

EDUCATIONAL VISITS POLICY AND PROCEDURES

HEALTH AND SAFETY OF PUPILS ON EDUCATIONAL VISITS



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INTRODUCTION

1. Pupils can derive a great deal of educational benefit from taking part in visits with their school. In particular, they have the opportunity to undergo experiences not available in the classroom. Visits help to develop a pupil's investigative skills and longer visits in particular encourage greater independence. This document is designed to help head teachers, teachers, governors and others to ensure that pupils stay safe and healthy on school visits.

2. Most school visits take place without incident and it is clear that teachers are already demonstrating a high level of safety awareness. The potential hazards which the booklet refers to should not discourage teachers. No amount of planning can guarantee that a visit will be totally incident free, but good planning and attention to safety measures can reduce the number of accidents and lessen the seriousness of those that do happen. The management of health and

safety on visits is part of a school's overall policy on health and safety. The booklet sets out principles, rather than trying to cover every eventuality, leaving it to teachers' professional and local judgement how to apply those principles.

3. Although the booklet is primarily for staff in school, much of it is equally valid for staff in nurseries, Highlands College, Youth Service and other organisations. References to pupils can be taken to apply to students or any young person involved in a visit or an exchange. The booklet does not cover work experience, which is subject to separate guidance. References to 'parents' cover anyone who has parental responsibility.

4. This booklet is guidance. It should not be taken as an authoritative interpretation of the law.

While efforts have been made to provide comprehensive advice and guidance in this document, there will be matters of detail which relate to specific circumstances where additional guidance may be sought. At various points in this document, reference is made to advice being available from the Education Department (the "Department" or ED). Advice can be sought from:

Steve Pearl – Outdoor Education Manager
Email stevepearl@jys.je Telephone 01534 280542

CHAPTER 1. RESPONSIBILITIES FOR VISITS

Legal framework

5. Under the Health and Safety at Work (Jersey) Law 1989 employers are responsible for the health, safety and welfare at work of their employees. Employers are also under a duty to ensure, so far as is reasonably practicable, the health and safety of anyone else on the premises or anyone who may be affected by their activities. This includes participants in off-site visits.

6. The employer is the States Employment Board, for provided schools. Provided schools are managed by the Education Department (referred to as the "Department"). The owner, governors or trustees are the employers in non- provided schools.

7. On behalf of the Department, the head teacher is required to:

- assess the risks of activities;
- introduce measures to control those risks;
- tell their employees about these measures;
- arrange training as appropriate.

8. Employees must:

- take reasonable care of their own and others health and safety;
- co-operate with the Department over safety matters;
- carry out activities in accordance with training and instructions;
- inform the head teacher and other relevant staff of any serious risks.

9. These duties apply to all school visits. Teachers and other staff in charge of pupils also have a common law duty to act as any reasonably prudent parent would do in the same circumstances.

Approval for visits

10. Schools should have a written procedure for arranging visits which teachers should follow. This will normally include procedures for the approval of certain types of visit.

11. The responsibility for the health and safety arrangements for visits rests with the head teacher, and the head teacher's agreement must be obtained before a visit takes place. There may also be a requirement to gain consent from the Department for certain categories of visit.

12. For the purposes of approval, school visits are defined in the following 3 categories:

13. Category 'A' - Off-Site Visits within the Island

This category includes any visits for which the element of risk is similar to that encountered in daily life. This also includes all visits to Island Sports Centres, Sports Fixtures, Theatre, Local Field Study and the Department's two residential centres namely St. Aubin's Fort and the Queen's Silver Jubilee Activity Centre (Crabbé Activity Centre), for which there are existing policies and controls.

Category A visits should be formally risk assessed, and schools should have a process for monitoring this. A model form for recording these visits is available in the Appendix 4 of this document.

Consent for these out of school trips rests entirely with the head teacher.

14. Category 'B' – Outdoor and Adventurous Activities within the Island

These include activities which have a perceived extended risk. These include activities such as sailing; canoeing/kayaking; paddleboarding; surfing; climbing/abseiling; cliff path walking; coasteering; cave exploration; open water swimming etc. Head teachers should be able to approve these activities providing leaders hold the correct National Governing Body (NGB) qualifications. Advice on current levels of qualification required is available from the Outdoor Education Manager. Leaders would also be expected to provide a site/group specific risk assessment for the activity. Where no NGB qualification exists or the Leader does not possess the qualification, consent in writing should be given by the

Outdoor Education Manager before such activities can be authorised. The head teacher, with the assistance of the Educational Visits Co-ordinator (EVC), should be responsible for checking the validity of the Instructor's qualifications.

Schools should have a process for monitoring and recording Category B activities.

15. Category 'C' - All Off-Island Visits

For all Off-Island Visits the Department's Form 1, must be completed at the earliest opportunity, and sent to the Department for approval. Form 1 provides the basis of approval by the Department's Outdoor Education Manager, who may place conditions on the visit before approving. No commitment, financial or otherwise, should be made until approval is granted. Form 2 must be completed and lodged with the Department at least 2 weeks prior to the visit. Schools must also conduct general risk assessments on travel, accommodation, and all other aspects of pupil safety. These should be retained by the school. Schools are not required to risk assess, or request copies of risk assessments from providers, for activities entirely managed by the provider, unless requested to do so by the Outdoor Education manager.

16. The Department has the following main roles:

- provide written guidelines for governors, head teachers and teachers including advice on risk assessment;
- ensure training needs have been addressed;
- provide access to named staff for advice;
- maintain appropriate insurance cover;
- provide procedures in case of serious emergency.

Governing body

17. Where the Governing Body is the employer the governors' role will be the same as that stated for the Department. They should satisfy themselves that the risk assessment has been carried out, that appropriate safety measures are in place and that training needs have been addressed.

Head teacher

18. Head teachers should ensure that visits comply with the guidelines provided by the Department or Governing Body and the school's own health and safety policy. Head teachers should ensure that the group leader is competent to monitor the risks throughout the visit.

19. Head teachers should be clear about their role if taking part in the visit as a group member/supervisor. They should follow the instructions of the group leader who will have sole charge of the visit.

20. Head teachers should ensure that:

- adequate child protection procedures are in place;
- all necessary actions have been completed before the visit begins;
- the risk assessment has been completed and appropriate safety measures are in place;
- training needs have been assessed by a competent person and the needs of the staff and pupils have been considered;
- the group leader has experience in supervising the age groups going on the visit and will organise the group effectively;
- where competent instructors are not employed (e.g. through an appropriate provider) the group leader or another teacher is suitably competent to instruct the activity and is familiar with the location/centre where the activity will take place;
- group leaders are allowed sufficient time to organise visits properly;
- Educational Visits Co-ordinator (EVC) is identified and trained, and are available to assist group leaders to plan visits;
- non-teacher supervisors on the visit are appropriate people to supervise children;
- ratio of supervisors to pupils is appropriate;
- the Department has been notified of the visit;
- parents have signed consent forms;
- arrangements have been made for the medical needs and special educational needs of all the pupils;

- adequate first-aid provision will be available;
- the mode of travel is appropriate;
- travel times out and back are known including pick-up and drop-off points;
- there is adequate and relevant insurance cover;
- they have the address and phone number of the visit's venue and have a contact name;
- a school contact has been nominated (this may be the head teacher) and the group leader has details;
- the group leader, group supervisors and nominated school contact have the names of all the adults and pupils travelling in the group, and the contact details of parents and the teachers and other supervisors' next of kin;
- there is a contingency plan for any delays including a late return home.

Educational Visits Co-ordinator (EVC)

21. The role of the EVC may be assumed by the head teacher, or delegated to a member of the teaching staff.

The EVC is responsible for:

- co-ordinating educational visits within the school, including adventure activities;
- liaising with group leaders, head teachers and Department officers, to ensure that departmental policies and procedures are being followed;
- assist group leaders in the planning process where required;
- check competence of the group leader to carry out and record risk assessments;
- organise any training needs for teachers and other adults going on visits, including first aid and hazard awareness;
- make sure that all relevant Disclosure and Barring Service (DBS) checks are in place;
- make sure that parents are provided with full and accurate details of the visit beforehand, so that parents can consent or refuse consent based on accurate information;

- organise emergency arrangements and ensure an emergency contact for each visit;
- be aware of the Department's Serious Emergency Action Plan;
- keep records of accidents and 'near misses' on visits, and report to the Head teacher and OE Manager, where appropriate;
- review systems and, on occasion, monitor practice.

Group leader

22. One teacher (or qualified Youth Worker in the case of youth groups), the group leader, should have overall responsibility for the supervision and conduct of the visit and should have regard to the health and safety of the group. The group leader should have been appointed or approved by the Head teacher or the Governing Body. Teaching Assistants, technicians, and other support staff cannot take the leader role on school visits. The group leader should:

- obtain prior agreement of the Head teacher or his/her substitute before any off-site visit takes place;
- follow the Department's and/or governing body guidelines;
- appoint a deputy leader;
- clearly define each group supervisor's role and ensure all tasks have been assigned;
- be able to control and lead pupils of the relevant age range;
- be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity will take place, where competent instructors are not employed, for instance through an appropriate provider;
- be aware of child protection issues;
- ensure that adequate first-aid provision will be available;
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- undertake and complete a comprehensive risk assessment;
- work with the EVC to ensure that all relevant documentation is completed and lodged with the Department;
- review regularly undertaken visits/activities and advise the head

teacher where adjustments may be necessary;

- ensure that teachers and other supervisors are fully aware of what the proposed visit involves;
- have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed;
- ensure the ratio of supervisors to pupils is appropriate for the needs of the group;
- consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an eventuality;
- ensure that group supervisors have details of the school contact;
- ensure that group supervisors and the school contact have a copy of the emergency procedures;
- ensure that the group's teachers and other supervisors have the details of pupils special educational or medical needs which will be necessary for them to carry out their tasks effectively;
- observe the guidance set out for teachers and other adults below.

Teachers

23. Teachers on school-led visits act as employees of the Department or of the Governing Body, whether the visit takes place within normal hours or outside those hours.

24. Teachers must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances. They should:

- follow the instructions of the group leader and help with control and discipline;
- be clear of the role they have been asked to perform;
- consider stopping the visit or the activity, notifying the group leader, if they think the risk to the health or safety of the pupils in their charge is unacceptable.

Adult volunteers

25. Non-teacher adults on the visit should be clear about their roles and responsibilities

during the visit. Non-teacher adults acting as supervisors must:

- do their best to ensure the health and safety of everyone in the group;
- not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment;
- follow the instructions of the group leader and teacher supervisors and help with control and discipline;
- speak to the group leader or teacher supervisors if concerned about the health or safety of pupils at any time during the visit.

Responsibilities of pupils

26. The group leader should make it clear to pupils that they must:

- not take unnecessary risks;
- follow the instructions of the leader and other supervisors including those at the venue of the visit;
- dress and behave sensibly and responsibly;
- if abroad be sensitive to local codes and customs;
- look out for anything that might hurt or threaten themselves or anyone in the group and tell the group leader or supervisor about it;
- take any pre-arranged medication or treatments necessary and agreed in writing as part of the parental consent, both prior to, and during the visit.

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

Parents

28. Parents should be able to make an informed decision on whether their child should go on the visit. The group leader should ensure that parents are given sufficient information in writing and are invited to any briefing sessions.

29. The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's

code of conduct. Parents should also be asked to agree the arrangements for sending a pupil home early, should the need arise, and who will meet the cost.

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

31. Parents will need to:

- provide the group leader with emergency contact number(s);
- sign the consent form;

- give the group leader information about their child's emotional, psychological and physical health which might be relevant to the visit (usually by means of the consent form);
- keep the school informed of any changes to the above, after the consent form has been completed;
- Ensure that the named person listed as emergency contact is available on the specified telephone number throughout the duration of the visit.

Alcohol Policy

It is not permitted for any teachers or accompanying adults, or pupils of any age to consume alcohol during, or immediately prior to a school visit.

CHAPTER 2. PLANNING VISITS

Planning

32. Before taking a decision on whether to undertake a school visit, residential stay, or journey, teachers are asked to give careful consideration to its educational value. In particular, the following questions need to be asked –

- Is the proposed visit, stay or journey fully justified on educational grounds?
- If so, how does it link in with the curriculum?
- If the proposed visit, stay or journey would entail asking the parent to make an additional financial contribution towards the cost (e.g. a school trip overseas), has consideration been given to alternative and more affordable options?

33. Whether the visit is to a local park, museum or swimming pool, or includes a residential stay in Jersey or abroad, it is essential that formal planning takes place before setting off. This involves considering the dangers and difficulties which may arise and making plans to reduce them. In practice, the head teacher, who is responsible for planning visits, will often delegate the detailed planning to the organiser of the visit and the EVC. **Head teachers must satisfy themselves that the person planning the visit is competent to do so and has the necessary relevant experience.**

Risk assessment

33. In practice, risk assessments are usually carried out by the group leader. An assessment should be completed well before the visit, and should be approved by the Head teacher.

34. A risk assessment for a visit need not be complex but it should be comprehensive. It does not generally require technical formulae or professional health and safety expertise. But specialised information for some visits may be necessary and the head teacher should ensure that the person assessing the risks is competent to do so.

35. A formal assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them. Pupils must not be placed in situations which expose them to an unacceptable level of risk. Safety must always be the prime consideration. If the risks cannot be contained then the visit must not take place.

36. The risk assessment should be based on the following considerations:

- what are the hazards?
- who might be affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the group leader put the safety measures in place?
- what steps will be taken in an emergency?

37. The person carrying out the risk assessment should record it and give copies to all teachers/supervisors on the visit, with details of the measures they should take to avoid or reduce the risks. The head teacher should also be given a copy so that approval, as necessary, can be given with a clear understanding that effective planning has taken place. Risk assessments should be recorded using the form attached as Appendix 4.

38. Frequent visits to local venues such as swimming pools may not need a new risk assessment every time. Nevertheless, it is essential not to become complacent. A generic assessment of the risks of such visits should be made at regular recorded intervals, and careful monitoring should take place.

39. The group leader and other supervisors should monitor the risks throughout the visit and take appropriate action as necessary.

40. Before booking a visit the group leader should obtain a written or documentary assurance that providers such as tour operators have themselves assessed the risks and have appropriate safety measures in place.

41. The group leader should take the following factors into consideration when assessing the risks:

- the type of visit/activity and the level at which it is being undertaken;
- the location, routes and modes of transport;
- the competence, experience and qualifications of supervisory staff;
- the ratios of teachers and supervisory staff to pupils;
- the group members age, competence, fitness and temperament and the suitability of the activity;
- the special educational or medical needs of pupils;
- the quality and suitability of available equipment;
- seasonal conditions, weather and timing;
- emergency procedures;
- how to cope when a pupil becomes unable or unwilling to continue;
- the need to monitor the risks throughout the visit.

Paperwork

42. As well as the documentation required by the Department and the school, the group leader should ensure that they obtain and take with them:

- travel tickets, passports and visas. It is also advisable to carry a separate list of the numbers of any travel documents/passports, and photocopies of all the group's documents in a sealed waterproof bag. This should be kept by the group leader and possibly the deputy leader;
- a copy of the contract with the centre/hotel etc., if appropriate;
- medical papers and significant medical histories;
- parental consent forms and permission for group leader to authorise emergency treatment on parental behalf;
- the phone numbers and addresses, at home and in school, of the head teacher and of the school contact;
- contact details for the Department in the event of an emergency
- the names of parents and the addresses and telephone numbers at which they

can be contacted (home and workplace);

- copies of a list of group members and their details;
- details of insurance arrangements and the company's telephone number;
- the emergency contact number for medical treatment via the insurance policy;
- the name, address and telephone number of the group's accommodation;
- location of local hospital/medical services;
- in some cases, the contact details of the British Embassy.

Exploratory visit

43. Where feasible, an exploratory visit should be made by any teacher who is to lead a group abroad or on a residential visit or who is to instruct or lead the group in an outdoor activity such as trekking in a location that is not familiar to them.

44. In other cases the group leader should undertake an exploratory visit, wherever that is possible, to:

- ensure at first hand that the venue is suitable to meet the aims and objectives of the school visit;
- assess potential areas and levels of risk;
- ensure that the venue can cater for the needs of the staff and pupils in the group;
- become familiar with the area before taking a group of young people there;
- assess security measures in place regarding access by outsiders to accommodation areas;
- general suitability of layout.

45. If in the last resort an exploratory visit is not feasible then the group leader will need to consider how to complete an adequate assessment of the risks. An appropriate measure would be to obtain specific information by letter from the venue, from other schools who have recently visited it, and from local organisations such as tourist boards.

46. Other factors which should form part of the planning stage include:

- the facilities/equipment the group will need to take on the visit;
- the facilities/equipment to be provided at the venue;
- staff training needs;
- transport arrangements;
- insurance arrangements;
- information to the provider;
- communication arrangements;
- supervision ratios;
- contingency measures for enforced change of plan or late return;
- information to parents;
- preparing pupils;
- emergency arrangements;
- arrangements for sending pupils home early.

47. Further information on these issues is provided in subsequent chapters.

Financial planning

48. The group leader should ensure that parents have early written information about the costs of the visit, and how much each parent will be charged or asked to contribute. Parents should be given enough time to prepare financially for the visit. It may be useful to break the costs down into subheads such as travel, hostel, meals etc.

49. The head teacher must ensure that banking arrangements are in place to separate the visit's receipts from other school funds and from private accounts.

50. The head teacher/group leader must reach a pre-agreement in writing with parents on whether any funds left surplus after the visit will be returned to parents or retained for another visit. It is acceptable that a small surplus, say for example sums under £10, can be retained by schools for future visits, but only where written consent is given in advance.

51. A system of keeping accurate and full records of all income and expenditure must be employed, and be available for inspection, should the need arise.

Charging for visits

52. In schools other than fee paying and non-provided schools the education provided wholly or mainly during school hours is free. This means that head teachers may not impose a charge on parents for any visit that occurs exclusively during school hours. The head teacher may, however, ask for a voluntary contribution.

53. Parents should be made aware that the contribution is not compulsory, and the children of parents who do not contribute may not be discriminated against. It is permissible to ask parents to contribute more than the minimum amount in order to subsidise those pupils whose parents have not contributed. In the last resort, the visit may have to be cancelled if there are not enough voluntary contributions and the shortfall cannot be made up.

54. The head teacher may, however, charge parents for board and lodging on residential visits as well as the full costs when a visit is deemed to be an optional extra. An optional extra:

- falls wholly or mainly outside school hours;
- does not form part of the Jersey Curriculum;
- is not part of a syllabus towards a Prescribed Public Examination.
- So, for example, a skiing trip would be an optional extra.

First aid

55. First aid should form part of the risk assessment. Before undertaking any off-site activities the EVC and the group leader should assess what level of first aid might be needed and ensure that an adequate first-aid kit is taken. For adventurous activities, visits abroad or residential visits it is essential that at least one of the adults holds a current first-aid certificate, preferably the First Aid and Work Certificate. All adults in the group should know how to contact the emergency services.

56. The minimum first-aid provision for a visit is:

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

Other considerations in relation to first aid needs should include:

- the numbers and ages of the group and the nature of the activity;
- the distance of the nearest hospital;
- the availability of replacement items and additional supplies for the first aid kit.

57. First aid should be available and accessible at all times. The Department recommends the following minimum contents for a travelling first-aid kit where no special risk has been identified:

- a leaflet or book giving general advice on first aid;
- ten assorted individually wrapped sterile adhesive dressings (plasters, non-allergy type);
- two large sterile unmedicated wound dressing approximately 18 cm x 18 cm;
- four medium sterile dressings
- two small sterile dressings;
- two sterile eye pads;
- two triangular bandages;
- two safety pins;
- individually wrapped moist cleansing wipes;
- several pairs of disposable gloves;
- a resuscitator (for hygienic mouth to mouth resuscitation) would also be useful;
- sterile eye wash.
- A note book and pen

- All the above in date, and in a clearly identified, clean dry container

58. It is essential that the nominated first aider is formally trained to the level identified as necessary, and that the qualification is in date.

59. All notifiable accidents involving anyone involved in a visit must be reported to the Department at the earliest opportunity. A notifiable accident is an accident which results in:

- Death or major injury
- 24 hours hospitalisation
- 3 or more days off work/school
- An accident requiring an ambulance call out or treatment at an A & E unit

Accidents must be reported whether they involve a student, staff member, adult volunteer, contractor or any member of the public on ED premises or participating in an event or visit under ED supervision.

Please note that a notifiable accident may not necessarily be an 'accident' as such as it would also include an episode of an existing medical condition e.g. epilepsy.

All notifiable accidents (see above definition) shall be recorded via the Department's online reporting form. If the online form cannot be completed on the same day as the accident, the Department must also be notified about the accident by phone at the earliest opportunity.

If the online form cannot be accessed, a paper form should be completed (See Appendix 3) and the Department should be contacted on +44 1534 449199.

CHAPTER 3. SUPERVISION

Ratios

60. It is important to have a high enough ratio of adult supervisors to pupils for any visit. The factors to take into consideration include:

- sex, age and ability of group;
- pupils with special educational or medical needs;
- nature of activities;
- experience of adults in off-site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities;
- requirements of the organization or location to be visited;
- competence and behaviour of pupils;
- first aid cover.

61. The Department has set the following adult-pupil ratios for off-site visits remaining on Jersey as a minimum standard:

- 1 adult for every 6 pupils in Reception, Years 1 and 2;
- 1 adult for every 12 pupils in Years 3 to 6;
- 1 adult for every 16 pupils in Year 7 and above.

Ratio for Off-Island and Residential Visits

62. **For all off Island or residential visits involving children in Years 3 or above, the minimum adult : child ratio must be no less than 1-10.** A minimum of two adults must accompany the group with appropriate gender balance.

63 For residential and off Island visits, in addition to the teacher in charge there shall be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involve adventurous activities, the risks may be greater and supervision levels should be set accordingly.

64. Where there is more than one teacher/supervisor a group leader should be appointed who has authority over the whole group. If more than one school is involved an

overall group leader should be identified, usually the person with the most experience in leading such visits.

65. Where a high adult/pupil ratio is required, it is not always feasible to use school staff alone. Parents/volunteers may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group. **Anyone who has not had a DBS check may not accompany groups on residential or off-island visits**

Vetting suitability

66. The group leader needs to be clear about procedures for vetting volunteers who wish to be supervisors or drivers, in particular for residential visits. The suitability of potential supervisors should be assessed by the group leader and the head teacher at an early stage of the planning process. Where there is any doubt about suitability further investigations should be made and if any doubt remains the adult should not be allowed to help supervise the visit. Similar considerations should be made for adults who have no supervisory role but who wish to take part in the visit. **A DBS check alone is not a guarantee of a person's suitability to accompany pupils**

For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone with a pupil wherever possible.

Supervisor's responsibilities

67. All adult supervisors, including teachers and parent/volunteer helpers, must understand their roles and responsibilities at all times. It may be helpful to put this in writing. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those likely to cause trouble. Teachers retain responsibility for the group at all times.

68. In some cases, a parent may accompany their child on a visit where the child has special needs, and this level of close support is required. In this case, the role of the parent must be made clear to the parent, other staff and pupils.

Competencies if leading an adventure activity

69. If the school is leading an adventure activity, for example, kayaking, the head teacher or Governing Body must ensure that the group leader and other supervisors are suitably competent to lead or instruct pupils in the activity, bearing in mind that some pupils may be novices. Competences should be demonstrated by holding the relevant National Governing Body (NGB) award where it exists. Details of acceptable NGB's can be obtained from the Department's Outdoor Education Manager.

Headcounts

70. Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue. All supervisors should carry a list of all pupils and adults involved in the visit at all times. Pupils, particularly in the case of younger ones, should be easily identifiable, especially if the visit is to a densely populated area. Brightly coloured caps, T-shirts or a school uniform can help identify group members more easily. Pupils should not wear name badges. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the group. Pupils can carry cards giving details of address and a

telephone number of accommodation, and a mobile telephone number of the group leader and/or other staff. When the group size is large, It is often useful to sub divide the group into manageable units, each under the responsibility of an adult supervisor.

Remote supervision

71. The aim of visits for older pupils may be to encourage independence and investigative skills, and some of the time on visits such as trips abroad, Duke of Edinburgh Award scheme expeditions, and fieldwork, the pupils may not be directly supervised at all times. The group leader should establish during the planning stage of the visit whether the pupils are competent in remote supervision and should ensure parents have agreed this part of the visit. The group leader remains responsible for pupils even when not in direct contact with them.

72. Parents should be told, before the visit, whether any form of remote supervision will take place.

73. See Preparing pupils for remote supervision in Chapter 4 and for Remote supervision during adventurous activities see Chapter 8. For Supervision on transport see Chapter 6

CHAPTER 4. PREPARING PUPILS

General

74. Pupils who are involved in a visit's planning and organisation, and who are well prepared, will make more informed decisions and will be less at risk. Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should clearly understand what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major cause of accidents. Pupils should also be told about any potential dangers and how they should act to ensure their own safety and that of others.

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

Participation

76. The group leader should ensure that the pupils are capable of undertaking the proposed activity. Pupils should be encouraged to take on challenges during adventurous activities but should not be forced into activities of which they have a genuine fear.

77. Pupils whose behaviour is such, that the group leader is concerned for their safety, or for that of others, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils should be sent home early. Parents and pupils should be told in advance of the visit about the procedures for dealing with misbehaviour, how a pupil will be returned home safely and who will meet the cost.

Equal opportunities

78. Every effort should be made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of special educational or medical needs, ethnic origin, sex, religion etc. All young people should be encouraged to

participate in as wide a range of activities as possible. If a visit is to cater for pupils with special needs, a suitable venue should be selected.

Information to pupils

79. The group leader should decide how information is provided, but must ensure that the pupils understand key safety information. For some pupils on overnight visits it will be their first experience away from home on their own and in the close company of other pupils. Pupils should understand:

- the aims and objectives of the visit/activity;
- the background information about the place to be visited;
- basic foreign words where appropriate;
- relevant foreign culture and customs (see Chapter 9 Visits Abroad);
- how to avoid specific dangers and why they should follow rules;
- why safety precautions are in place;
- what standard of behaviour is expected from pupils;
- appropriate and inappropriate personal and social conduct including sexual activity;
- who is responsible for the group;
- what not to bring back from abroad such as drugs, knives, fireworks etc.;
- what to do if approached by anyone from outside the group;
- rendezvous procedures;
- what to do if separated from the group;
- emergency procedures.

80. For residential visits all group members should carry the address and telephone number of the accommodation, and the mobile telephone number of the group leader in case an individual becomes separated. This applies to exchange visits when pupils will also need to know about any ground rules agreed between the group leader and host family.

81. Where visits involve multiple activities with differing requirements each activity will need to be assessed and separate information provided. Pupils should be aware of who is

responsible in any instances where the group leader has delegated responsibility to another member of staff or instructor.

82. If at any time there is a change in the planned schedule new activities should be assessed and pupils provided with the appropriate information.

Preparing pupils for remote supervision

83. During any time that remote supervision takes place the group leader must ensure that pupils are aware of the ground rules and are adequately equipped to be on their own in a group. The size of each group should also be considered. As a minimum pupils should have the following:

- telephone numbers and emergency contacts if lost;
- money;
- maps and plans and any other information for them to act effectively;
- location and use of local telephones and the appropriate coins;
- a knowledge of how to summon help;
- a knowledge of out of bounds areas or activities;
- It may be worth considering whether pupils should carry mobile telephones.

84. It is important that pupils are told not to go off on their own, are given clear instructions about permitted remote supervised activities and understand and accept the ground rules. (See Remote supervision in Chapter 3 and for Remote supervision during adventurous activities see Chapter 8.)

Transport and pupils

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

- arrive on time and wait for the transport in a safe place;
- do not rush towards the transport when it arrives;
- if fitted, wear your seatbelt and stay seated whilst travelling on transport;
- never tamper with any of the vehicle's equipment or driving controls;
- bags must not block aisles or cause obstructions;

- never attempt to get on or off the moving transport;
- never lean out of or throw things from the window of the transport;
- never get off a vehicle held up by traffic lights or in traffic;
- never run about or pass someone on steps or stairs while transport is moving;
- never kneel or stand on seats;
- never distract or disturb the driver or impede the driver's vision;
- stay clear of doors after boarding or leaving the transport;
- after leaving the vehicle, always wait for it to move off before crossing the road;
- if you have to cross roads to get to the transport exercise particular care;
- if you feel unwell tell a teacher or supervisor.

86. The group leader should ensure that pupils know what to do if they miss the scheduled departure time.

Pupils with special educational and medical needs

87. Head teachers should make every effort to include pupils with special educational or medical needs in school visits, whilst maintaining the safety of everyone in the group. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

Pupils with medical needs

88. Additional safety measures to those already in place in the school may be necessary to support pupils with medical needs during visits. Arrangements for taking medication and ensuring sufficient supplies for residential visits may be required.

89. All teachers supervising visits should be aware of a pupil's medical needs and any medical emergency procedures. Summary sheets held by all teachers, containing details of each pupils needs and any other relevant information provided by parents, is one way of achieving this. If appropriate, a volunteer teacher should be trained in administering medication, if they have not already been so trained, and should take responsibility in a medical emergency. If the pupil's safety

cannot be guaranteed, it may be appropriate to ask the parent or a care assistant to accompany a particular pupil.

90. The group leader should discuss the pupil's individual needs with the parents. Parents should be asked to supply:

- details of medical conditions;
- emergency contact numbers;
- written details of any medication required (including instructions on dosage/times) and parental permission to administer;
- parental permission if the pupil needs to administer their own medication or agreement for a volunteer teacher to administer;
- information on any allergies/phobias;
- information on any special dietary requirements;

In addition, parents may be asked to supply the following details:

- information on any toileting difficulties, special equipment or aids to daily living;
- information regarding any toiletry needs;
- special transport needs for pupils who require help with mobility.

91. Enquiries should be made at an early stage about access and facilities for securing wheelchairs on transport and at residential centres etc. if appropriate. If ramps are not going to be available in certain places, the organiser may wish to arrange to take portable ramps with them. The group leader should at an early stage assess whether manual handling skills will be needed and, if so, whether training should be sought.

92. All teachers supervising the visit should be given the opportunity to talk through any concerns they may have about their ability to support the child. Extra help should be requested if necessary, for example, a care assistant.

93. If teachers are concerned about whether they can provide for a pupil's safety or the safety of other pupils on a trip because of a medical condition, they should seek general advice from the Medical Officer of Health or further information from the pupil's parents.

94. The group leader should check that the insurance policy covers staff and pupils with pre-existing medical needs.

In order to safeguard the privacy of the individual, information about a child's medical needs should only be shared where necessary with other members of the supervising team.

Pupils with special educational needs

95. Schools will already be familiar with the nature of a pupil's special educational needs. Any limitations or problems the pupil may have should be taken into account at the planning stage and when carrying out the risk assessment. Off-site visits may pose additional difficulties for a pupil with SEN and the behaviour of some pupils may prove challenging. The following factors should be taken into consideration:

- is the pupil capable of taking part in and benefiting from the activity?
- can the activity be adapted to enable the pupil to participate at a suitable level?
- will additional/different resources be necessary?
- is the pupil able to understand and follow instructions?
- will additional supervision be necessary?

96. It may be helpful to the pupil if one of the supervisors already knows them well and appreciates their needs fully. The group leader should discuss the visit with the parents of pupils with SEN to ensure that suitable arrangements have been put in place to ensure their safety.

CHAPTER 5. COMMUNICATING WITH PARENTS

97. Parents should be informed in writing of any off-site activity or visit unless it is a regular part of the school curriculum which parents have already been informed about through the school prospectus or a letter. Examples of exceptions are off-site sports fixtures such as swimming or games lessons. Seeking annual consent for such routine visits may be appropriate.

Information to Parents

98. Before residential visits, or when the pupils are to travel abroad or engage in adventure activities which are not a regular part of the school curriculum, parents should be encouraged to attend a briefing meeting where written details of the proposed visit should also be provided. There should be alternative arrangements for parents who cannot attend or who have difficulty with communication in English.

99. Parents need to be aware that the teachers and other adult supervisors on the visit will be exercising the same care that a prudent parent would. The following information on matters that might affect pupil health and safety should be given to parents:

- dates of the visit;
- visit's objectives;
- times of departure and return - parents must have agreed to meet their child on return;
- the location where the pupils will be collected and returned;
- mode(s) of travel;
- the size of the group and the level of supervision including any times when remote supervision may take place;
- details of accommodation with security and supervisory arrangements on site;
- details of provision for special educational or medical needs;
- procedures for pupils who become ill;
- names of leader, of other staff and of other accompanying adults;
- details of the activities planned;
- standards of behaviour expected in respect of, for example, alcohol, sexual behaviour, smoking and general group discipline including prohibited items.

This information may take the form of a code of conduct which parents should sign;

- what pupils should not take on the visit or bring back;
- details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover;
- clothing and equipment to be taken;
- money to be taken;
- Whether mobile telephones and other mobile devices can be taken, and under what conditions can they be used;
- the information to be given by parents and what they will be asked to consent to;
- on hosted visits, the details of the host families. For example, whether they have hosted any of the schools pupils before;
- details on the cost of the visit. See Financial Planning and charges for visits see Chapter 2.

Parental consent

100. For the great majority of pupils, parents will have already been asked by schools to sign a general consent form which covers the more routine on-island school trips, e.g. a visit to a local museum or sports centre. However, schools will need to check that the necessary parental consent has in fact been given, and that the person who has signed the form is actually in a position to give that permission

101. In the following cases, however, head teachers or group leaders will need to seek additional written consent:

- non-routine visits (i.e. those which are not a regular part of the school curriculum);
- adventure activities;
- visits off-island;
- other residential visits;
- remote supervision.

102. If parents withhold consent absolutely the pupil should not be taken on the visit but the curricular aims of the visit should be delivered to the pupil in some other way wherever possible. If the parents give a conditional consent, or the adult who has signed the form does not have parental responsibility (see paragraph 106 for definition), the head teacher will need to consider whether the pupil may be taken on the visit or not.

103. A parental consent form should be completed for each pupil in the group. Besides conveying the parent's consent it could also form the basis for obtaining details required. If a tour operator is used it may be sensible to ask them what information to obtain. General issues to consider include:

- any allergies/phobias the pupil may have;
- any medication the pupil is taking (if so what the dosage is and who is to administer it);
- whether the pupil administers their own medication;
- any contagious or infectious diseases suffered within the family during the preceding 4 weeks,
- and any other recent illnesses suffered by the pupil;
- any special/medical dietary requirements;
- information on any toileting difficulties;
- whether the pupil has any night time tendencies such as sleepwalking (for residential visits);
- any other information which the parent thinks should be known;
- the parental home and daytime phone numbers and addresses;
- an alternative contact, with their phone number and address.

The school may also request other information such as the pupil's ability to swim in the pool or sea and their level of safety awareness, and whether the pupil suffers from travel sickness.

104. The contents of a consent form for a parent to sign will vary according to the type of visit. See the example of a parental consent form in Appendix 1 of this document.

105. Where pupils take part in regular and frequent visits, it may be possible to obtain

medical details on an annual basis. Schools must have a mechanism to ensure that the medical and contact information recorded is up to date and accurate.

Medical consent

106. This should form part of the parental consent form. Parents should be asked to agree to the pupils receiving emergency treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities. If parents do not agree to this, head teachers may decide to withdraw the child from the visit - given the additional responsibility this would entail for the group leader. Please note that a parent will require 'parental responsibility' in order to provide consent or make decisions about medical treatment. It is important that a declaration is contained on the consent form (see appendix 1 for example) where the parent indicates that they have parental responsibility. For a Jersey born child, you have Parental Responsibility if you are the child's mother / have a custody order or residence order for the child / have responsibility under an emergency protection order for the child / are a guardian of the child / have adopted the child / are the child's father and you were married to the child's mother when the child was born (in which case you will normally share responsibility with the mother) / you are the child's father and have a residence order or a parental responsibility order or have entered into a parental responsibility agreement with the child's mother or have since married the child's mother. For a child born in other jurisdictions, you have parental responsibility if you are the child's mother or are named as the child's father on the birth certificate.

107. Doctors can be expected to carry out necessary emergency treatment without parental consent but it is possible that a surgeon in another country might be reluctant to operate on a pupil unless assured that the group leader had parental authorisation to agree to such treatment. It is sensible to include a translation of the medical consent, as signed by the parent, in the relevant foreign language. The group Leader, or in their absence, another member of staff, is responsible to make reasonable effort to pass on medical information to hospital authorities, including parental wishes regarding treatment.

Contact with parents during the visit

108. Head teachers should ensure that parents can contact their child via the school contact and the group leader in the event of a home emergency, and that they have a number to ring for information in the event of an incident during the visit or a late arrival home

Pupils' contact with parents

109. Group leaders should arrange for parents to be told by the school of the group's safe arrival. One way of doing this is by a telephone

tree whereby one parent contacts an agreed group of parents who then contact a further group. Alternatively it may be possible to arrange for information to be broadcast on local radio at a prescribed time, or via the internet. Generally it is best to avoid direct contact between pupils and parents. Pupils may be tired and home sick, especially in the early stages of an off-island visit. Direct contact at this stage can lead to undue distress. However, if you have contacted a parent regarding a health issue relating to their child, then direct telephone contact between pupil and parent will often help to reduce any concerns.

CHAPTER 6. PLANNING TRANSPORT

General

110. The group leader must give careful thought to planning transport. The main factors to consider include:

- passenger safety;
- comfort of passengers and supervisors;
- group control and supervision;
- toilet and refreshment facilities;
- public contact;
- realistic timetables and connection times;
- reliability;
- legal requirements;
- journey time and distance;
- potential congestion.

111. The level of supervision necessary should be considered as part of the risk assessment for the journey. The group leader is responsible for the party at all times including maintaining good discipline.

Transport on-island by school minibus

112. At present, pupils can be transported by minibus under the following conditions:

- the driver holds a D1 category driving licence.
- the driver has completed the MIDAS minibus training;
- the minibus has a maximum of 16 passenger seats;
- seat belts are worn;
- legislation regarding the use of car seats and booster seats for smaller pupils is followed.

The MIDAS training is not required to drive minibuses to transport equipment and other staff, **provided there are no students on board**. However a D1 category licence would still be required.

Transport off-island by school minibus

113. Pupils may travel in school minibuses in the UK, providing the minibus and driver meet the requirements as listed above. In addition, the minibus must weigh less than 3.5 tonnes, the driver is not being paid to drive the

minibus, and the minibus is not being used for hire or reward.

114. Minibuses must not be used for 'hire or reward', as this could invalidate the insurance. A teacher is not considered to be "driving for hire or reward" if driving in the course of his or her normal teaching duties. However, a teacher could be considered to be driving for hire or reward if he or she has been specifically employed to drive on this visit, or have a reference to driving duty in their contract of employment.

115. Asking pupils to contribute financially towards a visit off-island which involves a contribution to fuel costs does not constitute using the minibus "for hire or reward".

116. In addition to the legal requirements for driving a minibus in the UK, the following points should be considered:

- it may be useful to take another member of staff to take responsibility for the behaviour of the pupils;
- teachers living in Jersey may not be used to driving conditions in the UK, especially motorway journeys. Some teachers may never have driven on a motorway;
- they may also not be used to longer journey times.

117. When travelling by minibus in France, the following additional considerations apply:

- all transport must have a minimum of 9 **seats**, including the driver's seat.
- Drivers should carry the equipment specified at the time (emergency warning signs, spare bulbs, first aid kit etc.). Current detailed information is available from the AA or RAC.
- Drivers should have previous and proven experience in driving on the continent. It is unlikely Department consent will be granted to drive a minibus in continental countries other than France.

In other countries, it is important to check the local legislation to ensure that you are adhering to the Laws for the jurisdiction in which you are driving.

Coach travel

118. When planning coach travel, the following points should be considered:

- the duration of the journey, will you need two drivers?
- does the coach have seat belts or lap restraints? This is not compulsory in all countries, but essential when transporting pupils;
- on longer journeys, a toilet may be needed;
- Seats should not be used reclined excessively, or converted to “sleepers”.

Group leaders should monitor the standard of driving and alertness of the driver, and should intervene at any time during the journey if they are unhappy. The front row of seats should be occupied by supervisors on safety grounds and to avoid driver distraction.

Pupils should remain seated at all times, only leaving their seats to use the toilet.

Ferry travel

119. Ferries are a very safe means of travel, but group control can become an issue, as pupils may be spread out. Travel sickness can also present problems, and pupils and staff may feel more comfortable on the open deck. Pupils should be supervised at all times when outside on deck, and must be told not to stand on or lean over the rail. Encourage parents to give their child a seasick treatment before travel if they are susceptible to travel sickness, or you are expecting rough conditions.

Air travel

120. Wherever possible, pupils should be block booked into seating well in advance. It

may be a good idea to ask pupils to check the weight of luggage and hand luggage at home, prior to arrival at the airport. It is also useful to get pupils to bring in their hand luggage bag to school, to check it is within the size limit stipulated by the airline. Restricted items in luggage change quite regularly, and the group leader should include a written up to date list of these items, and pass on to parents. Consideration should be given to methods of keeping the group together in airports. Refer to paragraph 70, Headcounts.

Public Transport

121. When travelling on trains, brief pupils about safety on platforms. Wherever possible, book seats in advance, as managing the group spread out over several coaches may be difficult, depending on age. Be sure to headcount all pupils off the train, leaving 1 adult supervisor on the train until headcount is completed on the platform.

122. Underground transport can be very busy at peak times, and it is probably best to avoid these times. Group management can be very difficult, and small supervised groups work much better than one large group.

123. If double decker bus transport is to be used, try to place one supervisor on each level. Always have a supervisor leave the bus first, to direct the pupils to a safe area away from traffic.

124. It may be useful to “buddy up” pupils whilst travelling. Numbering off can also be a useful tool to check all group members are present.

CHAPTER 7. INSURANCE FOR OFF-ISLAND VISITS

125. The group leader must ensure, well before the group departs, that adequate insurance arrangements are in place. Insurance cover is in place for provided schools, but may not be suitable for all visits.

126. Head teachers or group leaders in provided schools should be clear what insurance provision already exists and what additional cover may need to be arranged. Detailed advice on Insurance cover can be obtained from the Department's current insurance provider.

Other schools

127. Head teachers or group leaders in non-provided schools will need to investigate and make satisfactory arrangements of their own.

Insurance and parents

128. The group leader should write to the parents to tell them which responsibilities the school accepts and the scope of any insurance cover the school is to arrange. It is advisable to make copies of the insurance schedule, or a summary of cover, available to parents as early as possible in the booking process.

Insurance cover for visits

129. Insurance policies are legal documents. They will impose conditions, limit the cover, and exclude certain people or activities. Insurance companies/travel firms can advise on particular types of insurance. If in any doubt about the level of insurance cover, it is strongly advisable to obtain written clarification from the insurers.

The following are examples of cover which may be appropriate to many types of school visit:

- employers liability;
- public liability;
- personal accident cover for teachers, other adults, and pupils;
- costs of medical treatment;
- specialised risk activities (often excluded from standard policies) and the

costs of evacuation for medical reasons when abroad;

- damage to or loss of hired equipment (check the wording of the hire agreement);
- programmed and non-programmed activities;
- transport and accommodation expenses in case of emergency;
- compensation against cancellation or delay;
- compensation for loss of baggage and personal effects including money;
- legal assistance in the recovery of claims; and
- failure or bankruptcy of the centre or travel company.

130. Additional arrangements may be necessary to obtain insurance cover for activities abroad and activities of adventurous nature. The group leader should scrutinise carefully the list of exclusions in the policy. If there is any doubt about the cover the insurer should be asked for clarification.

131. The group leader should ascertain the details of the insurance held by the tour operator, or provider, where used.

132. Additional cover may be necessary for participants with medical conditions. The group leader should check this with the insurance company before departure.

Cancellations

133. Some parents may cancel their child's place in the visit. The group leader should forward any cancellations to the insurer/operator as soon as possible, in writing, if a replacement is not available. Delay in notification may incur cancellation charges.

Transport

134. When hiring coaches etc., the group leader should check that the company used has appropriate insurance.

CHAPTER 8. TYPES OF VISIT

Adventure activities using licensed providers in the United Kingdom

135. When planning to use adventure activity facilities offered by a commercial company or by a local authority the group leader should check:

- whether the provider is legally required to hold a licence for the activities it offers and, if so,
- that the provider actually holds a licence.

136. A licensed provider does not necessarily have to hold a licence for all its activities. Other activities offered may be accredited under non-statutory schemes. The provider can give information on what activities are licensed.

137. It is illegal for a provider of licensable status to offer a licensable activity without a valid licence. The Adventure Activities Licensing Authority can check on the licence status of a provider. Their address is: Adventure Activities Licensing Authority, 17 Lambourne Crescent, Llanishen, Cardiff CF4 5GG. Tel 01222 755715. Fax: 01222 755757. Their Internet site is at: <http://www.aala.org>

138. A licensed provider does not necessarily have to hold a licence for all its activities. Many of the activities that pupils take part in will be covered by health and safety legislation alone. However the following activities - where undertaken by young people under 18 years unaccompanied by a parent - need a licence when commercial companies sell them:

- **caving:** the exploration of underground passages, disused mines, or natural caves which requires the use of special equipment or expertise;
- **climbing:** climbing, sea-level traversing, abseiling or scrambling over natural terrain or certain man-made structures which requires the use of special rock-climbing or ice-climbing equipment or expertise;
- **trekking:** going on foot, horse (pony), pedal cycle, skis, skates or sledges over moorland, or on ground over 600 metres above sea level when it would take 30 minutes to reach an accessible road or

refuge. Off-piste skiing requires a licence, but not on-piste or artificial surface skiing;

- **watersports:** this comprises sailing, canoeing, kayaking, rafting and windsurfing, on the sea, tidal waters, inland waters at a location where any part of those waters is more than 50 metres from the nearest land, and turbulent inland waters. Rowing and powerboating is exempt.

139. Holding a licence means that a provider has been inspected and the Licensing Authority are satisfied that appropriate safety measures are in place for the provision of the specified licensed adventure activities. Other elements of the provision - such as catering and accommodation - are not covered by the licensing scheme. These should be checked separately by the group leader.

Adventure activities using non-licensable providers

140. Not all providers are required to hold a licence. Not holding a licence does not imply a lack of safety. It might simply mean the provider or the activity is not licensable.

141. The AALA licensing scheme is not applicable outside of the UK, and therefore providers operating in the rest of Europe will not hold a licence. Other accreditation schemes, such as LOTC Quality Badge scheme, or Adventuremark, may be held by providers, but will not be mandatory.

142. If proposing to use a non-licensable provider, the group leader should obtain assurances in writing from the provider that:

- risks have been assessed and that the provider's staff are competent to instruct and lead pupils of the group's age range on the activity. Competence could be demonstrated by holding the relevant NGB award where it exists or through successful participation in an NGB approved in-house scheme;

- equipment is appropriate and that its safe condition is checked before each use;
- operating procedures conform to the guidelines of the National Governing Body for the activity where this is appropriate;
- clear management of safety systems is in place;
- there is appropriate provision for first aid;
- there are emergency procedures (including arrangements for informing next of kin and for alerting the group leader); that the provider's staff are competent in the procedures and will hold emergency phone numbers and addresses of the group members; and that the group will have a fire drill as soon as possible on arrival at the provider's base.

143. The group leader may wish to ask the provider for names of other schools who have recently used its facilities.

Other issues to consider with all adventure activity providers

144. The group leader should check and agree the provider's arrangements for supervision and recreation during the evenings and between adventure activities. The group leader should also provide any relevant information to the provider such as the group's age-range, competence etc.

145. The group leader and teachers retain ultimate responsibility for pupils at all times during adventure activities, even when the group is under instruction by a member of the provider's staff. However, the provider is responsible for the safe running of an activity. Clear handover and handback procedures should be in place. Everyone, including the pupils, must have an understanding of the roles and responsibilities of the school staff and the provider's staff.

146. The group leader and teachers should have sufficient information on what the activity involves before it takes place. They should approach the instructor at an appropriate safe interval if they are concerned that the pupils may be at unnecessary risk. Assurances may be sought that the provider has:

- checked the suitability of the staff, including temporary workers, to work with young people. See Vetting suitability in Chapter 3;
- clearly defined the roles and responsibilities of its staff;
- the appropriate security arrangements;
- appropriate public liability insurance.

School-led adventure activities

147. If a member of the school staff is to organise, lead and instruct pupils on adventure activities they should complete a thorough risk assessment, and have all the necessary operating procedures, including emergency procedures, in place.

148. The head teacher and/or governing body should satisfy themselves that:

- the group leader and other supervisors are competent to act as leaders and/or instructors of pupils in the activity - bearing in mind that some of these pupils may be novices. Competences should be demonstrated by holding the relevant NGB award where it exists. The Department's Outdoor Education Manager can advise on this;
- the group leader is competent in safety procedures and the planning of adventurous visits;
- an appropriate risk assessment has been completed;
- the supervision will be appropriate;
- there is competent first aid provision, and equipment;
- the emergency procedures include activity-specific measures and that supervisors are competent to carry them out;
- the equipment is appropriate, safe and in good condition;
- every pupil is suited to the activity and is properly prepared and equipped.

Remote supervision during adventurous activities

149. Some adventurous activities - such as those under the Duke of Edinburgh Awards - require pupils to work in small groups without direct supervision. Particular attention needs

to be given to the information provided to pupils before supervision can be withdrawn.

150. The training given to pupils must be sound and thorough and should be assessed separately. The instructor should have the appropriate qualifications or experience to provide training in the activity. The group leader should be satisfied that the pupils have acquired the necessary skills and have the necessary experience, confidence, physical ability and judgement to be left without direct supervision.

151. The withdrawal of direct supervision should be a gradual four stage process:

- accompanying the group;
- shadowing the group;
- checking regularly at agreed locations;
- checking occasionally at agreed locations.

152. Pupils should be familiar with all equipment used or taken without direct supervision and, in addition to training, an initial element of adult supervision in the use of equipment may be required. The condition and suitability of any equipment, particularly safety equipment, taken or used during these activities should be assessed separately. Each group, not necessarily each individual, should carry a mobile phone or other appropriate communication device, which can be used for communication in an emergency.

153. See Chapter 3 Supervision and Preparing pupils for remote supervision in Chapter 4.

Coastal visits

154. Group leaders and other teachers should be aware that many of the incidents affecting pupils have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming (for which see separate section below). The group leader should bear the following points in mind when assessing the risks of a coastal activity:

- tides, [*note: tidal ranges are particularly great in Jersey waters*] rip tides and sandbanks are potential hazards; timings and exit routes should be checked;

- ensure group members are aware of warning signs and flags;
- establish a base on the beach to which members of the group may return if separated;
- look out for hazards such as glass, barbed wire and sewage outflows etc.;
- some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds.

155. The local coastguard, harbour master, lifeguard or tourist information office can provide information and advice on the nature and location of hazards.

Swimming in the sea or other natural waters

156. Swimming and paddling the sea or other natural waters are potentially dangerous activities for a school group. They should only be allowed as formal and supervised activities, thoroughly risk assessed, and preferably in recognised bathing areas which have official surveillance i.e. qualified lifeguard cover. Nonetheless, pupils should always be in sight of their supervisors. One supervisor should always stay out of the water for better surveillance.

157. The group leader, or another designated teacher in the group, should hold a relevant lifesaving award, especially where lifeguard cover may not be available. It may be possible to allow children limited access to swimming and paddling in the sea, without qualified lifeguard supervision. This could take place in calm and sheltered areas, in water up to a maximum of waist depth, where the beach shelves gently and is hazard-free, and only after a detailed risk assessment outlining control measures, marking areas, etc. For further advice contact the Department's Outdoor Education Manager.

158. A ratio of 1 adult to 10 pupils is a minimum. The group leader should assess the risks and consider an appropriate safe supervision level for their particular group before the activity takes place.

Swimming pools

159. Head teachers will be aware of their local swimming pool facilities for curricular activities. Group leaders should follow the recommended safe supervision levels at the pool for their pupils. A minimum ratio should be 1 adult to 12 pupils in school Years 1 to 6, and 1 adult to 20 for school Years 7 onwards. Teachers should monitor the risks of regular swimming activities and adjust supervision levels for their individual groups as necessary.

160. If considering the use of a swimming pool not used before or monitoring the hazards of a regularly used pool it is advisable to observe and check the following:

- is there constant pool supervision by a sufficient number of qualified lifeguards?
- where there is no provided lifeguard the group leader should stay at the poolside at a raised location. In such circumstances, the group leader, or a designated teacher, should have a relevant lifesaving award and be accompanied by an appropriate number of supervisors;
- is the water temperature appropriate?
- is the water clear?
- are there signs clearly indicating the depth - is there a shallow end and is the water there shallow enough?
- does the deep end allow for safe diving?
- is there a poolside telephone?
- are there a resuscitator and other pieces of first-aid and rescue equipment, and is there someone trained to use them?
- is there a changing room for each sex?
- does the pool cater for pupils with disabilities?
- does the pool cater for any particular religious or cultural factors?
- are the changing and showering facilities safe and hygienic?
- can clothes be stored securely?
- have the pupils been instructed how to behave in and around the water?

Farm visits

161. Farms can be dangerous even for the people who work on them. Taking children to a farm should be carefully planned. The risks to be assessed should include those arising from the misuse of farm machinery and the

hazards associated with food poisoning and other infections.

162. Check that the farm is well-managed; that it has a good reputation for safety standards and animal welfare; and that it maintains good washing facilities and clean grounds and public areas. Consider the merits of an exploratory visit.

163. There are some basic safety rules. Never let pupils:

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

164. In the UK, it is advisable to visit farms which have gained accreditation via the LOTC Quality Badge scheme

Field studies

165. Field studies associated with a range of subjects including geography, biology, geology and history might take pupils to industrial sites and other urban areas as well as into the countryside and to the coast (see above, Coastal Visits). The scope of field studies means that the group leaders, who will usually be subject specialists, should also be competent to lead and instruct their pupils within urban and non-urban environments at minimal risk.

Residential visits

166. The minimum ratio is 1 adult for every 10 pupils. Issues for the group leader to consider include the following:

- the group should ideally have adjacent rooms with teachers quarters next to the pupils - the leader should obtain a floor plan of the rooms reserved for the groups use in advance;
- there must be at least one adult of each sex for mixed groups;
- there must be separate male and female sleeping/bathroom facilities for pupils;

- the immediate accommodation area should be exclusively for the groups use;
- ensure there is appropriate and safe heating and ventilation;
- ensure that the whole group are aware of the lay-out of the accommodation, its fire precautions/exits (are instructions in English or otherwise clear?), its regulations and routine, and that everyone can identify key personnel;
- security arrangements - where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors;
- the manager of the accommodation should be asked for assurances that the staff, including temporary workers, have been checked as suitable for work with young people. See also Vetting Suitability in Chapter 3;
- locks on doors should work in the group's rooms but appropriate access should be available to teachers at all times;
- there should be adequate space for storing clothes, luggage, equipment etc., and for the safe keeping of valuables;
- adequate lighting
- there should be provision for pupils with special needs and those who fall sick;
- balconies should be stable, windows secure, and electrical connections safe;
- it is strongly recommended that pupils should not be lodged in ground floor rooms;
- the fire alarm must be audible throughout the accommodation;
- there should be recreational accommodation/facilities for the group;
- there should be an appropriate number of group supervisors on standby duty during the night.
- It may be advisable to try to book rooms without balconies, and were this is not possible, restrict access by pupils.

167. Before booking a hostel/hotel abroad, the group leader should confirm it has fire exits and lifts with inner doors and that it meets local regulations. After arrival at any accommodation it is advisable to carry out a fire drill as soon as possible.

Exchange and host visits

168. Individual school exchanges differ from other visits abroad in that pupils will spend most of their time with host families and are, therefore, not always under the direct supervision of school staff. Host families will not be subject to Jersey Law.

169. Exchange visits involving hosting highlight many problems regarding the vetting of host families and supervision. Such visits should not be arranged merely on the grounds of cost-saving.

170. Pupils must be aware of the ground rules agreed between the group leader and the host family. Many of the considerations which apply to residential and day trips also apply here. In addition, the following should be ensured by the group leader:

171. The Department recognises the value of hosted visits, as a means to experience language at first hand, and to sample the culture of a foreign country.

Whilst recognising that there are risks associated with hosted visits, the Department will continue to advise schools on individual proposed hosted visits to help schools and youth groups manage these visits in as safe a way as possible.

Please contact the Outdoor Education Manager in advance of planning a hosted visit, either by telephone (tel. 280542) or by email stevepearl@jys.je

In the meantime, the following conditions should be considered when organising hosted visits:

- Wherever possible, adult members of the household should be checked for criminal records. Where this is not possible, other means of checking the suitability of host family members should be implemented.
- Ideally, pupils should be placed with families in pairs, and preferably share a room.
- Pupils must have 24 hour telephone access to their Group Leader.

- Alternative accommodation must be available if a pupil is unhappy with any aspect regarding their hosts.
- The Group Leader can visit a pupil at any time, and can promptly respond to a request by a pupil to visit at short notice.
- Hosting families should be known to the organising agency, and a recent visit should have been made to inspect the suitability of the accommodation.

If a school or hosting agency is unable to comply with the key points listed above, it may not be possible for permission to be granted.

Vetting host families

172. Vetting families abroad in terms of DBS-type checks may be practically impossible. Although it may be possible to check one or two parents, there could be many other adults who would have contact with the pupil during their stay, and this could be inappropriate.

173. If hosting, the school in Jersey also have a responsibility to ensure that families are suitable to host foreign pupils on the exchange. This will also be extremely difficult for the same reasons outlined above.

CHAPTER 9. EMERGENCY PROCEDURES

General

174. Teachers in charge of pupils during a visit have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take life-saving action in an extreme situation.

175. Emergency procedures are an essential part of planning a school visit. Provided schools should follow Department guidance on emergency planning procedures.

176. If an accident happens, the priorities are to:

- assess the situation;
- safeguard the uninjured members of the group;
- attend to the casualty or casualties;
- inform the emergency services and everyone who needs to know of the incident;
- in a Serious Emergency, contact the Department using the Serious Emergency contact number. (+44 (0)1534 449206) between 0830 and 1630. Outside these hours, and in the event of an emergency, contact the head teacher, who must then inform the Education Department. If unable to contact the head teacher, then contact the department directly using the list of emergency contact numbers provided.

177. What defines a Serious Emergency?

178. A serious emergency is defined as a fatality, life-threatening injury or illness to an individual, injury to a large number of pupils or adults, any injury or illness which may leave the casualty disabled or disfigured, any serious physical assault, any sexual assault, any missing persons (the time period for this will depend on location and age.)

A broken leg, resulting from a skiing accident would not constitute a serious emergency, providing there were no complications and would therefore be dealt with by the emergency plan within the school using the school contact.

179. The group leader would usually take charge in an emergency and would need to ensure that emergency procedures are in place and that back up cover is arranged. The group leader should liaise with the representative of the tour operator if one is being used.

180. The Department may send an officer to an emergency site to co-ordinate and take charge.

Pre-arranged school home contact.

181. The school contact's main responsibility is to link the group with the school, the parents and the Department (where appropriate), and to provide assistance as necessary. The named person should have all the necessary information about the visit.

Emergency procedures framework

182. All adults on the school trip should be informed of who will take charge in an emergency, the named back up cover and what they are expected to do in an emergency.

Emergency procedures framework during the visit

183. If an emergency occurs on a school visit the main factors to consider include:

- establish the nature and extent of the emergency as quickly as possible;
- ensure that all the group are safe and looked after;
- establish the names of any casualties and get immediate medical attention for them;
- ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures;
- ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together;
- **when appropriate, notify the Department via the Serious Emergency contact number. +44(0) 1534 449206;**

- inform the school contact. The school contact number should be accessible at all times during the visit;
- details of the incident to pass on to the school should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved; action taken so far; action yet to be taken (and by whom);
- notify insurers, especially if medical assistance is required (this may be done by the school contact);
- notify the provider/tour operator (this may be done by the school contact);
- ascertain telephone numbers for future calls. Mobile phones, though useful, are subject to technical difficulties, and should not replace usual communication procedures;
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;
- keep a written account of all events, times and contacts after the incident. The Group Leader may appoint a “loggist” to perform this;
- no-one in the group should speak to the media;
- names of those involved in the incident should not be given to the media as this could cause distress to their families. Media enquiries should be referred to the Chief Education Officer;
- no-one in the group should discuss legal liability with other parties;
- If pupils have mobile telephones with them, the group leader should inform the group not to discuss the incident with anyone outside the group until told to do so, to avoid inaccurate and upsetting reports from circulating. Social media will make it very difficult to avoid details of any incident being in the public domain.

Emergency procedures: framework for school use.

184. Prior to the visit, the name and school and home telephone numbers of a school contact should be identified. It is advisable to arrange a second school contact as a reserve. Head teachers and group leader should bear in mind that the contact lines may become

busy in the event of an incident and that alternative numbers to ring would be useful.

185. The main factors for the school contact to consider include:

- ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the school base and Departmental officers;
- contacting parents. Details of parents’ contact numbers need to be available at all times while the group is on the visit. The school contact should act as a link between the group and parents. Parents should be kept as well informed as possible regarding the general situation and the status of their own children at all stages of the emergency. The status of other pupils should not be made known;
- liaison with the Department and/or governing body. The school contact should act as a link between the group and the Department/chair of governors and arrange for the group to receive assistance, if necessary.
- liaison with media contact. If a serious incident occurs, the school contact should liaise with the Chief Education Officer as soon as possible;
- the reporting of the incident using appropriate forms, if necessary.

Media contact

186. The Chief Education Officer will deal with media enquiries for provided schools. The names of any casualties or details of any injuries should not be released without the consent of the Chief Education Officer.

After a serious incident

187. It is not always possible to assess whether group members not injured or directly involved in the incident have been traumatised or whether other pupils or staff in the school have been affected. In some cases reactions do not surface immediately. Schools in this situation have sometimes found it helpful to contact local community support services and to seek professional advice on how to help individuals and the school as a whole cope with the effects of a tragedy.

CHAPTER 10. DEPARTMENT FORMS AND OTHER USEFUL DOCUMENTS

Notes for completing Off-Island Educational Visits Form 1 and Form 2

Form 1

- Complete Form 1 as soon as possible. Ideally as near to the start of the school year in which you intend to run the trip. By sending the completed form in early it allows you to go ahead and begin the detailed planning process, and enter into financial transactions, in the knowledge that the visit has been authorised.
- Few details are required at this early stage and minor changes can always be made at a later date.
- Be sure not to take any payments from students, or make any payments to any organisation until Form 1 has been sent and the visit has been agreed.
- When completing the Proposed Activity/Visit section please ensure you give an accurate overview of what the visit is about. Make sure you mention any adventurous activities which will take place.

For example:

- “Alpine ski trip to French Alps, to also include tobogganing”.
 - “Multi activity week to include high ropes course, abseiling, kayaking and raft building”.
 - “3 day tour of historical buildings in Bath, and 1 day visit to Longleat Park”.
- If you are intending to use a Provider/Tour Operator please make sure you enter all the

requested details. This will allow us to make preliminary enquiries quickly and efficiently should it be necessary.

- It is considered best practice to either visit a Centre before your trip or at least talk to another school who has used the centre recently. The Provider should be able to pass your contact details on to other schools so that they may contact you. Please record this under the section “Experience of the Centre/Venue/Provider”.
- Once you have discussed the proposed visit with your EVC, and the form has been signed, send it to the address given at the top of the page. The form will then be returned to you and signed by the OE Manager, if approved, usually within 2 to 3 weeks.
- On the reverse of the form is an area for the Department to record any conditions on the visit and any action plan that may be required before the trip can go ahead. If a face to face meeting is needed to progress the planning this will also be stated here.
- Do not alter the form in any way. If you are printing or copying the form please do this on a single sheet of double-sided A4.

Form 2

Form 2 must be completed **in full** and returned to the Department at least 2 weeks prior to the visit. This is the only document, other than Form 1, that you are required to send to the Department. **Risk assessments need no longer be sent to the Department but are still**

required to be completed for general travel, accommodation and security risks. If a Provider is running the activities you are not required to request copies of risk assessments but may do so if you wish. If you are running your own activities you will need to complete detailed risk assessments. All risk assessments should be discussed with your EVC and kept by the school. Should the OE Manager need to see risk assessment, this will be made clear on Form 1.

Please provide all the information requested. Form 2 is sent to the Department close to the departure date of the visit, allowing leaders to provide up to date and accurate information regarding student and staff details, etc. Because of this relatively short lead in it would be difficult to return forms which have insufficient or missing information.

At the back of Form 2 is a check list which will help you in your planning process and will provide a useful tool to enable your EVC and Head teacher to evaluate the process. This is not intended as a definitive list and other checks can, and should, be added.

Forms 1 and 2 make up part of the planning process for your visit. Other documentation, such as parental consent letters, risk assessments, costing plans, questionnaires to providers, etc., should be retained by the school as evidence of good practice.

Steve Pearl
Outdoor Education Manager

August 2015

Form 1

Off-Island Educational Visits Proposal

Please complete this form at the earliest opportunity, and before entering into any financial commitments. Ensure it is signed by the Head teacher and EVC, and send to Education Department, PO Box 142, Highlands Campus, St Saviour, JE4 8QJ.

Do not alter the format of this document in any way.

If this visit is related to the Duke of Edinburgh's Award Scheme, please enter the Notification number issued by the Award Manager.

School/Youth Group name	
Group Leader name, email and telephone contact	
Proposed Activity/Visit	
What are the expected learning outcomes?	
Name, email, telephone and web address of Provider used.	
Name and address of Centre/Accommodation/Campsite	
Anticipated start and end dates	
Means of travel	
Anticipated participant numbers, including year group and gender split	
Anticipated accompanying staff numbers (including Leader)	
Experience of this Centre/Venue/Provider?	
Do you intend to visit the venue prior to the planned visit?	
Approximate cost to each student	

Agreement in principle to proceed with visit, subject to satisfactory completion and submission of Form 2

EVC Name	Signed	Date
Head teacher Name	Signed	Date
OE manager – S. Pearl	Signed	Date

A copy of this completed form will be sent to you. See overleaf for conditions/action plan set by the OE Manager.

Conditions	
Action Plan	
Meetings record	

Should you anticipate any changes to the information given, or if you are unable to meet the requirements listed above, please contact the Outdoor Education Manager at the earliest opportunity.

Form 2

Off-Island Educational Visits Detailed Information and Head teacher Approval

Please complete this form and return to Education Department, PO Box 142, Highlands Campus, St Saviour, JE4 8QJ

At least 2 weeks prior to planned departure.
Do not alter the format of this form in any way

School / Youth Group	
Group Leader	
Mobile Tel No:	
Departure and Return Dates	Depart: _____ Return: _____
Centre / Accommodation Details	Name: Address: Tel:
Travel arrangements	Carrier: Outward details: Return details: Other transport arrangements:
Business details of Organising Company/provider	Name: Address: Tel: _____ email: _____
Insurance cover	States policy Y / N Other
Detailed programme Please provide a daily programme where possible. You may attach a detailed programme to the back of this form if you need more space. If you will be leading groups over moorland or mountainous terrain, please attach a detailed route plan to the back of this form	
Deputy Leader:	Teacher / Support staff / Parent / Other

Nominated First Aider:	Other	Teacher / Support Staff / Parent / Qualification: Expiry date:
Other accompanying adults	Other	Teacher / Support staff / Parent /
	Other	Teacher / Support staff / Parent /
	Other	Teacher / Support staff / Parent /
	Other	Teacher / Support staff / Parent /
Adventure qualifications	If any accompanying adults will be involved in delivering adventure activities, please attach copies of relevant qualifications to this form	
Students numbers:	Male:	Female: Age range:
Confirmation of Parental Consent	I confirm that consent of parents/guardians has been provided for all participants. Signed Group leader	
Head teacher / Principal Youth Officer Approval	I have studied this planned visit and I am satisfied with all aspects of the planning, including risk assessment, staffing and organisation of this visit and that it complies with the guidance set out in the Department's publication, "Educational Visits – Health and Safety of Pupils on educational Visits". SignedDate..... Print full name	
Notes for Head teachers / Principal Youth Officer	A checklist is provided at the back of this form, which may provide a useful tool for Group Leaders, EVCs and you, to evaluate the planning and organisation of this visit. Should you have any concerns regarding any aspect of this visit please contact the OE Manager for advice or clarification. Steve Pearl – Outdoor Education Manager stevepearl@jys.ie Tel. 280542	

Please ensure that Page 3 of this Form (Pupil and staff Details) and Page 4 (Emergency Contact Details) are completed in full.

A Risk Assessment for this visit must be completed and a copy retained by the School / Youth Group. There is no requirement to send Risk Assessments to the Department unless requested by the OE Manager. Any request will be recorded on Form 1. Please ensure any detail changes are notified to the Department in writing as soon as possible.

FORM 2 (contd.): Off Island Visit Check List

Financial	Y/N	Action/Comment/Date
Have you set a price which is likely to stay in budget?		
Have you allowed for a contingency fund?		
Has the Head teacher/Organisation Head agreed to underwrite any emergency overspend not covered by insurance?		
Can the aims of the trip be achieved in a more cost effective way?		
Is the cost prohibitive to the majority of students?		
Is financial support available to disadvantaged students? (school or outside agencies)		
Have you made arrangements for keeping receipts and producing an accurate balance sheet?		
Have you agreed with parents what will happen to any money left over?		
Have you set spending money limits for pupils?		
Will you use personal credit card/debit card for emergency or other expenditure whilst away?		
Have you made arrangements for drawing foreign cash?		
Has enough time been given for students to make payments, or fund raise?		
General Trip Details		
Have you outlined your proposal to the Head Teacher, and discussed with the EVC?		
Are the Staff/Pupil ratios within the Guidelines?		
Is the Gender balance of staff appropriate for the group?		
Accommodation		
Have you, or do you intend to visit the Centre / location		
Have you any other evidence that the Centre / location is suitable, such as recommendations or testimonials?		
Is the accommodation secure?		
Will student rooms/tents be grouped together?		
Will staff accommodation be nearby, for example, on the same landing?		
Can a fire drill be organised shortly after arrival?		
Are there balconies? Have you a policy regarding this, and have you made this known to all?		
Supervision / Supervisors		
Do you personally know all adults accompanying the group?		

Have all adults undergone a DBS check? (This is compulsory)		
Have all adults been briefed, and agreed, as to their roles and responsibilities?		
Will students carry an emergency card with contact details of staff mobile telephone numbers, and accommodation address and telephone?		
If a student has to remain behind when the group return to Jersey, has a member of staff been identified to stay behind?		

Emergency Contacts		
Have you arranged for an emergency contact on the Island?		
Will parents be able to pass on important information via the contact?		
Will the emergency contact have details of all adults and students on the trip, and will they be available on the Island for the full duration of the visit?		
Parental Consent and communication		
Has parental consent been obtained?		
Have you given parents full written details of the planned activities, expected standard of behaviour, potential sanctions, expected level of supervision, (will there be any "remote" supervision?), and have you introduced accompanying staff?.		
Have you arranged a parental and pupil briefing?		
Have you provided a kit list?		
If the visit involves physical challenge, have you set out clear expectations regarding the level of fitness of students, and any requirement to undergo training or assessment prior to the visit?		
Travel		
Have you allowed adequate time to allow for delay in reaching the airport / ferry terminal?		
Have you a plan in the event of cancellation or delay?		
If using coaches, do the coaches have seat belts / lap restraints, and a toilet?		
If using self-drive minibuses, do you have enough experienced and qualified drivers?		
Will group members be briefed on banned items on air travel?		
Have you checked the Foreign and Commonwealth Office web site for up to date travel advice, especially if travelling outside established tourist destinations?		

Medical and First Aid		
Are you fully aware of special medical and dietary needs of all, including staff?		
Has an adult been nominated to take charge of first aid, and other medical duties, including keeping a record?		
Has the above named person organised adequate first aid kits?		
Has consent been granted by parents to allow staff to give non-prescription medication, such as Paracetamol and over the counter cough remedies to students?		
Have you taken advice on vaccination and other medical procedures, which may be required?		
Have parents and students been informed of these requirements, that it is a condition of participation, and has enough time been allowed for completion of any course of treatment?		

Passports		
If the group will need passports, have you actually checked all will have an in date passport for the duration of the Visit, including at least 1 week after the group is due to return? (allow at least 6 weeks prior to departure for this)		
Are Visas or any other travel documentation required? Have you allowed enough time to obtain these?		
Education Department Requirements		
Have you undertaken a Risk Assessment, covering all aspects of travel, supervision, and safety? This should be retained by the School /Youth Group		
Have you completed Form 1 and complied with any conditions specified by The OE manager?		
Have you completed all sections of Form 2 and signed and obtained the signature of the Head Teacher / Principal Youth Officer?		

Useful Telephone and Email Contacts

Education Serious Emergency Contact Number 0830 hrs to 1630hrs)	(+44 1534) 449206
Outdoor Education Manager Steve Pearl	280542 stevepearl@jys.ie
Education Reception (all paperwork to be sent)	+44 (0)1534 449199 education@gov.ie
Insurance advice and claims	Contact Education Department's Head of Governance Tel. +44 (0)1534 449199 or education@gov.ie
Emergency medical assistance abroad	FirstAssist Tel. +44 (0)20 8763 3155
Foreign and Commonwealth Office Travel Advice Unit	www.fco.gov.uk
Adventure Activities Licensing Authority (UK)	www.hse.gov.uk/aala
Royal Geographical Society	www.rgs.org

Appendix 1

Parental consent for an educational visit

The information you provide will be processed for educational purposes and for the purposes of administering the visit. This information may be disclosed and used outside the Department only under the provisions of the Data Protection (Jersey) Law 2005, for example for vital interests (safeguarding) or with your consent.

School/Group

Details of visit to:

I agree to: (name).....D.O.B.

taking part in this visit. I have read and understand the information provided about this visit, and I agree to my child taking part in the activities described. I also acknowledge the need for my child to behave responsibly.

Medical Information about your child

Please give details of any condition requiring medical treatment, including any medication. Conditions including asthma, bronchitis, heart condition, fits, fainting, diabetes, severe or prolonged headaches, allergies to foods/ medication/plasters, sensory difficulties, severe travel sickness, or ANY other condition or disability which may affect your child's ability to take part must be listed. If none, please write NONE in the space below

.....
.....
.....

Please outline any special dietary requirements

.....

Do you consent to your child being given non-prescription pain relief and other over the counter medication, if necessary?

Yes /No

What is the preferred type of pain relief? For example, Paracetamol.

.....

Has your child had a tetanus injection in the last 10 years? Yes/No

I agree to inform the Group Leader as soon as possible, of any changes to medical information or other circumstances between now and the start of the visit.

Please complete the contact information and sign the declaration overleaf

Contact details

Primary contact: Relationship.....

Home telephone.....Work.....

Mobile.....

Alternative contactRelationship.....

Home telephone.....Work.....

Mobile.....

Declaration

I agree to my son/daughter taking part in the educational visit outlined overleaf. I agree to my son/daughter receiving medical treatment including surgical treatment, emergency dental treatment, medication, anaesthetic or blood transfusion, as considered necessary by the medical authorities present. I understand the extent and limitations of any insurance cover provided.

Should vaccination or other planned medication be a condition of participation in this visit, I agree to ensure that this is carried out as detailed by the group leader. Should I fail to carry out this requirement, I accept my child may be excluded from the visit, and no refund will be applicable.

Signed.....Date.....

Full name.....Relationship.....

I confirm that I have parental responsibility* for the named child. Yes.....No.....

* You must have Parental Responsibility to consent to medical treatment for your child. For a Jersey born child, you have Parental Responsibility if you are the child's mother / have a custody order or residence order for the child / have responsibility under an emergency protection order for the child / are a guardian of the child / have adopted the child / are the child's father and you were married to the child's mother when the child was born (in which case you will normally share responsibility with the mother) / you are the child's father and you were not married to the child's mother when the child was born but have from the Court a residence order or a parental responsibility order or have entered into a parental responsibility agreement with the child's mother or have since married the child's mother. For a child born in another jurisdiction, you have Parental Responsibility if you are the child's mother or are named as the child's father on the birth certificate.

Please use this space to provide any other information which you may consider to be of use to the group leader.

For school use only.
Update of any medical information:

Appendix 2

Application for permission for OFF SITE Group Activity within the Island

Group Leader:	Department:
---------------	-------------

Outline description of activity: (Itinerary)
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Proposed date(s) and time of visit

Year group and teaching group

Name of organisation used /provider, if any

Summary of travel:

Name(s) of staff accompanying the group plus mobile contact number (Student/Staff Ratio dependant on the activity and year group)
--

1. Please sign off the boxes below, in the listed order. Head teachers may wish to delegate approval to a deputy head or a member of the schools Senior Management.
2. Group Leaders are responsible for ensuring a Risk Assessment has been completed for the visit. If using an existing (generic) Risk Assessment produced by a third party, the Group Leader must be familiar with the Risk Assessment and be satisfied that it is specific to the planned visit.
3. The EVC and Group Leader should discuss the visit and the Risk Assessment, and look specifically at staff/adult to pupil ratios, and first aid provision and qualification.
4. The group leader must ensure that parents are made aware of the offsite visit, and that parental consent has been given.
5. After the EVC is satisfied with the organisation of the visit, the Head teacher, or delegate, must give final approval.
6. All groups travelling off site must carry an appropriate first aid kit
7. On completion of the visit, staff should review and record any near misses/incidents, and if required amend the Risk Assessment accordingly.

	Date	Signed	Tasks
1 Head teacher or delegated			Initial approval in principle
2 Group Leader			New Risk Assessment completed Y/N Previous Risk Assessment reviewed Y/N
3 EVC			Discuss arrangements & Risk Assessment with Group Leader Confirm First Aid provision
4 Group Leader			Information letter sent to parents via students Y/N Information letter sent via post Y/N Information covered by generic information letter Y/N Consent gained (specific Y/N) (Generic Y/N)
4 EVC			Approval of visit
5 Head Teacher or Delegated			Final approval
6 School Office			First Aid Kit – Checked and issued. List of participants retained This form retained and filed.
7 Group leader and EVC			Record any accidents, incidents or near misses on the reverse of this form

Appendix 3 – ED Notifiable Accident Record – paper version

ACCIDENT RECORD



Use this form to report all notifiable accidents

A notifiable accident is one which results in:

- (Tick all that apply)
- | | |
|----------------------------------|--------------------------|
| Death or major injury | <input type="checkbox"/> |
| 24hr hospitalisation | <input type="checkbox"/> |
| More than 3 days off work/school | <input type="checkbox"/> |
| Ambulance call out | <input type="checkbox"/> |
| Visit to A&E | <input type="checkbox"/> |

Phone the Department on 449199 as well as completing this form

This applies to all accidents on the Department's premises or under the Department's supervision (including trips and visits) whether child, staff member or member of public.

About the person who had the accident

Name: _____ Date of birth: _____

PUPIL STAFF PARENT YOUTH SOMEONE ELSE (Provide details below)

School or site where accident happened

Details of Accident

When did it happen? Date _____ Time _____

What happened?

Cause of Accident

- (Tick **ONE** box only)
- | | | | |
|---------------------------|--------------------------|---|--------------------------|
| Act of Violence | <input type="checkbox"/> | Contact with stationary object | <input type="checkbox"/> |
| Illness/Allergic Reaction | <input type="checkbox"/> | Injured while lifting/handling/carrying | <input type="checkbox"/> |
| Slip/Trip/Fall | <input type="checkbox"/> | Struck by moving object | <input type="checkbox"/> |

Category of Injury

- (Tick **ONE** box only)
- | | | | |
|----------------|--------------------------|-------------------------|--------------------------|
| Bite | <input type="checkbox"/> | Bumps & knock to head | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | Chest pains & seizures | <input type="checkbox"/> |
| Concussion | <input type="checkbox"/> | Cuts, Grazes & Bruising | <input type="checkbox"/> |
| Dislocation | <input type="checkbox"/> | Eye injury | <input type="checkbox"/> |
| Fracture/break | <input type="checkbox"/> | Mouth/Dental Injury | <input type="checkbox"/> |
| Nose bleed | <input type="checkbox"/> | Sprains and strains | <input type="checkbox"/> |
| None | <input type="checkbox"/> | | |

About the person filling in this form

PRINT NAME: _____ POSITION: _____

CONTACT NUMBER: _____

Sign _____

Appendix 4

Education Department (ED) Generic Risk Assessments

Area of Risk:		Department/Section:	
Risk Assessment Conducted by:		Date:	Date of Review:

Hazard	Who's At Risk?	How Might They Be Harmed?	Risk Rating (L/M/H)	Existing Control Measures	Control Measures To Be Considered/Implemented
	•	•			•
	•	•			•
	•	•			•
	•	•			•
	•	•			•