staff undertaking a trip to adopt proactive procedures to manage identified risks. Risk Assessments are compulsory for all trips an RA form is required before a trip can go ahead.

The School provides generic and specific assessments, which staff can download and adapt as appropriate.
Generic Day Trip Risk Assessment 2025.docx
Generic Residential Risk Assessment 2025.docx

All staff on a trip must be given and sign the risk assessment with which they are expected to comply.

First Aid provision must be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad, it is essential that there should be at least one trained First Aider in the group. The trip leader should have a working knowledge of First Aid and all adults should be aware of how to contact the emergency services. First Aid kits should be readily available, though the contents will depend on the planned activities.

Travelling First Aid kits are available from the Heath centre by prior arrangement with the School Nurse. They are standard kits, but special requirements can be accommodated provided a few days' notice is given.

Any accidents during a day trip should be reported as soon as practically possible on the trip. Any accidents or treatment given during residential trips should be documented on the Medication and Treatment log provided by the school nurse in your Student Health details pack. It is also the responsibility of the venue you are visiting to report any accidents so please ensure you notify them at the time of incident.

The School Nurse will provide a list of all health details for the pupils on the trip including any special care plans for example for those pupils with Diabetes or Severe Allergies. Staff should be aware of Natasha's Law when students are using any catering outlets. For foreign trips the School Nurse will also provide translation cards for those pupils with severe allergies. Please refer to Natasha's Law (Natsha's Law.docx) (**appendix m**) when using caterers and centre cafeterias. This allows the student to confidently ask about specific ingredients to catering staff and shops. For trips that involve flying, the School Nurse will also provide a letter requesting permission for Adrenaline pens to be held in hand luggage. With this in mind, it is important that staff arranging the trip advice the school nurse about method of transport.

The School Nurse advises all staff that if they are taking any boys who carry an adrenaline pen they should discuss the correct and safe use of adrenaline pens prior to the trip. Any Diabetic pupils should meet with the trip leader, the School Nurse and their Diabetic Nurse in advance in order that treatment and safety can be discussed.

All staff should be aware of the symptoms and dangers of sepsis. (**appendix h**) Sepsis.docx

Staff taking students on outdoor pursuits should be particularly vigilant for ticks, especially on Exmoor and Dartmoor. (**appendix l**) Lyme disease.docx

Emergency Procedures

Leaders and members of staff on visits away from the school have access to the School Emergency Information. Emergency procedures on a school trip.docx
(**appendix g**). All staff on visits should carry the emergency contact cards.

In the event of an emergency, the leader of the party or responsible member of staff is to contact the Head or member of the Senior Management Team who will initiate the School Emergency Plan.

Leaders and adults must make sure that pupils are fully briefed about the local conditions which they are likely to face; pupils must also be told what to do if they encounter any difficulty or emergency; pupils must know where to find either the leader or an adult.

All adults on a visit should have a list of pupils and their parents' emergency contact numbers.

In the event of an accident or illness, the leader of the party is to contact the Head or member of the Senior Management Team, who will endeavour to contact parents at the earliest opportunity. If any pupil sustains an injury, an Accident Report must be made and eye-witness accounts recorded. The Head or member of the Senior Management Team will decide whether to initiate the School Emergency Plan.

Leaders should consider contingency plans for eventualities which may happen on a visit (e.g. care and/or return of ill/injured pupils, early return for disciplinary reasons); as far as is possible, parents should be informed of these plans in advance of the visit.

One member of SLT must be available as the designated emergency contact, including visits during school holidays.

At least two weeks prior to any trip's departure the party leader must have completed the risk assessment and have listed all emergency contacts for use if necessary by staff on the trip, the School Office, the SLT and the DFO.

The School's Critical Incident Policy covers the management of a major incident, disaster or emergency.

To assist any third party in the case of an emergency, pupils can hold a contact ID card (sample below)

My name is ..... and I am a pupil of QEH School, Bristol, England on an Educational Visit to ..... from .. / .. / ... to .. / .. / ... For emergencies, please use the telephone numbers on the reverse of this card.	Contact numbers in priority order: FIRST: My teacher is ..... who can be contacted on ..... SECOND: I am staying at ....., where the telephone number is ..... THIRD: My home telephone number is .....

Insurance Arrangements

The school has an insurance policy which covers all transport and medical needs for most trips. Trip leaders will have details of this and parents can be issued with the details upon request. Pupils are not insured for pre-existing medical conditions and parents should organise additional insurance in such cases.
For certain high risk activities it may be necessary to take out additional insurance. The trip leader should seek advice from the DFO well in advance of the trip as an additional premium may be required and this will need to be added to the cost of the trip. Contact details for the insurance company must be taken on the trip.

1. A statement on insurance cover should be prepared in consultation with the finance office where appropriate, i.e. on residential visits.

2. Parents must be made aware of any insurance cover that has been arranged. Details should be confirmed in the Finance office.

3. On non-residential visits no special insurance should be necessary: if in any doubt, check with the Finance office.

4. The school has insurance which covers staff and pupils for visits. A copy of the policy is available from the Finance office and should be taken on the trip.

5. It is the responsibility of the team leader to understand what activities and belongings are covered by the policy and what are exempt.

Costings and charges

The full cost of the trip including staff places should be included in the in the overall total apportioned to pupils. It is wise to include a reasonable element for unforeseen expenses, which if unspent will either be refunded or remain in the school trips account.

Transport, tuition and/or accommodation costs incurred due to unexpected achievement or necessarily late notification should be brought by the trip leader to the attention of the Head.

Where an expedition is deemed to be an optional extra, the Head reserves the right to exclude any pupil from participation. It is the School's policy not to allow parents in arrears with the payment of tuition fees to incur additional expense.

Visits organised by Departments should be budgeted for on an annual basis and costs submitted with the budget requests. Parents should not be billed for day visits without the approval of the EVC/Deputy Head.

Competencies in Activities (appendix j)
Approval_of_Leaders.pdf

Accompanying adults must have a reasonable knowledge, experience and skills (and in hazardous activities, qualifications) in the activities undertaken. Where outside persons are involved with leading specified activities their qualifications must be appropriate and current, assurances of this should be obtained from the company by the trip leader in advance. Leaders must be satisfied that pupils are medically fit to undertake the planned activities.

Trips may be school-led or organised by an external activity provider. For adventurous activities, providers may be either licensed or non-licensed providers. However, it is the duty of the trip leader to carry out checks to ensure whether the provider is legally required to hold a licence for the activities it offers and, if so, to ask if the provider actually holds a licence. If a provider is not required to hold a licence, the trip leader should check necessary details such as safety arrangements and experience.

If provider holds a Learning Outside the Classroom (LoTC) certificate and can show proof of this, viewing their risk assessments is not required. If they do not, or the trip is overseas a provider statement should be sent to be completed Trip Provider Statement.docx (**appendix d**)

The member of staff leading the trip is required to assess the safety arrangements of the venue and the activities to be carried out. If any external leaders are involved, the trip leader should ensure these external leaders are competent and adequately insured.

Furthermore, they have a continuing duty of care to ensure that external leaders who have control over any pupil demonstrate an appropriate level of skill and exercise a proper level of care towards that pupil. A written agreement should be sought in advance of the trip, indicating in which circumstances centre staff will expect to be responsible for pupil safety. Any transfer of responsibility between School and centre staff must be clear to both pupils and all adults. A contingency plan for the unforeseen withdrawal of adult supervisors should be drawn up before each session.

If a member of staff has any reason to doubt the competence or conduct of any adult on a visit, this should be made known to the leader at once with fully documented evidence (e.g. witnesses). It is the leader's responsibility to deal with the matter at once, if necessary aborting the activity in the interests of safety for the pupils and contacting Senior Management at school. All discussions should be accurately recorded.

In situations in which remote supervision is required, all staff, helpers and instructors will have relevant experience and training. Pupils will be given information regarding safety and contacting staff. This information will be written in the risk assessment and/or in the risk assessment of the activity provider. The school's risk assessment must always be used in conjunction with the activity provider's risk assessment.

Swimming (**appendix h & i**)
Swimming-Pools.pdf

For any activity that is water-based (including the use of a hotel swimming pool) parents will be required to complete a form indicating the competence in water of their son/daughter. This must

be discussed with the EVC to be approved before it is included in the trip activities. The trip organiser must ensure that this has been completed for all students, before they are allowed to swim. Also a pool provider statement will need to be completed by the venue Swimming pool provider statement.docx this will allow assessment of the safety and supervision that will be provided. A staff member must be present at the pool/swimming area at all times and students must never enter the water without supervision.
For natural water swimming extra precautions must be taken. Natural-water-bathing.pdf.

Appendices:

Appendices (All useful forms on EVC Teams page)
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a) V1 APPLICATION FOR APPROVAL FOR OUT OF SCHOOL ACTIVITY

V1 Trip approval and budget form.xlsx

b) Check List for Day Visits

Check List for Day Visits

Initial approval (for new trips)

- Discuss trip idea and gain approval Assistant Head (co-curricular and logistics) - TD
- Complete V1 trip approval and budget form and email to TD and bursary.

Next steps/existing trips

- Discuss trip and H&S with EVC (TD)
  - If using third party companies for activities check appropriate qualifications and risk assessments are in place?
    - Do they have Learning Outside the Classroom Certification (LOtC)?
    - If not get the centre to complete a Provider Statement Form.
  - Staffing ratios to be confirmed through Risk Assessment Form with EVC.
  - One member of staff must know how to administer first aid & use an EpiPen.
- Letter to the school office to be proof-read and sent to EVC and My School Portal (MSP) administrator.
  - MSP administrator will launch trip on MSP and letters will go out to parents
- Inform Cover Supervisor of lesson cover needed.
- Complete the RA approval procedure

At least one week before

- Ensure Risk Assessment is approved by EVC and Deputy Head. (Attach a list of names of all students on the trip and a brief itinerary for the day)
- Book First Aid kits from School Nurse & give School Nurse list of pupils going; discuss medical issues with nurse and check medical needs of staff on trip.
- Visit Leader (VL) and Deputy Visit Leader (DVL) should be confirmed.
- Email a list of pupils going on the visit to teaching staff.
- Meet with the EVC to discuss final arrangements.
- Briefing meeting with relevant staff.
- Inform catering.

On the day of the trip

- Leave a list of the pupils going on the visit with the Attendance Officer.
- Leave a list of the pupils going on the visit with designated SLT member in advance if trip outside school hours.
- Ensure pupils are registered/report any absences to Attendance Officer.
- Trip leader has access to Emergency Information Sheet, SLT emergency contacts and all pupil data (including medical details) . Do not take paper copies unless you have agreement from EVC.

Upon Return

- Ensure all pupil data is 'double deleted' and/or shredded.
- Evaluate trip with EVC and report any issues

c) Check List for Residential Visits

Trip approval and launch protocol (at least 5 terms before proposed date)

1. Discuss initial trip idea and plausibility with Assistant Head (co-curricular and logistics) - TD
2. Complete V1 trip approval and budget form
3. Discuss trip and H&S with EVC (TD)
4. Trip approval Assistant Head (co-curricular and logistics) and Headmaster (for high cost/risk trips)
5. Letter to school office to be proof-read and sent to EVC and My School Portal (MSP) administrator.
6. MSP administrator will launch trip on MSP and letters will go out to parents

Checklist

When meeting with the EVC these points will need to be addressed

- If using third party companies for activities check appropriate qualifications and risk assessments are in place:
  - Do they have Learning Outside the Classroom Certification (LOtC)?
  - If not get the centre to complete a Provider Statement Form.
- Staffing ratios to be confirmed through RA form with EVC.
- If travelling abroad, OEAP Over-seas document must be consulted by visit leader and EVC
- At least one member of staff is trained to administer first aid & an EpiPen.
- Visit Leader (VL) and Deputy Visit Leader (DVL) should be confirmed.
- If sharing pupil data with third party seek assurances, in writing/via email that their management of data is secure and all data will be deleted at the end of the trip.

After approval

- Plan a parents' information evening & get parents to sign consent forms. Have you issued itineraries, kit lists, contact cards etc?
- Collect the following for trip information pack:
  - Copies of Passports & EHICS
  - Risk assessment
  - Medical details
  - List of pupils attending including their mobile numbers
  - Staff contact details
  - Details of hotel
  - Itinerary
  - Medical details
  - Consent forms.

(Once complete an electronic copy must be sent to the school office, bursary and the SLT cover)

- Book First Aid kits from School Nurse & give School Nurse list of pupils going; discuss medical issues with nurse and check medical needs of staff on trip.

At least a week before departure

- Arrange a meeting with the EVC to discuss final arrangements and check the content of your trip information pack.
- Provide EVC with RA and itinerary of trip.
- Ensure you have sufficient cash/credit with you.
- Briefing meeting with relevant staff. All read and sign the Risk Assessment.
- All staff attending will have access to the Emergency Information Sheet, SLT emergency contacts and pupil data (including medical).
- Trip leaders must have read the advice for dealing with a disclosure have access to CPOMS.
- All pupil data must be encrypted and stored on a school device. Encrypted memory sticks are available from EVC. Paper copies can only be taken on trip in agreement with EVC.

Upon Return

- Ensure all pupil data is double deleted and/or shredded.
- Evaluate trip with EVC and report any issues. Return memory stick.

Insurance details are available from the Finance office if required.

d) Emergency Procedures on a School Trip

A copy of the following guidelines must be taken by the Party Leader and his or her deputy.

- Establish nature and extent of the emergency.
- Make sure that all other members of the party are accounted for and are safe.
- If there were injuries, establish their extent and administer first aid (if you have been trained or feel capable – but be aware of consequences that might follow were you to give incorrect treatment).
- Establish names of the injured and call relevant emergency services.
- Advise other party staff of the incident and that emergency procedures are in operation.
- Contact the Head or senior member of staff on duty.
    - After initial information to the Head, immediate action will be agreed.
- Ensure that an adult from the party accompanies casualties to hospital.
- Ensure that the remainder of the party are adequately supervised throughout and arrange for their early return to base.
- Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all children are accounted for.
- Control access to telephones until contact is made with the Head, emergency contact or designated senior member of staff and until he/she has had time to contact those directly involved. Pass full details of the incident (name, nature, date and time of incident, location of incident, details of injuries, names and telephone numbers of those involved, action taken so far).
- Telephone numbers for future communication (identify alternate telephone numbers in case telephone lines become jammed).
- School to arrange for contact to be made for all parents of those involved. In serious incidents parents of all party members should be informed.
- Media:
    - The Head should act as the point of contact with the media to whom all involved should direct questions.
    - Under no circumstances should the name of any casualty be divulged to the media.
- Party leader should write down as soon as practicable all relevant details. A record should be made of any witnesses. Any associated equipment should be kept in its original condition.

- Legal liability should not be discussed or admitted.
- All accident forms should be completed and insurers and HSE or Local Authority inspectors should be contacted.
- Inform parents of any delays that will be necessitated.

Procedure if a Child Goes Missing

- **Initial Search**: Immediately initiate a search of the area where the child was last seen. This involves coordinating with other staff and asking nearby people if they have seen the child.
- **Communication**: Use mobile phones or other communication devices to alert all staff members present on the trip of the missing child.
- **Contain the Group**: Keep the rest of the group together in a safe location with adequate supervision.
- **Inform Authorities**: If the child is not located within a reasonable timeframe, inform local authorities (police, site security, etc.), providing a detailed description of the child and any identifying details.
- **Notify School/SLT contact**: Contact the school to inform senior staff of the situation, who will coordinate with parents and emergency contacts.

e) Provider statement

Notes for the Visit Leader

- You should complete Part 1 and then send the form to the provider for completion.
- You should not send this form to a provider that holds a valid Learning Outside the Classroom Quality Badge, unless you require confirmation of the questions in Section A. Details of the badge and its holders can be found at lotcqualitybadge.org.uk.
- If you need advice on the interpretation of information given by the provider on this form, you should contact your establishment's Educational Visits Coordinator (EVC).

Notes for the Provider

- Thank you for completing this form. It is designed to help the Visit Leader confirm that you meet required standards.
- Please complete Part 2 and return it to the Visit Leader at the establishment named below.
- You can find out about the guidance that establishments and Visit Leaders should follow at oeapng.info – see especially document 4.4h "Using External Providers and Facilities".

PART 1: To be completed by the Visit Leader

Name & address of establishment (school/service)	
Email	
Name of Visit Leader	
Name of provider	
Proposed date(s) of visit	

PART 2: To be completed by the provider

Please consider the following questions and respond with YES, NO or N/A, or give the specific information required. If you wish to provide additional information, please add * to your response, and give the information in the space provided at the foot of the form.

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

SECTION A **To be completed for all types of visit**		
1.	**Learning Outside the Classroom Quality Badge**	
1.1	Do you hold a valid Learning Outside the Classroom Quality Badge?	
2.	**Data Protection**	
2.1	Do you comply with the Data Protection Act 2018 and GDPR?	
2.2	Do you have a privacy policy that explains how any personal data the establishment shares with you will be shared, used, stored, secured and eventually deleted or returned?	
2.3	Do you undertake to ensure that no images of participants are taken or used for marketing purposes, or published in any way, without the specific written consent of the establishment and of the participants (or their parents if the participants are under 18)?	
3.	**Waivers / Disclaimers**	
3.1	Do you guarantee that the establishment, the participants or their parents will not be required to agree any waiver or disclaimer which seeks to limit your liability for death or personal injury resulting from your negligence?	

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

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

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

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

SECTION E **To be completed if the visit includes an overseas expedition as defined at oeapng.info/downloads/download-info/7q-overseas-expeditions**		
13. **Overseas Expeditions**		
13.1	Do you comply with British Standard BS8848:2014?	

SECTION F – ACCREDITATION
14. **Details of any accreditations held by the Provider**

PROVIDER CONFIRMATION			
I confirm that the details given above are correct, and that our organisation will give prior notification of any significant changes that might affect the safety and wellbeing of user groups.			
Signed		Date	
Name		Position	
Name of Provider			
Address of Provider			
Telephone		Website	
Email			
Additional information			

f) Coach/minibus transport provider statement

Notes for the establishment (school/service etc.)

- You should complete Part 1 and then send the form to the provider for completion.
- If you need advice on the interpretation of information given by the provider on this form, you should contact your establishment's Educational Visits Coordinator (EVC).

Notes for the coach/minibus transport provider

- Thank you for completing this form. It is designed to help the establishment confirm that you meet required standards.
- Please complete Part 2 and return it to the contact at the establishment named below.

PART 1: To be completed by the establishment (school/service)

Name & address of establishment (school/service)	
Email	
Name of contact	
Name of transport provider	
Age range of the group(s) travelling	
Details of any relevant characteristics or special needs of the group(s) (e.g. wheelchair users, disabilities, behaviour)	

PART 2: To be completed by the transport provider

Please consider the following questions and respond with YES, NO or N/A, or give the specific information required. If you wish to provide additional information, please add * to your response, and give the information in the space provided at the foot of the form.

Please complete this section for all transport provision		
1.	Do you hold a valid Public Service Vehicle licence?	
2.	What is your current Operator Compliance Risk Score (red, amber or green)?	
3.	Will any coach or minibus used, and its driver, comply with all legal requirements?	
4.	Will any coach or minibus used have undergone recent thorough safety checks in line with government guidance? Checks should be every 4 to 13 weeks depending upon the age of the vehicle and its operating conditions.	
5.	Does a competent person do a walkaround check on vehicles daily before use?	
6.	Will any coach used comply with UN ECE regulation 66 regarding the strength of the roof? (Applies only to single-deck coaches designed for more than 22 passengers)	
7.	What is the indemnity limit of your public liability insurance?	£ M
8.	Do you hold employer's liability insurance?	
9.	Will any coach or minibus used have seat belts and/or child restraints for every seat, which are appropriate to the group?	
10.	Will any coach or minibus used have access and secure positioning for a wheelchair if required?	
11.	Will any coach or minibus used be equipped with all necessary safety equipment including a first aid kit, fire extinguishers and functioning torches?	
12.	Will any coach or minibus used carry spare drinking water for all passengers in the case of a long delay?	
13.	Will drivers carry a valid Driver Certificate of Professional Competence (CPC) card which will be available for inspection?	
14.	Will drivers conform fully with all driving hours regulations?	
15.	Do you have recruitment procedures which ensure that drivers are suitable for working with children?	
16.	Will any drivers have undertaken an enhanced DBS check?	
17.	Have you carried out a specific health and safety risk assessment for travel with groups similar to the group(s) expected from this establishment?	
18.	Have all drivers received training to operate with groups similar to the group(s) expected from this establishment?	
19.	Will drivers have an emergency procedure to follow in the event of an incident (for example, a breakdown on a motorway)?	
20.	Will you have a 24/7 helpline for the duration of any journey?	
21.	Will you have adequate backup available (for example, if a coach or minibus becomes unserviceable, a driver is sick or there is an incident)?	
22.	Do you agree not to sub-contract coach or minibus provision to another provider without the establishment's agreement?	

Please complete this section if any transport provision will be outside the UK		
1.	Does all your insurance cover operating outside the UK?	
2.	Is your Public Service Vehicle licence valid in the countries to be visited?	
3.	Are drivers experienced in driving in the countries to be visited?	
4.	Are drivers aware of all relevant regulations in the countries to be visited, including driving hours regulations, speed limits, traffic signs, etc.?	
5.	Are drivers experienced in the conditions to be expected (e.g. mountain roads, winter conditions, using snow chains)?	
6.	Do drivers speak the local languages?	

COACH/MINIBUS TRANSPORT PROVIDER CONFIRMATION				
I confirm that the details given above are correct, and that we will notify the establishment of any changes.				
Signed			Date	
Name			Position	
Name of Provider				
Address of Provider				
Telephone		Website		
Email				
Additional information				

g) Swimming pool provider statement

This form is designed for an establishment such as a school, college or youth organisation to send to the provider of a swimming pool in the UK, in order to check that the pool and related provision meets required standards.

Notes for the establishment planning a visit to the swimming pool

- For advice on using a swimming pool, see OEAP National Guidance document 7.1x "Swimming Pools".
- You should complete Part 1 and then send the form to the swimming pool provider for completion.
- If you need advice on the interpretation of information given by the provider on this form, you should contact a Technical Expert or your employer's Outdoor Education Adviser.
- You may need to ask additional questions depending upon your requirements. For example, about the provision for any participants with specific special needs or disabilities, or whether you can have exclusive use of the pool or changing facilities.

Notes for the swimming pool provider

- Thank you for completing this form. It is designed to help the visiting establishment confirm that you meet required standards.
- Please complete Part 2 and return it to the contact person at the establishment named below.
- You might be able to remove the need for establishments to send you similar forms in the future, by publishing the relevant information on your website.

PART 1: To be completed by the visiting establishment

Name & address of establishment (school/college/service etc.)	
Name and position of establishment contact person	
Email	
Phone	
Name and address of swimming pool	

PART 2: To be completed by the swimming pool provider

Please consider the following questions and respond with YES, NO or N/A, or give the specific information required. If you wish to provide additional information, please add * to your response, and give the information in the space provided at the foot of the form.

SECTION A **To be completed by all providers**		
15. **Data Protection**		
15.1	Do you comply with the Data Protection Act 2018 and GDPR?	
15.2	Do you have a privacy policy that explains how any personal data the establishment shares with you will be shared, used, stored, secured and eventually deleted or returned?	
15.3	Do you undertake that no images of participants will be taken or used for marketing purposes, or published in any way, without the specific written consent of the establishment and of the participants (or their parents if the participants are under 18)?	
16. **Waivers / Disclaimers**		
16.1	Do you guarantee that the establishment, the participants or their parents will not be required to agree any waiver or disclaimer which seeks to limit your liability for death or personal injury resulting from your negligence?	
17. Insurance		
17.1	Do you hold public liability insurance which will be current during any visit by the named establishment, and which covers all directly provided and sub-contracted activity, including any lifeguards or swimming instructors not directly employed by you?	
17.2	If Yes, what is its indemnity limit?	£ M
18. **Health and Safety**		
18.1	Do you have a written health and safety policy and recorded risk assessments, including a fire risk assessment, which are available for inspection?	
18.2	Do you comply with the guidance in the current version of the Health and Safety Executive publication HSG179 "Health and Safety in Swimming Pools", including about maintenance, competence of pool plant operators, Legionella, first aid, alarms, emergency equipment and prevention of unauthorised access to plant rooms etc.?	
18.3	Are written emergency procedures available, including an evacuation plan?	
18.4	Is pool water quality monitored regularly, and does it meet required standards?	
18.5	Are clear signs installed indicating depth, and indicating where diving or jumping is not permitted, based upon your risk assessments and the guidance in HSG179?	
18.6	Is there a poolside alarm or other means of alerting users or summoning assistance, consistent with guidance in HSG179?	
18.7	Are sufficient first aid supplies readily available for visiting groups to use if necessary?	
18.8	Is adequate poolside rescue equipment available for visiting groups to use if necessary?	
18.9	Are current written operating procedures available?	
19. **Safeguarding**		
19.1	Are your staff who have access to changing rooms appropriately vetted, with DBS checks?	
19.2	Do changing rooms allow privacy for mixed-sex groups?	
20. **Visiting Groups**		
20.1	Are establishment staff provided in advance with relevant information from your operating and emergency procedures, made aware of their roles in them, and provided with any necessary training?	
20.2	What is the maximum number of participants the establishment can bring (including learners and establishment staff who will enter the water), so that the maximum pool load is not exceeded? If this varies from visit to visit, please explain, in section D below, how the number will be agreed on each occasion.	

SECTION B To be completed if you provide lifeguards		
1.	Do all lifeguards hold current appropriate nationally-recognised lifeguard qualifications, such as those recommended in OEAP National Guidance document 7.1x "Swimming Pools"? If any lifeguards do not hold such a qualification, please explain, in section D below, how you assess their competence.	
2.	Are all lifeguards tested to the maximum depth of the pool?	
3.	Do all lifeguards participate in regular ongoing training, as recommended in HSG179?	
4.	Is the number of lifeguards on duty always appropriate for the number of people in the pool, their abilities and planned activities, and based on your risk assessments and the guidance in HSG179?	
5.	Are any of the lifeguards not directly employed by you? If so, please explain in section D.	

SECTION C To be completed if you provide swimming instruction		
1.	Do the lead swimming teachers/instructors hold a minimum of the SEQ Level 2 Teaching Swimming Level 2 award or equivalent, and do any assistants hold a minimum of the SEQ Level 1 Swimming Assistant award or equivalent? If not, please explain, in section D below, how you assess their competence to instruct swimming.	
2.	Are establishment staff expected to assist with swimming instruction?	
3.	Is the maximum number of learners per swimming teacher/instructor appropriate for their ability and the nature of the pool, and in keeping with your risk assessments?	
4.	Are any of the swimming teachers/instructors not directly employed by you? If so, please explain in section D below.	

SECTION D Please provide any further information necessary to clarify your responses

PROVIDER CONFIRMATION				
I confirm that the details given above are correct, and that we will notify the establishment of any significant changes that will apply to any of its visits.				
Name				
Position				
Name of provider				
Address of provider				
Telephone		Website		
Email			Date	

h) Swimming Pools

Being able to swim could be lifesaving, and so learning to swim is an essential part of any young person's development. However, swimming is a potentially hazardous activity requiring appropriate management and supervision.

This document provides guidance for using swimming pools during off-site visits. It does not supersede any policy or guidance about swimming pools that your employer may have.

This document does not cover:

- the provision of swimming lessons, which should follow specialist guidance, such as that provided by the Association for Physical Education (AfPE), the Swimming Teachers' Association (STA), Swim England and Swim Wales;
- diving from high diving boards;
- the use of an employer's or establishment's own swimming pool, which should be covered in the pool's Pool Safe Operating Procedures (PSOP);
- the management of swimming pools.

For general considerations about selecting a facility such as a swimming pool, or an activity provider such as a swimming coach, see OEAP National Guidance document 4.4g "Selecting External Providers and Facilities".

For guidance about swimming in open water, see OEAP National Guidance document 7.1o "Natural Water Bathing".

The Health and Safety Executive (HSE) publication HSG179 "Health and Safety in Swimming Pools" is aimed at pool operators but contains much useful information for group leaders using swimming pools.

Deciding to Use a Pool

The use of a pool should be clearly identified as part of your visit planning, never a spontaneous decision. You should consider:

- whether the pool is:
    - supervised by competent person/s (see the section on Assessment of Competence below) or unsupervised (e.g., some hotel pools);
    - solely for your use, shared or open to the public: it can be much more difficult to supervise a group when other people are in the pool;
    - well-managed and well-maintained;

- the nature of the pool in terms of:
    - size;
    - depth and where it shelves;
    - shape (for observation purposes);
    - clarity of the water;
    - whether indoors or outdoors (weather considerations);
    - additional features (slides, diving boards, wave machines etc.);
    - ease of egress including hoists and emergency exits;
    - the grip of the pool side when wet;
    - type of pool walling (tiles can be cracked or sharp-edged);
    - type of chemicals in the water (possible allergies);
    - water outlets at least in pairs protected by grilles reducing the possibly of a swimmer being held by suction;
    - temperature of the water (recommended water temperature for recreational swimming in the UK is 27°C - 29°C) – monitor swimmers for getting too cold or too hot);
- the availability of safety equipment and resources:
    - available lifesaving and First Aid equipment;
    - means for summoning help;
    - availability of help or likely time taken for help to arrive;
    - ropes to mark off pool areas;
- the suitability of facilities for the group, for example:
    - privacy and security of changing rooms;
    - facilities for participants with disabilities (access, changing, toileting, hoisting);
    - areas for observing, eating and drinking;
- the size and competence of the visit leadership team;
- the planned activity in the pool;
- the swimming ability, water confidence, and any additional needs of the participants (including medical needs);
- provision of First Aid.

OEAP National Guidance document 8.1r "Swimming Pool Provider Statement" may be useful to help you check that a particular pool meets acceptable standards.

Awareness of Risk

Preventing incidents is preferable to responding to them. HSE has identified some simple and sensible steps during planning and preparation, which, when coupled with vigilant supervision, go a long way towards preventing accidents.

Your visit plans, based on a risk/benefit assessment, should address the following concerns identified by HSE:

- inadequate or inappropriate supervision;
- unplanned activities such as 'free swimming' entail more risk than
- programmed activities, and may need a higher level of supervision
- prior health problems (e.g., heart trouble, impaired hearing or sight, epilepsy);
- alcohol or food before swimming;
- youth and inexperience (half of those who drown are under the age of 15);
- weak or non-swimmers straying out of their depth;
- diving into insufficient depth of water (leading to concussion, or injury to head or spine);
- unruly behaviour and misuse of equipment;
- unclear pool water, preventing casualties from being seen;
- absence of, or inadequate response by, supervisors in an emergency.

Using a Lifeguarded Pool

All public or commercial UK swimming pools should have a Pool Safe Operating Procedure (PSOP), based on a risk assessment, including a Normal Operating Plan (NOP) and an Emergency Action Plan (EAP). You should refer to the PSOP when carrying out the visit-specific risk assessment, and all members of the visit leadership team should be familiar with any parts relevant to them.

Where the same swimming pool is visited regularly, the establishment's standard operating procedures should take account of the PSOP and the establishment should regularly liaise with the pool management to be updated on any changes. For guidance about standard operating procedures, see OEAP National Guidance document 1b "Foundations".

You should ensure that:

- clear behaviour expectations are set for participants;
- everyone from the establishment involved in supervision has a clear understanding of who is responsible for doing what:
    - this includes arrangements for the session, the rules and precautions as well as their role in an emergency;
    - the pool lifeguard(s) should deal with any emergency occurring in the water.
- relevant information about individual, medical or special needs is shared in accordance with the PSOP – this may include with the pool management and the lifeguards;
- any medication that may be needed in an emergency is accessible;
- the pool management is informed of the intention to visit so that they can be prepared to accommodate the group and ensure sufficient numbers of lifeguards.

You should actively monitor the participants and the activity. This may be from the poolside, or from appropriate viewing positions. When monitoring activity, you should look for good practice among lifeguards including:

- vigilance and concentration – lifeguards must not be distracted from their job of watching the pool users;
- positioning – all areas of the pool and poolside must be observed and supervised by the lifeguards;
- visibility – lifeguards must be to see the body of a small child at the bottom of the pool.

This can be affected by water depth, pool width, water clarity, ambient lighting, glare from sunlight, turbulent water etc.;

- the 10:20 system should be in evidence – lifeguards should be able to scan their zone within 10 seconds and get to an incident within 20 seconds;
- length of time on duty – lifeguards should rotate round other pool duties periodically to ensure they remain fresh.

It is the responsibility of the pool management to manage their lifeguards. However, if you become unhappy about any of the above, you should stop the activity.

In some countries overseas, where standards are not the equivalent of those in the UK, you may need to be extra-vigilant, and it may be wise to regard even a pool which does have lifeguards as being unsupervised.

Using an Unsupervised Pool

Unsupervised pools, such as in hotels, have varying levels of safety and facilities. Any use of such a facility must comply with any requirements of your employer (including approval if needed).

When planning to use an unknown pool for the first time you should consider the factors in the section above on Awareness of Risk, and also assess any other risks such as:

- slip trip or fall hazards from steps, edges, uneven or wet surfaces;
- entrapment hazards from grilles, ladders etc;
- hazards from sharp or damaged surfaces, edges or railings;
- unexpected sudden changes of water depth;
- cleanliness of the water.

You should discuss pool procedures with the owner or manager, and familiarise yourself and the visit leadership team with the PSOP if this exists. Arrangements for safe use of the pool and equipment, what to do in the event of injury, fire, and other emergencies must be clear.

You should decide whether suitable safety supervision can be provided from the group's own resources, or whether you need to bring in additional support.

It may be preferable for the group to have sole use of the pool, or for the group to stay in one area of the pool.

For a simple shallow pool, such as a 'paddling pool', where the leaders could not be out of their depth, and can easily retrieve an object of an appropriate size and weight from the bottom of the deepest part of the pool, the following minimum may be sufficient to supervise a group:

- water confidence;
- water safety awareness;
- training in First Aid including resuscitation/CPR techniques relevant to drowning.

In such a simple shallow pool, where there is a very small group all engaged in the same activity, it may be possible to supervise from in the water. In all other cases supervision should be led from the poolside.

Where the pool is deep enough to create any possibility of the need to carry out a 'swimming' rescue of a casualty, or to make quick retrieval of someone on the bottom difficult, then it is essential that at least one suitably competent person is designated as lifeguard.

The number of lifeguards required depends upon the size and nature of the group and the pool, and the nature of the activity (including whether it is structured or unstructured), and should be determined by a risk assessment. See OEAP National Guidance document 4.3b "Ratios and Effective Supervision".

Swim England publishes guidance about staff ratios for teaching swimming – see www.swimming.org/assets/a_guide_for_swimming_teachers.pdf
This can be used to inform decisions about suitable ratios for supervising swimming outside the context of teaching swimming, bearing in mind that a group taking part in unstructured activities might need a higher level of supervision than a group undertaking a structured swimming lesson.

Lifeguarding must be a lifeguard's sole activity – they must not be involved in the pool activity, or responsible for the wider supervision of anyone not swimming.

A designated lifeguard could be an appropriately qualified young person, but in this case a member of the visit leadership team must retain overall supervision responsibility at the poolside to guarantee appropriate levels of behaviour.

Qualifications and Assessment of Competence

For general advice on assessing competence, see OEAP National Guidance document 3.2d "Approval of Leaders".

A lifeguard should be trained and assessed to be competent in pool rescue and First Aid including resuscitation/CPR. The possession of an appropriate qualification provides evidence of such competence.

The Royal Life Saving Society (RLSS) offers a range of qualifications including for pool supervisors and lifeguards – see:
www.rlss.org.uk/our-qualifications-and-awards.

STA also offers a range of lifesaving qualifications – see:
www.safetytrainingawards.co.uk/qualifications/lifesaving.

It is important to understand the remit of any particular qualification and not to exceed the scope of a supervisor's or lifeguard's competence. In some circumstances a lifeguard may not need a qualification with the title 'Lifeguard'.

AfPE, in "Safe Practice in Physical Education, School Sport & Physical Activity", recommends the following minimum qualifications for leaders with responsibility for the water safety of participants in pools:

- for programmed activities:
    - RLSS National Rescue Award for Swimming Teachers and Coaches;
    - STA Level 2 Safety Award for Teachers;
- for unprogrammed activities or in a shared space where programmed and unprogrammed activities are taking place:

- RLSS National Pool Lifeguard;
- STA Pool Lifeguard.

Another suitable qualification for programmed activities in pools is a combination of the Level 3 In-Water Rescue and Pool modules of the RLSS National Water Safety Management Programme.

For further advice about appropriate qualifications, or other ways of assessing competence, you should consult your employer's Outdoor Education Adviser – see oeapng.info/find-an-adviser-home.

Jumping and Diving

Jumping and diving into water creates additional safety and management issues and should be allowed only in the context of a well organised and disciplined lifeguarded session.

Advice from HSE is that the requirements for allowing shallow diving are:

- 1.5m minimum depth of water;
- 7.6m minimum forward clearance or 'run out';
- 0.38m maximum freeboard (pool surround above water height).

If jumping and diving is to be allowed:

- you should comply with any PSOP and pool notices, but may choose to strengthen these arrangements depending on their group;
- there must be no swimmers in the area of entry;
- divers should not wear goggles;
- only flat racing dives should be permitted during a recreational swimming session;
- divers' footing must be secure at the edge of the pool (standing dives, toes over the edge - not running dives);
- prolonged underwater swimming after a dive should be discouraged.

The following types of water entry should be prohibited during a recreational swimming session:

- diving from a height, such as from high diving boards;
- running dives/jumps;
- backward dives;
- dives without hands in front of head;
- indiscriminate diving;
- somersault entries;
- 'bombing'.

i) Natural Water Bathing

Involving young people in well organised and supervised swimming or paddling in natural waters is an opportunity to develop their awareness of water safety and their swimming ability, as well as being great fun. These opportunities are important because swimming and paddling in natural waters present real risks: around 400 people drown every year in the UK, with the overwhelming number of incidents being with peer-led unsupervised sessions. The most effective way to reduce the risk of young people drowning is to teach them to swim and to give them the skills to make sound judgements about playing in and around natural waters.

Taking young people on a visit to the seaside or other open water in good weather, and then not allowing them to at least paddle or cool off in the water if it is safe to do so, is unreasonable and inappropriately risk averse. A balanced approach will ensure that the risks are properly managed so that young people are given these opportunities.

For the purpose of this guidance, Natural Water Bathing is defined as swimming or paddling outdoors in a natural setting such as a river or lake, or the sea. This document should be read alongside OEAP National Guidance document
7.2i "Group Safety at Water Margins".

For guidance on using swimming pools, including outdoor swimming pools see document 7.1x "Swimming Pools".

Natural Water Bathing should always be a robustly structured activity. This may be by reference to a pre-planned risk assessment and corresponding operating procedure, or it may be by making a more spontaneous plan, either of which should be reinforced by careful observation and judgement at the time. As with any activity, the leader must be clear that participants are not exposed to any significant risks. The pleas of participants to be allowed to bathe (e.g., because it is hot weather) must never be allowed to over-ride the leader's judgement of the situation.

When selecting where to swim, you should check that access is permitted to the water and to the bank or shore. Many canals and reservoirs in England and Wales are subject to byelaws which prohibit swimming.

Factors to Consider

As with other activities, planning should consider the STAGER variables (see OEAP National Guidance document 1b "Foundations"):

- Staff
- Timing
- Activity
- Group
- Environment
- Remoteness.

These variables are each considered in turn below.

The Visit Leader should assess the risks, taking account of all the STAGER variables, and decide on an appropriate safe supervision level and plan before the activity takes place. This plan should be communicated to all leaders and participants.

Staff

There must be sufficient leaders to supervise the planned activity, and they must be appropriately competent to do so.

Appropriate competence means being able to deal with the worst-case scenario in the chosen environment. For example, when paddling or cooling off in contained shallow waters, or at a beach when the sea is calm and there is no risk of anyone getting out of their depth or encountering currents or underwater hazards, this may simply mean being alert and having a suitable first aid qualification. When close to or entering a swiftly flowing stream or river, a leader may require experience and skills in white water safety and rescue. When it is possible for someone to get out of their depth, then 'in-water' lifesaving skills may be required. Therefore:

- A leader supervising participants entering, or at risk of entering, swift water should be approved as competent in white water safety and rescue;
- A leader supervising participants swimming out of their depth and beyond reach from the bank/shore should be approved as a competent life saver, and apply rigorous boundary conditions;
- Such leaders should hold either an appropriate qualification or a statement of competence signed off by a competent technical adviser – see OEAP National Guidance document 3.2d "Approval of Leaders"

The Royal Life Saving Society (RLSS) has published a National Water Safety Management Programme (NWSMP), which can help leaders to develop the competence they need. Details are available at: www.rlss.org.uk/national-water-safety-management-programme.

RLSS also provides open water lifeguard training. See: www.rlss.org.uk/open-water-lifeguard-qualifications

British Canoeing provides white water safety and rescue training. See: www.britishcanoeingawarding.org.uk/white-water-safety-rescue

Timing

Natural Water Bathing can be affected by when it happens. For example:

- The time of year affects water temperature;
- The date and time of day affects tidal heights and currents.

Activity

Natural Water Bathing can encompass a wide variety of activities, from paddling or sitting chatting in shallow water at the edge of a lake or sea, through bodysurfing in the sea in waist/chest-deep water, to swimming well out of one's depth.

Clearly the risks to be managed will differ across this range of activities, but it is important to recognise that the risks involved in any use of natural water should be carefully assessed.

It can be useful to consider four levels of activity:

1. Being by water with no intention of going in, but with the possibility that someone might (either accidentally or intentionally).
2. Going into shallow water – paddling, wading etc.
3. Going into deep water.
4. Water activities such as canoeing or surfing, or diving or jumping into water such as from sea cliffs or in a gorge.

Level 1 is covered by OEAP National Guidance document
7.2i "Group Safety at Water Margins"

Levels 2 and 3 are within the definition of Natural Water Bathing, covered by this document.

Levels 1, 2 and 3 are covered by different modules of the RLSS NWSMP.

Levels 3 and 4 should be regarded as higher-risk or adventure activities and managed accordingly. Leaders should be assessed as specifically competent to lead these activities. See OEAP National Guidance documents
3.2d "Approval of Leaders" and 7.1a "Adventure Activities". Parental consent should normally be obtained for these activities.

Group

The choice of activity, venue and the supervision required should be appropriate for the nature of the group and the individuals within it. Factors include:

- Number of participants;
- Age and physical ability;
- Water confidence;
- Swimming ability;
- Behaviour;
- Ability and willingness to understand and follow instructions.

It is important to recognise that someone who is confident in a swimming pool may experience difficulties when they enter cold or moving natural water.

Environment

Any proposed venue should be thoroughly assessed for suitability and hazards, including:

- Availability of any lifeguard service;
- Signs or information boards warning of hazards;
- Flagged areas for swimming;
- Local advice from, for example, a lifeguard, coastguard, harbourmaster, police or tourist information office;
- Toilet/changing facilities;
- Access and egress points to and from the water;
- Depth, temperature and clarity of the water;
- The nature of the sea/river/lake bed, e.g. weeds, sharp rocks, quicksand, underwater debris, steeply shelving, uneven or unstable;
- The nature of the bank or beach, e.g. solidity, angle of entry to the water, hidden undercuts, debris;
- The presence of any weirs and associated undertow;
- Water quality – see OEAP National Guidance document

7.2i "Group Safety at Water Margins", which includes a section on this subject;

- Underwater visibility;
- Prevailing weather conditions;
- Wave/surf conditions, including the possibility of dumping waves or undertows;
- Any currents, particularly the possibility of tidal or rip currents – if planning to swim in the sea, ask the coastguard or lifeguard service about these;
- Tides (be aware that depths and related hazards may change quickly as the tide rises or falls);
- Lines of sight - can every participant be clearly seen? Can leaders see each other? etc.;
- Useful markers for designating the limits of the area to be used;
- Other water users;
- Other hazards (e.g., country-specific marine hazards such as jellyfish and weever fish in the UK) – see OEAP National Guidance document

7.2e "Bites and Stings"

Any hazards that might affect the activity, and any arrangements put in place to mitigate the risks that they pose, should be communicated clearly to participants and leaders as necessary. These might include:

- Boundaries;
- Specific hazards to avoid;
- Clothing to be worn (e.g., footwear; wetsuits);
- Equipment to be used (e.g., lifejackets; rescue equipment).

Remoteness

In assessing the venue, you should consider whether there are any issues caused by its distance from your base and by other factors affecting its remoteness. For example:

- Is there shelter from cold, rain and wind, or shade from the sun, nearby?
- In an emergency, can help easily be summoned? For example, is there a reliable mobile phone signal?
- Is there easy access for the emergency services?

Managing the Activity

Wherever reasonably practicable, Visit Leaders should seek out recognised bathing areas that have qualified lifeguard cover, flagged swimming areas, etc. Even then, they should be aware that participants might mingle with members of the public and be lost to view. During Natural Water Bathing, participants should always be in sight and within reasonable reach of those supervising them. It is essential that leaders always know how many participants are in the water and where they are. A number of participants on educational visits have drowned in shallow water because leaders did not keep track of where they were.

Each leader supervising a few participants will often be more effective than several leaders supervising a larger number. A one-to-one buddy system amongst participants can be very effective.

Leaders should:

- Ascertain the level of the participants' swimming ability, if necessary by asking for them to demonstrate this under close supervision;
- Ensure the activity is suitable for the group, including any with special needs or disabilities;
- At the venue look out for warning signs or flags: normally a red flag means it is unsafe to swim; red and yellow flags designate a swimming area with lifeguards on patrol in the area between the flags; a black and white flag means it is an area used by surfers and not suitable for swimming; there may also be notices warning of specific hazards or water quality;
- Check for any hazards such as broken glass, sharp rocks, urchins or jellyfish;
- Check for signs of pollution, such as water discolouration, sewage debris or smells – see OEAP National Guidance document

7.2i "Group Safety at Water Margins" for further guidance about water quality;

- Brief the group about the limits of the bathing area;
- Consider marking the bathing area, for example with a rope, buoys or improvised flags or markers on the shore;
- Adopt and explain signals of communication and recall;
- Carry out regular and frequent head counts, including when the group enters and leaves the water – using items such as coloured swim hats or rash vests can help to track participants and to distinguish them from other water users;
- Have clear roles within the supervision plan – at least one supervisor should always stay out of the water for better surveillance, even where lifeguards are on duty;
- Take up a best position from which to exercise a constant vigilance;

- Divide supervision between leaders who are in the water and looking landward towards the group, and leaders who stay on land and watch the group from that vantage point;
- Give the participants their full, undivided attention;
- Be prepared to act immediately if a participant appears to be in difficulties;
- Be aware that a participant in difficulty may not wave or shout – all of their energies could be focused on trying to keep afloat;
- Follow the advice or directions of an official lifeguard;
- Avoid swimming themselves – unless it is to help a person in distress;
- Avoid joining in with the group's water-based games if it will distract from supervising their particular group of participants;
- Ensure that participants leave the water if they are getting cold, especially if toes and fingers look blue or feel numb (this could suggest the onset of hypothermia).

Everyone should know:

- That many people who drown are strong swimmers;
- That sudden immersion in cold water can be very dangerous;
- What to do if caught in a rip current:
    - Don't try to swim against it or you'll get exhausted;
    - If you can stand, wade don't swim;
    - If you can, swim parallel to the shore until free of the rip and then head for shore;
    - Always raise your hand and shout for help.

The UK Health Security Agency provides advice on the prevention and control of infectious diseases in education and childcare settings, including a chapter on educational visits, at www.gov.uk/government/publications/health-protection-in- schools-and-other-childcare-facilities.

Use of Throw-Lines

Throw-lines in the hands of a trained and competent leader can have a significant impact on reducing the risk of drowning. However, they can create a false sense of security in the hands of someone who is not well-practised in their use, and can be hazardous if used incorrectly. Training with this rescue tool should be undertaken.

j) Competence in activities

Approval of Leaders

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

Being accountable means that the leader has been engaged through an appropriate recruitment and selection process, which includes vetting and induction into the establishment's policies and procedures. The details of this process may depend upon whether the leader is employed, contracted, or acts as a volunteer, but in all cases should be thorough. Regardless of a leader's employment status, they should understand the chain of accountability, what is expected of them, and the establishment's policies and procedures.

Being confident includes leaders having the ability to take charge of a situation while being aware of, and understanding, their abilities, as well as their limitations. Being confident does not mean being complacent.

Being competent means that the leader has demonstrated the ability to operate effectively and has sufficient relevant experience and knowledge of the activities, the group, and the environments in which the visit will take place.

Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment. It is situational – a leader who is competent in one activity or environment may not be so in another, and it involves breadth as well as depth.
Relevant experience is not necessarily gained by repeating the same thing several times, but by experiencing a range of different activities and environments.

Employment Status

Sometimes establishments engage leaders by contracting for their services, instead of employing them. For example, a school might contract a self-employed instructor to lead an activity, or contract an external agency or other organisation to provide a leader. In this case it is essential that there is absolute clarity about who is responsible for ensuring that the leader meets the required standards and is vetted and approved to lead the planned visits or activities – the establishment, or the external organisation or the self-employed person themselves.

Guidance on selecting and using an external provider (which includes a self- employed leader) is available in OEAP National Guidance documents
4.4g "Selecting External Providers and Facilities" and
4.4h "Using External Providers"

Most of the following guidance assumes that the leader is an employee of the establishment organising the visit (or an employee of the establishment's employer).

The Process of Approval

All leaders, especially those who are to work with children or vulnerable adults, should be subject to appropriate vetting to ensure that they are suitable for their role. Whether vetting should include a DBS check depends on the circumstances. See OEAP National Guidance document 3.2g "Vetting and DBS Checks".

Approval of a leader to lead a particular visit or activity should involve professional judgement as well as evidence of technical competence. The Head/Manager, or someone delegated by them, should make a judgement about the suitability of that person to lead that group on that visit/activity in that environment.

Employers should consider whether to require leaders of certain activities, such as adventure activities, to be approved by a competent person appointed by them, such as an Outdoor Education Adviser, in addition to approval by the establishment's Head/Manager. See OEAP National Guidance document 3.1a "Requirements and Recommendations for Employers".

There are various ways to help make an informed judgement about a Leader's competence, including:

- Observations of their group management and supervision skills within their day- to-day work in the establishment;
- Evidence of relevant experience – e.g., assisting on visits or leading visits in a previous establishment;
- Their personal interests and experience relevant to the proposed activities and environments;
- Evidence of having undertaken appropriate training – it is recommended that Visit Leaders should undertake Visit Leader Training, with regular update training or other continuous professional development;
- Evidence of relevant qualifications (e.g., in adventure activities or First Aid) – checks should be made to ensure that any qualification is current (some qualifications are valid only for a fixed period of time) and that the planned visit or activity falls within its remit.

Any approval to lead a visit or activity must also include a judgement about how an individual will react in a crisis, without the immediate support of the establishment around them. Will they remain calm and take control of the situation or will they let the situation control them?

Approval should include a check that the leader meets any requirements of the employer and the law. For example:

- Some employers require leaders of certain activities, such as adventure activities, to hold relevant qualifications;
- In some countries, there are legal requirements for leaders of certain activities to hold a specific qualification or licence – see OEAP National Guidance document 7.1r "Overseas Visits"

- The leader of a school visit or activity does not have to be a qualified teacher provided that they have the qualifications or experience that are needed for the visit or activity, and no teacher with these qualifications or experience is available, or they are doing it in order to assist or support the work of a teacher in the school and are subject to the direction and supervision of a teacher (who does not necessarily have to be present on the visit) – for details see the relevant regulations at www.legislation.gov.uk/uksi/2003/1663 (England) or www.legislation.gov.uk/wsi/2015/140 (Wales).

It is good practice to keep evidence of leader approval as well as records of qualifications and experience (e.g., visits led or assisted on). These may, for example, be captured as part of an electronic visit approval system.

Establishments should ensure that leaders remain competent, that their relevant qualifications are current, and that they do not suffer from 'skill fade' or complacency. This can be achieved through a programme of continuous professional development including update training.

Adventure Activities

For adventure activity leaders, technical competence can be demonstrated through holding the appropriate leadership/coaching award(s).

Alternatively, leaders should have a statement of competence written by a suitably qualified technical adviser appointed by the employer, based upon relevant qualifications, training and/or experience.

For information about suitable qualifications for leaders and technical advisers, see OEAP National Guidance document 6h "Adventure Activity Qualifications".

Other Higher-Risk Activities

In addition to adventure activities, there are other activities that may involve significant risk. For example: certain sports and physical activities; motorised activities; air activities; activities involving the use of machinery, tools or hazardous substances.

For such activities, a leader's technical competence should, if possible, be demonstrated in the same way as for adventure activities: i.e., through holding an appropriate award or being 'signed off' by a competent technical adviser.

Advice on appropriate awards and levels of competence for leaders and technical advisers can be obtained from organisations such as national governing bodies and representative associations. For sport and physical education activities, the Association for Physical Education (AfPE) provides guidance: see www.afpe.org.uk.

k) Sepsis

Sepsis is a life-threatening condition arising when the body's immune system reacts to an infection. Worldwide, it results in more deaths than cancer. In the UK, it affects hundreds of young people every year. Sepsis is a medical emergency – delays of just a few hours in accessing health care can make the difference between life and death. Visit leaders therefore need to be aware of the possibility of participants developing sepsis, and to know what to do.

Sepsis can be triggered by any infection, including pneumonia, urinary infection, skin and soft tissue infection, abdominal infections such as appendicitis, and meningitis. This means that, whilst minor self-limiting infections are very common and require little or no action, a young person with symptoms of an infection (such as a fever, a cough or feeling generally run down) should be considered potentially at risk of sepsis.

Sepsis typically develops over 48-72 hours, but it can be much more rapid. Young adults can be incredibly resilient – they can function normally as an illness develops and then experience a sudden and rapid deterioration. In rare cases a young person can progress from looking and feeling relatively well to being critically ill in just a few hours. Delay in seeking medical help can be fatal.

Symptoms of Sepsis

Sepsis is difficult to spot, even for an experienced health care professional, so the key for a leader is to trust your instincts and to act if you are concerned. Don't worry about overreacting – health professionals would rather see a healthy young person than have a case of sepsis missed.

If someone develops any one of the following symptoms, it is vital to get them to hospital as quickly as possible (in the UK, take them to A&E or dial 999).

- **S**lurred speech or confusion;
- **E**xtreme pain in the muscles or joints;
- **P**assing no urine in a day;
- **S**evere breathlessness;
- '**I**t feels like I'm going to die';
- **S**kin that's mottled, discoloured or very pale.

If you think they are very sick, but the hospital isn't taking their condition seriously, you may need to trust your instincts and be assertive. Just ask: "Could it be sepsis?"

Other Indicators of Sepsis

The following can also be indicators of sepsis:

- Not recovering from an infection (e.g., from a fever, a cough or feeling generally

run down) as fast or as fully as you would expect;

- Deteriorating or generally going a bit downhill;
- Abnormal behaviour:
    - Ask "is this person's behaviour normal for them?" – In many cases, family and friends have commented, "They just weren't themselves.";
    - Consult others who know the person better than you do – perhaps ask their friends or contact their parents whether they are normally like this when they are unwell;
- Severe lethargy – ask others who might know them if they normally take themselves to bed when unwell;
- A 'fit' or convulsion;
- A rash that does not fade when you press it;
- Laboured or fast and shallow breathing;
- Fast and weak pulse (compare it with your own or someone else who is well);
- Unusually cold skin, such as on the hands or feet.

If you are worried, for example if a young person is behaving abnormally, feels a little cold to the touch or is very lethargic, then seek medical advice without delay: in the UK, you can use NHS 111. You might find it helpful to just ask the health professional, "Could it be sepsis?".

Prevention of Sepsis

By cleaning and caring for any wounds and ensuring that everyone washes their hands regularly, you can help to prevent sepsis by reducing the likelihood of infections.

Further Information

Further information about sepsis is available at the following websites:
www.nhs.uk/conditions/sepsis
sepsistrust.org

The UK Sepsis Trust has published a comprehensive set of resources for schools at sepsistrust.org/savvy/schools.

The UK Health Security Agency provides advice on the prevention and control of infectious diseases in education and childcare settings, including a chapter on educational visits, at www.gov.uk/government/publications/health-protection-in- schools-and-other-childcare-facilities.

l) Lyme disease https://www.nhs.uk/conditions/lyme-disease/

Lyme disease is a bacterial infection that can be spread to humans by infected ticks. It's usually easier to treat if it's diagnosed early.

Symptoms of Lyme disease

A circular or oval shape rash around a tick bite can be an early symptom of Lyme disease in some people.

The rash can appear up to 3 months after being bitten by an infected tick, but usually appears within 1 to 4 weeks. It can last for several weeks.

The rash can have a darker or lighter area in the centre and might gradually spread. It's not usually hot or itchy.

The rash may be flat, or slightly raised, and look pink, red, or purple when it appears on white skin. It can be harder to see the rash on brown and black skin and it may look like a bruise.

The rash may look like a bullseye on a dartboard.
Credit:
CDC/SCIENCE PHOTO LIBRARY https://www.sciencephoto.com/media/95650/view

Sometimes the edges of the rash may feel slightly raised.
Credit:
LARRY MULVEHILL/SCIENCE PHOTO LIBRARY https://www.sciencephoto.com/media/259371/view

Some people also get flu-like symptoms a few days or weeks after they were bitten by an infected tick, such as:

- a high temperature, or feeling hot and shivery
- headache
- muscle and joint pain
- tiredness and loss of energy

The chance of getting Lyme disease

Not all ticks in England carry the bacteria that causes Lyme disease.

But it's still important to be aware of ticks and to safely remove them as soon as possible, just in case.

Ticks that may cause Lyme disease are found all over the UK, but high-risk places include grassy and wooded areas in southern and northern England and the Scottish Highlands.

What are ticks?

How to spot and remove ticks

Important

Tick bites are not always painful. You may not notice a tick unless you see it on your skin.

Regularly check for ticks on your clothes and skin, and on children and pets after being outdoors.

To remove a tick safely:

1. Use fine-tipped tweezers or a tick-removal tool. You can buy these from some pharmacies, vets and pet shops.
2. Grasp the tick as close to the skin as possible.
3. Slowly pull upwards, taking care not to squeeze or crush the tick. Dispose of it when you have removed it.
4. Clean the bite with antiseptic or soap and water.

The chance of getting ill is low. You do not need to do anything else unless you notice a rash or become unwell.

Non-urgent advice:See a GP if:

- you've been bitten by a tick or visited an area in the past 3 months where infected ticks could be

and you have:

- flu-like symptoms – such as feeling hot and shivery, headaches, aching muscles or feeling sick, or
- a round or oval shape rash

Tell them if you have recently been in forests or grassy areas.

What happens at your appointment

The GP will ask about your symptoms and consider any rash or recent tick bites you know about.

Lyme disease can be difficult to diagnose. It has similar symptoms to other conditions and there's not always an obvious rash.

2 types of blood test are available to help confirm or rule out Lyme disease. But these tests are not always accurate in the early stages of the disease.

You may need to be retested if you still have Lyme disease symptoms after a negative result.

Treatment from a GP

If a GP thinks you might have Lyme disease, they'll prescribe a course of antibiotics.

The antibiotics you're given will depend on your symptoms, but you may need to take them for up to 28 days. It's important to finish the course, even if you start to feel better.

Some people with severe symptoms will be referred to a specialist in hospital so antibiotics can be given directly into a vein.

Most people with Lyme disease get better after antibiotic treatment. This can take months for some people, but the symptoms should improve over time.

People with symptoms of Lyme disease that last a long time after treatment may be referred to a specialist in hospital for advice and more blood tests.

Important

Some websites offer tests and treatment for Lyme disease that may not be supported by scientific evidence.

Speak to a doctor for advice before buying tests or treatment online.

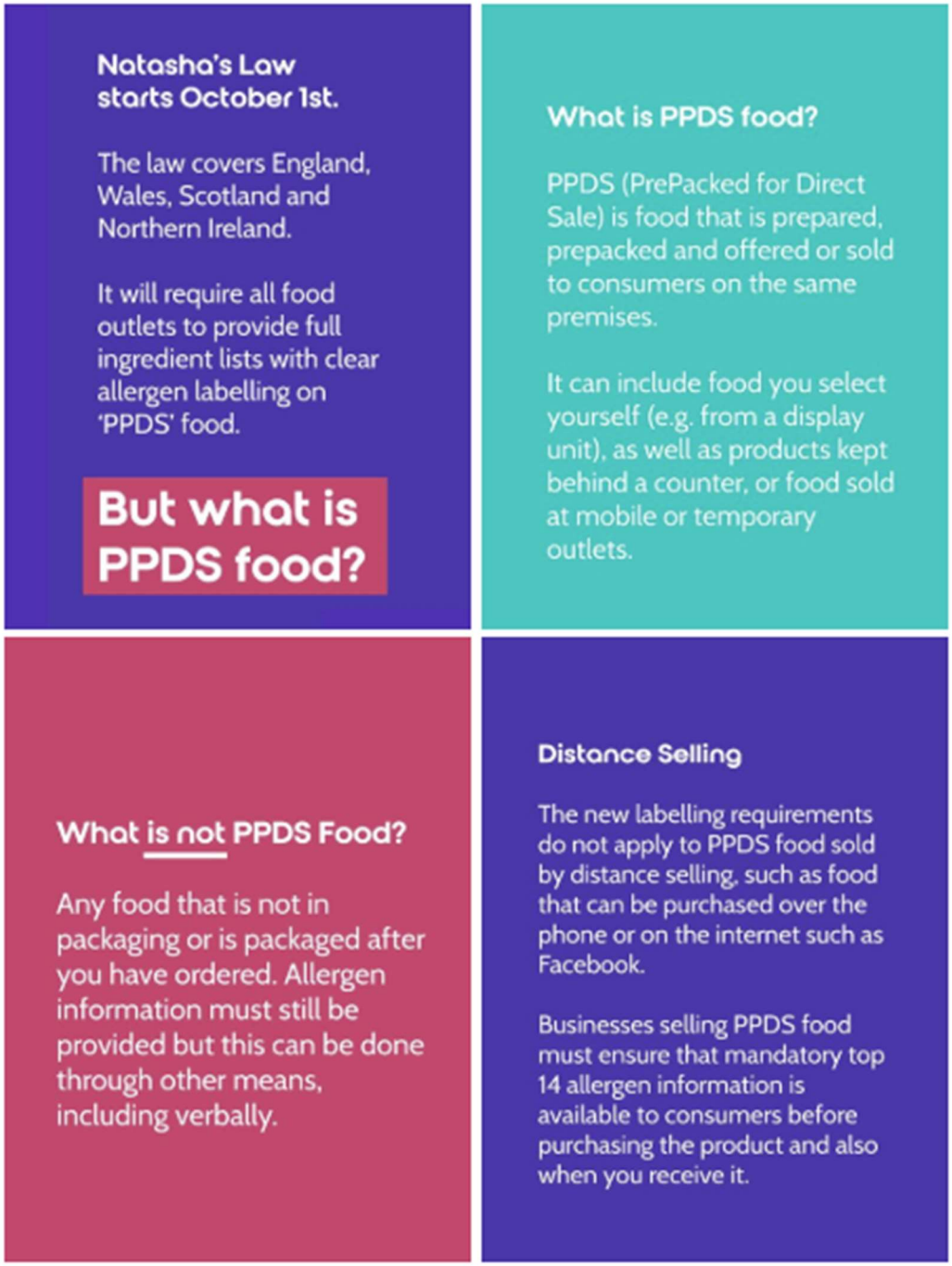
How to avoid tick bites

To reduce the chance of being bitten:

- cover your skin while walking outdoors and tuck your trousers into your socks
- use insect repellent on your clothes and skin – products containing DEET are best
- stay on clear paths whenever possible
- wear light-coloured clothing so ticks are easier to see and brush off

m) Natsha's Law

https://www.narf.org.uk/natashaslaw
Natsha's Law.docx



n) - Overseas Visits

This document should be read in conjunction with other OEAP National Guidance documents relevant to the planned overseas visit, such as

4.2a "Group Management and Supervision", 4.2b "Residentials",

4.3e "Safeguarding", 7.1f "Exchanges and Homestays" and

7.1 g "Overseas Expeditions".

Rationale

The potential benefits and learning outcomes of overseas visits include:

- Knowledge, skills and understanding to live in, and contribute to, a global society;
- Understanding the world in which we live, including the values, cultures and everyday life of different societies;
- Enriching curriculum areas such as languages, history and geography;
- Personal and social development including self-confidence and independence;
- Meeting new people and developing new friendships and inter-cultural understanding;
- Broadening horizons.

Where and Whether to Go

The decision about which country to visit, and which areas of that country to visit or avoid, should be based upon:

- The aims and expected benefits of the visit;
- The needs and aspirations of the group;
- The environmental and cultural impact of the visit, including travel;
- An assessment of the risks, including health and security risks and the likelihood of natural disasters;
- The costs.

A key resource for planning and risk assessment is the UK government's foreign travel advice, available at www.gov.uk/foreign-travel-advice. This covers safety and security, local laws and customs, entry requirements, health, natural disasters, money, and help and support. It should

be checked in the early stages of visit planning and then at regular intervals and immediately prior to leaving.

The UK's exit from the European Union (EU) has resulted in some changes to procedures and requirements. Government advice on travel to the EU,

Switzerland, Norway, Iceland and Liechtenstein is at www.gov.uk/visit-eu-switzerland-norway-iceland-liechtenstein and in the section on "school trips and exchanges" at

www.gov.uk/government/collections/guidance-for-schools-during-the-transition- period-and-after-1-january-2021.

When planning a visit to countries that are further afield, or that have experienced disasters, conflicts, terrorism, high levels of violent crime, serious health problems or civil unrest in recent years, you should also seek local information and advice about the current specific levels of risk. This could be done through a tour operator, activity or accommodation provider, host establishment, etc., or by conducting a preliminary visit. If the level of risk increases significantly, you should be prepared to change or cancel your plans. Any reputable tour operator, provider, host or insurance company should understand this and show flexibility and support.

See the section on Crime, Terrorism and Conflict below.

Leader and Staff Competence

In determining necessary leader competence, it is important to take account of the extra complexity involved in leading a visit overseas as compared to a visit within the UK. There should be someone who can communicate effectively and has a good understanding of the local culture. In the absence of this ability in the visit leadership team, a suitable person should be available to contact for help and advice on a 24/7 basis.

In some countries, there are legal requirements for leaders of certain adventure activities, such as skiing and walking in alpine terrain, to hold a specific qualification or licence. UK qualifications may not be recognised. You should check the situation in any country you intend to visit.

All leaders should be trained in child protection/safeguarding, considering the additional risks involved in residential situations and being overseas. To avoid situations that could lead to accusations of inappropriate behaviour, leaders and helpers should be aware of issues relating to personal safety, including personal and professional protection.

When determining staffing ratios, consideration should be given to the ease with which a substitute leader may be dispatched during the visit, should they be required to cover an incident, emergency or to replace another leader.

Visits should include succession planning, and any future Visit Leader should have the opportunity to learn as much as possible as an Assistant Leader.

See also OEAP National Guidance document 3.2d “Approval of Leaders”.

Preparation of Staff, Young People and Parents

The establishment should provide parents with full information about the visit so that they can make informed decisions when consenting to the arrangements, including any 'Plan B' alternatives. A pre-visit parental briefing session is good practice. It will provide an opportunity for parents to ask questions. The briefing should:

- Set clear expectations about the behaviour of participants, including circumstances in which parents should be prepared for participants to be sent home early, or to be responsible for their collection, and when such repatriation may be at parental expense;
- Include a detailed programme of the visit, including any specialist activities;
- Explain the supervision arrangements, including any use of remote supervision (e.g., shopping during a visit without direct supervision);
- Cover expectations about downtime, curfews, bedtimes, alcohol, smoking etc.;
- Ensure that parents are aware of the need to disclose full information about their child's physical and emotional wellbeing or mental health that may affect them during the visit, and of any medications that they need to take;
- Set expectations about mobile phone/tablet use, social media activity etc.

It is good practice to supply participants with some form of ID, such as a card that they carry with them, containing:

- Name and contact details of the establishment;
- Contact details of accommodation;
- Leader mobile phone number for emergency use.

Passports and Visas

Personal identification is required for international travel and within many countries, usually in the form of a passport.

Some countries require visas in addition to passports, and most countries have a limit on how long visitors can stay.

The EU is planning to introduce a new electronic Entry/Exit system (EES), including fingerprint recognition, for travel to and from EU countries and Switzerland, Norway, Iceland and Liechtenstein. In addition, British citizens will be required to have an ETIAS visa waiver for short visits to these countries.

For details and information about when these schemes will be introduced, see travel-europe.europa.eu/index_en. This states that the EES does not apply to

"non-EU nationals travelling to Europe as part of an intra-corporate transfer or for the purposes of research, studies, training, voluntary service, pupil exchange schemes or educational projects and au-pairing." This suggests that the EES will not apply to staff and participants in an educational visit provided that the purpose of the visit is included in the list. If the purpose of your visit is not included in the list, you should seek clarification from your tour operator or travel provider.

Many countries, including those in the EU, have a requirement for passports to be valid for a minimum period (often three or six months) beyond either the date of entry to the country or the planned date of departure, and some require them to be less than ten years old even if they have the required period remaining. Check requirements with your travel company or at

www.gov.uk/foreign-travel-advice or

www.gov.uk/visit-eu-switzerland-norway-iceland-liechtenstein or

home-affairs.ec.europa.eu/policies/schengen-borders-and-visa/visa-policy_en or with the consulate, High Commission or embassy of the country to be visited – see www.gov.uk/government/publications/foreign-embassies-in-the-uk.

You should ensure that all passports are in good condition.

Check the national citizenship status of all members of the group with care. If a group member is not British, or is a British Overseas Territories Citizen, British Overseas Citizen, British Subject, British National Overseas or British Protected Person, they may need a visa that is not required by British Citizens. This may also be relevant to countries through which the group passes in transit.

An emergency plan for an overseas visit should include the action to be taken if a member of staff becomes incapacitated or has to leave the visit. You should ensure that any backup leader holds a valid passport and, if necessary, an appropriate visa.

In the event of an incident affecting a young person overseas, their parents may wish to travel at short notice. It could therefore be advisable that the parents of children going on an overseas visit also hold a valid passport. However, mentioning the possibility could cause concern, and for some parents the cost of obtaining a passport may be prohibitive, and so this issue should be managed sensitively.

It is good practice to obtain at least two photocopies of all passports, visas and other important travel documents. One set should be kept by the home base emergency contact, and the second copy kept with the group - but separate from the original documents.

Collective Passports

Collective (group) passports, which are valid for groups of children travelling to certain European countries, are a lower-cost alternative to individual passports. Details are available at www.gov.uk/collective-group-passports. Applications may take six weeks.

There have been changes to the countries which accept collective passports, and some countries require visas for those travelling on a group passport, even if they do not need one when travelling on an individual passport. Check with the

country's embassy or consulate.

There have been reports of some travel companies, such as ferry operators, not accepting collective passports – you should check with your travel company.

A deputy leader (or more than one if possible) should be included and designated as such on the collective passport, so that it remains valid if the group leader is unexpectedly not able to travel.

If a child is not able to travel home with the party (for example due to sickness), and does not have their own passport, you should contact the British embassy or consulate to obtain an emergency travel document.

Communications

You should check the availability, reliability, quality and cost of internet access and mobile phone coverage in the areas you plan to visit, and consider whether you need any alternative methods of communication, such as a satellite phone. In some countries, there are legal restrictions on such devices.

In some countries, it can be extremely expensive to use a UK mobile device for calls or data. You should check roaming charges with your provider(s), and inform staff, participants, and parents about these.

Customs Restrictions

Many countries have restrictions on what goods can be brought in, so you should check the restrictions for countries you plan to visit. For information about travel to the EU see europa.eu/youreurope/citizens/travel/carry/index_en.htm.

For example, you are not allowed to take meat or dairy products into the EU. This could affect groups carrying snacks, packed meals, or food for self-catering.

There are restrictions on taking large amounts of cash in or out of the UK. See www.gov.uk/bringing-cash-into-uk.

There are restrictions on taking goods into Northern Ireland, and on bringing goods into the UK on return from overseas. See

www.gov.uk/bringing-goods-into-uk-personal-use.

Travel, Transport and Driving

Travel is one of the major considerations for any visit overseas. It can have very high positive and negative impacts:

- A journey is a significant educational opportunity in itself;
- Some forms of transport, particularly flying, have a large carbon footprint;
- Travelling long distances can be stressful, tiring, time-consuming and hazardous.

The choices you make for a visit set an example for the participants for the choices they will make in their future lives.

If your destination is within Europe, consider travel by ferry or train rather than flying.

Using public transport is usually more environmentally friendly. It also helps participants to develop independence and to interact with local people.

In deciding on the visit destination, consider whether you could achieve the same aims without travelling as far. For example:

- An expedition to one of the wilder areas of the UK can be just as challenging and rewarding as an expedition overseas;
- A snow sports visit using a long-haul flight has a much greater environmental impact than a visit to a European resort.

For general guidance on transport, see OEAP National Guidance document

4.5a "Transport – General Considerations". In some countries, road conditions, and transport safety and comfort, can be very different from what is normal in the UK.

If you are planning to drive a vehicle while overseas, you should check the licence requirements. For some countries, you may need an International Driving Permit. If you are taking a vehicle overseas, you must ensure that you comply with the relevant regulations and insurance requirements. For detailed information about the requirements, see www.gov.uk/drive-abroad.

If you are planning to drive a minibus, see also OEAP National Guidance document 4.5b "Transport in Minibuses". This document contains information which may also be useful for other types of vehicle.

Re-entering the UK

You should ensure that any members of the group who are not British citizens have evidence of their right to reside in the UK.

Asylum seekers awaiting determination of their claim are not permitted to leave and re-enter the UK.

Advice for non-British citizens with indefinite leave to remain in the UK, including for travel outside the UK, is available at

www.gov.uk/guidance/indefinite-leave-to-remain-in-the-uk

The government has issued guidance for groups entering the UK by coach. This is available at:

www.gov.uk/government/publications/school-parties-visiting-the-uk-by-coach. The guidance, which explains how to prepare for border control and avoid delays, says that all passengers must get off the coach at border control so that a Border Force officer can check them face-to-face. You can make sure you are prepared for crossing the border by:

- Asking passengers to put on shoes and coats;
- Ensuring that each passenger is holding their passport or travel document;
- Letting passport control know that you are the leader of the group;
- Ensuring that passengers leave food and drinks on the coach;
- Leaving all luggage on the coach.

Parental Consent

You must not take a child overseas without the consent of everyone with parental responsibility for the child.

See www.gov.uk/permission-take-child-abroad and OEAP National Guidance document 4.3d "Parental Consent and Informing Parents" for details about parental responsibility and obtaining consent.

Border officials in the UK and other countries monitor departing children because of concerns about child sexual exploitation and abduction, and occasionally ask for evidence of parental consent from all those with parental responsibility.

Establishments should therefore consider carrying evidence of parental consent

from all those with parental responsibility, for all children in the group, when travelling overseas.

If it is known or suspected that a child is a subject of concern by UK authorities, contact should be made with the police by phoning 101 in advance of the visit. The caller should be directed to the appropriate authorities to pre-empt any issues at the border.

If any child in the group is a citizen of a country to or through which you are travelling, you should check with the country's embassy, High Commission or consulate about any restrictions or requirements, including about parental consent, that might affect them in or when leaving that country.

In some countries, it may be necessary for Visit Leaders to provide evidence of their responsibility for children in their party. Proof of parental consent may also be required by medical professionals overseas, prior to carrying out treatment.

The age at which someone is considered a child is different in different countries, and so you should check the situation for any country you are visiting.

Health

The UK has reciprocal health agreements with several countries. The provision varies from country to country – for details, including information about the European Health Insurance Card (EHIC) and the UK Global Health Insurance Card (GHIC) see www.nhs.uk/using-the-nhs/healthcare-abroad.

It is important to check whether any country you are planning to visit is included: for example, at the time of writing the GHIC and most EHICs are not valid in Andorra, Iceland, the Isle of Man, Jersey, Liechtenstein, Norway, San Marino or the Vatican, as well as most countries outside Europe.

You should ensure that all party members who are eligible for a EHIC or GHIC, obtain a card and bring it with them. Many insurance policies include a condition that a EHIC or GHIC is used when possible.

You should also ensure that all party members are covered by sufficient health insurance for the countries to be visited. This is important even for countries where there is a reciprocal agreement, to cover costs not covered by the agreement and to cover party members (such as non-UK nationals) who may not be included in the agreement. See the section on Insurance and Cancellation below.

You should consider the risks to health, and the health infrastructure, in the areas you plan to visit. For health information about countries to be visited, see travelhealthpro.org.uk/countries. If any vaccinations or medication (such as for malaria) could be required, you should consult a GP or private travel clinic at least 3 months prior to the visit.

Accommodation

For general guidance about residential visits including considerations about accommodation, see OEAP National Guidance document 4.2b "Residentials".

For guidance about homestays, see OEAP National Guidance document

7.1f "Exchanges and Homestays".

In some countries, accommodation may not meet normal UK/European standards and so might require additional controls:

- It is essential to make an assessment of the hazards of the accommodation and the immediate surroundings on arrival, and to brief the participants about the safety aspects;
- Depending on the destination, consider taking items such as toilet paper, hand sanitiser, mosquito nets, smoke and carbon monoxide alarms, padlocks, door wedges.

Crime, Terrorism and Conflict

At times of conflict, in addition to the direct effects of the conflict, there may be indirect effects in the area and in surrounding areas. For example, there could be fluctuations in exchange rates, travel restrictions or disruption to supplies, key services or transport. You should make contingency plans for such eventualities.

If you decide to go ahead with a visit to an area where there is a significant risk from crime, terrorism or conflict, you should ensure that the level of security and other preparations match the level of the threat.

You should consider whether it is necessary to prepare a plan of what to do in specific circumstances if your group is subject to a criminal or terrorist attack, or is affected by conflict. See OEAP National Guidance documents

4.1 b "Emergencies and Critical Incidents – Overview" and 4.4e "Terrorism".

Groups can be particularly vulnerable when arriving in a foreign country, especially at night or if tired after a long journey. Criminals often target busy airports, railway stations and bus stations. Pickpocketing and luggage theft are common, and more serious crime such as sexual assault and kidnapping are not unknown in some areas. Some groups may attract unwelcome attention or hostility because of their appearance or behaviour.

The risks can be reduced by:

- Having leaders who are familiar with the location and speak the language – if this is not the case, it can be very helpful to have a trusted local person to meet the group at the airport/station to facilitate arrival;

- Delegating specific leaders to concentrate on group supervision while others deal with other tasks;
- Preparing participants to keep valuables secure and out of sight, to be alert and vigilant, to stay together and to know what to do if they feel threatened;
- Ensuring that participants' clothing and behaviour minimise unwelcome

attention;

- Having a clear plan, so that the group moves purposefully;
- Having pre-arranged transport to the first night's accommodation (if using

public transport, a leader should be familiar with it);

- Ensuring that the first night's accommodation is secure and in a safe area, so that it provides a refuge for rest and orientation.

Insurance and Cancellation

Travel insurance is essential for all overseas visits. You should check that the following are covered:

- Cancellation;
- Medical costs (even if travelling to a country with which the UK has reciprocal arrangements, to cover those expenses not covered by those arrangements);
- Any pre-existing medical conditions (it is important to ensure that all such conditions are declared as required by the insurer);
- Repatriation;
- Rescue (in remote regions, helicopter rescue or air ambulances can cost tens of thousands of pounds);
- The costs of parents, should they need to come out to stay with a young person in hospital, or to accompany them home;
- Personal belongings, baggage and money;
- COVID-related costs, including medical treatment, repatriation, cancellation, quarantine or self-isolation, and changes in UK or overseas government travel rules.

Insurance companies often link their insurance conditions, including for

cancellation, to the exact wording of the government's foreign travel advice (see 'Where and Whether to Go' above).

You should be aware of the dangers of 'dual' or 'double' insurance – having two policies covering the same risks. This could lead to a more protracted and complicated claims process, or even invalidate one or both policies. As always, you should read the small print.

The Association of British Travel Agents (ABTA) has published guidance about travelling overseas during a coronavirus outbreak at:

www.abta.com/tips-and-advice/travelling-during-coronavirus.

See OEAP National Guidance document 4.4c "Insurance", and the section on cancellation in document 3.2i "Contracts and Waivers".

Legal and Cultural Differences

The legal definition of what constitutes a 'child' and a 'criminal offence' varies from country to country, and some everyday actions may be subject to different legal attitudes. For example, crossing the road without using pedestrian crossing points and dropping litter are punishable by spot fines in some countries.

You should ensure that the party is aware of the legal position of issues such as the age at which young people may consume alcohol and give sexual consent. Where necessary, you should make sure that parents have been informed of how such matters will be dealt with during the visit. It is strongly recommended that these issues are addressed by ensuring that both young people and their parents have agreed a behaviour code or set of ground rules that includes possible sanctions, including the circumstances in which it may be necessary to repatriate a member of the party.

Emergency Procedures

Both the establishment and any third-party provider should have an emergency or critical incident plan. The establishment should ensure that the two plans will interact effectively before the visit takes place.

The plan should outline actions to be taken and include the following:

- 24/7 emergency contacts back at the establishment, including overnight, holiday periods and at weekends;
- Whole group evacuation/repatriation;
- Contingency funding arrangements;
- Getting support out to the group.

Visit Leaders should refer to their employer and establishment Critical Incident/Emergency Planning guidance for details of how they should respond to a serious emergency and how to initiate support from their employer.

An emergency plan for an Overseas Visit should consider action in case a member of staff or a young person becomes incapacitated or has to leave the visit, including the need for a backup member of staff to meet any visa requirements.

Please see the documents about critical incident planning and emergency procedures in section 4 of OEAP National Guidance, including

4.1 c "Emergencies and Incidents – Guidance for Leaders".

Participants with Specific Needs

Participants with special educational needs and disabilities are more vulnerable and therefore face additional risks during overseas visits. The following additional precautions and procedures are recommended:

- A preliminary visit is strongly recommended for visits involving children and students with special educational needs and disabilities;
- More adults/carers may be required to provide effective supervision and ensure access to appropriate gender support;
- As part of the risk-benefit assessment process, it should be considered whether any specifically trained person(s) are required to be part of the visit leadership team;

- All leaders supervising the visit should be aware of the young people's medical

needs and medical emergency procedures;

- Visit Leaders should check whether travel insurance covers pre-existing health conditions, or mental health issues such as self-harm;
- Visit Leaders should check whether there are appropriate housekeeping arrangements for disposal of soiled dressings, pads, etc.;
- Bunk beds may not be appropriate;
- Visit Leaders should check the availability of an interpreter trained in Makaton, signing or other appropriate communication medium if necessary.

Monitoring, Reviewing and Evaluation

After any visit, it is good practice to have a process of feedback, review and evaluation. This should involve the participants, the parents, the leaders and partner organisations. It can help the celebration of success as well as feeding into the planning of future visits. Any significant issues should be shared with the Education Visits Coordinator (EVC), the Head/Manager and the employer's Outdoor Education Adviser. See OEAP National Guidance documents

3.2b "Monitoring", 4.2c "Reviewing" and 5.1d "Evaluation".

o) Job Description for Educational Visits Coordinator (EVC)

• Ensure that staff are adequately prepared to organise and run trips safely

• Assist with writing risk assessments and where necessary to arrange appropriate training to ensure appropriate safety measures are in place.

• Ensure visits have appropriate support ratios and adequate cover for health and safety, First Aid, medication and behavioural management to safeguard all party members.

• Organise emergency arrangements and ensure there is an emergency contact for each visit.

• Phone or text trip leaders during overnight trips to ensure trip is running smoothly and lines of communication are open.

• Keep records and monitor individual visits through the completion of trip evaluation forms (including reports of accidents and 'near-accidents'), in order to review these in association with the Health and Safety Committee.

• Ensure members of staff receive on-going training to fulfil their duties.

REVIEW:

Date policy updated	November 2025
Date policy to be reviewed by	November 2026 or earlier if required
Policy Owner	Assistant Head (Co-Curricular and Logistics)