

# Educational Off Site Visits

## Policy & Guidelines

September 2022 to August 2025

[www.lancashire.gov.uk](http://www.lancashire.gov.uk)

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## 1. Introduction

This document is written to comply with health and safety at work law. As an employer, Lancashire County Council has a statutory responsibility for health and safety. Employees also have responsibilities. This document, and the accompanying forms and appendices, sets out the County Council's safety policy for off-site educational visits and adventurous outdoor activities, and the arrangements for the implementation of the policy.

In addition to the policy document there are 13 appendices to support practice and provide further operational guidance. These can be accessed via the EVOLVE system.

Evidence shows that educational/off site visits provide learning opportunities and benefits that are rarely realised in other educational contexts or settings.

The County Council is committed to supporting all user groups to achieve a rich and broad offer. Our vision is for all young people to enjoy appropriately planned off site visits and the life changing experiences they provide.

The impact is generally greater when visit experiences are fully integrated with a school's curriculum/planning and ethos. The overwhelming evidence outlines numerous positive impacts educational visits can have on learning, behaviours, attitudes and personal development.

The revised Educational/Off Site Visits Policy and Guidelines document is applicable from September 2022.

It is a controlled document and will be reviewed in three years' time subject to legislative changes or other advice that may require an earlier review. For the purpose of this policy, the term 'schools' refers to schools and all Lancashire County Council internal services

The most up to date information will be available on the EVOLVE website.

### **What is an Educational/Off Site Visit?**

Educational/off site visits are planned discrete off site educational experiences designed to enrich and enhance the curriculum. The policy does not apply to activities undertaken by establishments on their site. These activities should be conducted in accordance with the establishment's own policy and procedures. Included in the policy are field study visits, and any visit with an adventurous element to it, and overnight stays on the school site.

For the purpose of this policy, curriculum swimming, sports fixtures and area school events are not educational/off site visits. For guidance on these areas of the curriculum, please refer to the separate advice including:

- National Governing Body Advice -Swim England:  
<https://www.swimming.org/swimengland/>
- Association for Physical for Physical Education (AfPE) - Safe Practice in Physical Education, School Sport and Physical Activity 2020 edition.

<https://www.afpe.org.uk/physical-education/safe-practice-in-physical-education-school-sport-physical-activity-2020/>

This book will be updated in September 2024 with a new edition of the publication:

## 1.1 Identifying the Employer

Overall legal responsibility and accountability for all health and safety lies with the employer, and staff **must** follow the policy and guidance set by their employer. For this reason, it is essential to be clear who your employer is.

<b>The local authority (LA) is the employer in:</b>
<ul style="list-style-type: none"> <li>• community schools</li> <li>• community special schools</li> <li>• voluntary controlled schools</li> <li>• maintained nursery schools</li> <li>• pupil referral units</li> <li>• Local Authority Services</li> </ul>
<b>The governing body:</b>
<ul style="list-style-type: none"> <li>• foundation schools</li> <li>• foundation special schools</li> <li>• voluntary aided schools</li> </ul>
<b>The proprietor, or the Academy Trust is the employer in:</b>
<ul style="list-style-type: none"> <li>• independent schools</li> <li>• academies</li> <li>• free schools</li> </ul>

Failure to follow policy can have a detrimental effect on the ability of Legal Services to defend any claim that may arise in relation to the schools' activities. In such circumstances the costs of defending claims may be deducted from the school budget.

It is a mandatory requirement that academies and free schools which have purchased the Educational/Off Site Visits package adopt the Lancashire Educational/Off Site Visits Policy and Guidelines.

This Policy document should be read in conjunction with the current editions of the following electronic documents which are recommended reading for any school/service involved in the planning, organisation and supervision of educational/off site visits and adventurous activities and to which various references are made:

- Glenridding Investigation and Case Study:  
<http://www.hse.gov.uk/aala/glenridding-beck.htm>
- 'Health and Safety: Advice on legal duties and powers':

(DfE)<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>

- Health and Safety Executive (HSE) School Trips:  
<http://www.hse.gov.uk/services/education/school-trips.htm>

## 1.1 Risk Management

All activities involving young people learning outside the classroom are associated with the possibility of misadventure. Safety for educational/off site visits and for outdoor adventurous activities is critically dependent on the quality of leadership. This policy aims to minimise the potential for misadventure, but it **must** be recognised that risk cannot be totally eliminated. Challenge **must** always be appropriate and risk reduced to an acceptable level.

## 1.2 Monitoring

### 1.3.1 Responsibilities of the County Council

The County Council has a duty to safeguard its employees in the course of their employment, and to ensure the safety of others who may be affected by the actions of its employees.

This includes a responsibility for the safety and well-being of all adults and young people participating in Educational/Off Site Visits. To ensure that these responsibilities are met, the County Council will:

- Maintain a policy and procedures governing educational/off site visits
- Provide guidance and competent advice for educational/off site visits
- Provide training and professional learning opportunities for EVCs and other staff
- Monitor Type A and Type B Educational/Off Site Visits on a sample basis
- Reserve the right to monitor the venues/providers on a sample basis
- Review the Educational/Off Site Visits Policy and Guidelines at least every three years

### 1.3.2 Professional Support Visits

The Professional Support Team will join groups on Type A and B visits on a sample basis. This is in the interest of quality assurance and support for the school and provider. For this purpose, the Professional Support Team will use the 'Visit Observation Form' (VOF),

which is located in the Resources section on the EVOLVE website. All members of this team have appropriate DBS checks as part of our recruitment process. The

school will receive a report following the visit. and will have an opportunity to contribute to 'View our Visit' on the EVOLVE website.

**Any member of the Professional Support Team has the power to intervene where unsafe practice is observed or it is felt likely to occur.**

## **2. The Planning and Approval Process for Educational / Off Site Visits**

Before planning and undertaking educational/off site visits all schools **must** ensure that a member of staff has been nominated to the role of Educational Visits Co-ordinator (EVC) and is registered with the County Council. It is a mandatory requirement that all newly appointed EVCs attend the Lancashire Educational Visits Co-ordinator Training Course ('Educational /Off Site Visits Role, EVC 101). Delegates **must** attend the full session to receive the accreditation. The course is fully discounted under the Service Level Agreement (See Appendix 1). The appointment, training and continuing professional development of EVCs is tracked and the school **must** inform the Educational Visits Team of any changes to the appointment of the EVC.

### **2.1 Types of Visits**

#### **2.1.1 Type 'A' Visits (approval by the school/service)**

Educational low risk off-site visits, up to one-day duration, for example:

- Theatre visits
- Zoo visits
- Museum visits
- River and Lake Cruises/Ferry visits

#### **2.1.2 Local Learning Area**

These are routine Type A visits. These are typically close to the school in the local area and require only a small amount of extra planning beyond the educational aspect of the visit. These are specified visits/activities within a designated geographical area that are part of the normal curriculum and take place during the normal school day. If the school has designated a Local Learning Area, then these activities should follow the Standard Operating Procedures set out and should not normally need additional risk assessments or Notes added. A 'Signing Out' sheet containing relevant information should be left with the base contact/office before departure.

#### **2.1.3 Informed Parental/ Carer Consent for Type A visits**



Unless consent has been obtained, a child/young person **must** not take part in the educational/off site visit. For all Type A visits, consent can be sought using a general consent form at the beginning of a year, or even upon registration of a young person with the school/service (Sample Form 3A). It is, however, still a requirement that parents/carers **must** be informed of individual off-site visits in advance, and advised where their young person will be, and of any extra safety measures or clothing required. Schools **must**, however, be aware of the need for up to date medical information and **must** build in a way to obtain this and incorporate it into their process.

#### 2.1.4 Approval of Type A Visits

Approval for Type A visits **must** be obtained within the school. Responsibility for the approval of Type A educational/off site visits rests with the Management (Governing Body/ Management Committee/Manager).

All Type A visits, unless they fit the criteria above outlined in the section 'Local Learning Area Visits' **must** be managed using the EVOLVE database and this approval process

The Management arrangements for the approval of visits **must** be established and reviewed annually. Within these arrangements, authorisation to approve visits may be delegated, e.g. to the Headteacher/ Manager/EVC.

Any delegation of authority **must** be recorded in writing. In the case of schools, Governing Bodies and Management Committees, this **must** be included in the annual return to the County Council in the Summer Term.

#### 2.1.5 Type 'B' Visits (require approval by the County Council)

Educational/Off Site Visits:

- Involving a planned activity on water, or in which the presence of water is identified as a hazard on the risk assessment\*. Travel on a ferry is regarded as a form of public transport and is therefore not necessarily a hazard
- Involving adventurous activities\*\*
- To farms
- To theme parks
- To trampoline parks and non- curriculum one off sessions
- Involving overnight stay or residential accommodation or overseas visits including foreign exchange visits
- London day visits and other multi venue city visits, where the school is not also located in the city.
- Lasertag or Paintballing
- Escape Rooms or Mazes

\* If the visit involves swimming as a planned activity, please refer to Appendix 10.

\*\* The following are examples (not an exhaustive list of such activities):

- Paddle sports; canoeing, kayaking, stand up paddle boarding
- Mountain sports; climbing, hillwalking, scrambling, gorge walks, 'river' walks
- Caving; including show caves/ tourist mines
- Motorsports; karting, MX riding, quad biking, BMX riding
- Artificial climbing structures; walls, high/ low ropes
- Snow sports; skiing, boarding
- Water sports; sailing, power boating, SCUBA diving, kite surfing, wild swimming
- Horse riding
- Ice skating
- Archery
- Activities with armed forces
- Establishment led walks

**Further clarification and advice should be sought from the Educational Visits Team if there is any doubt about the classification of an activity**

### **2.1.6 Informed Parental/ Carer Consent for Type B visits**

For every Type B visit specific written consent and full medical information **must** be obtained (Form 3B). In order that parental/carer consent can be fully informed, it is important that the school provides full information regarding all activities to be undertaken on the visit (Sample activity sheets are available in the Resources section of EVOLVE). Unless consent has been obtained, a child/young person **must** not take part in the educational/off site visit.

If there is to be a linked programme of such visits, it may be appropriate from the outset to obtain parental/carer consent for the linked programme.

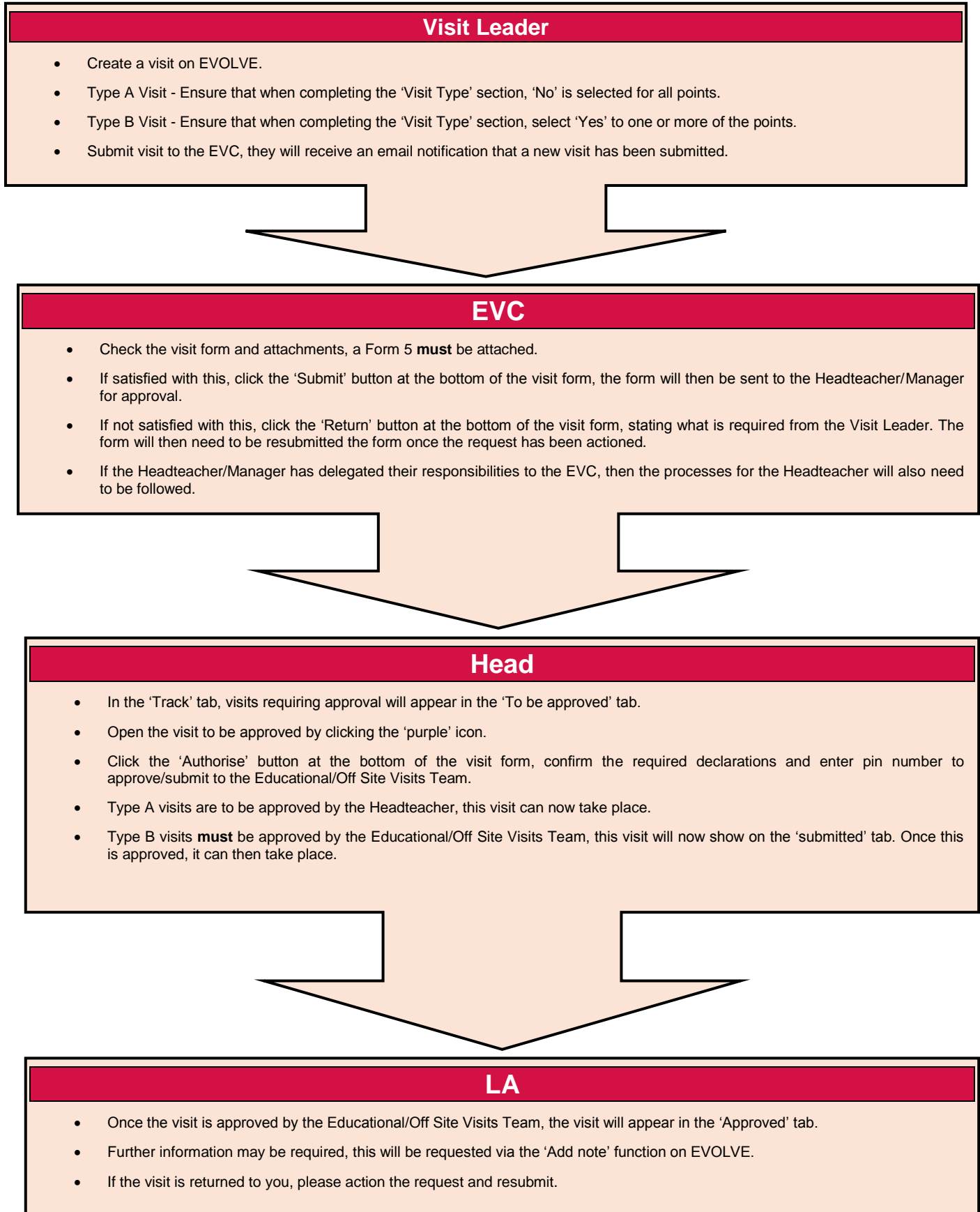
### **2.1.7 Approval of Type B Visits**

It is the responsibility of the Management to ensure that approval is obtained from the County Council for all Type B visits.

In seeking approval for an educational/off site visit, submission **must** be made to the Educational Visits Team, via EVOLVE, at least 4 weeks prior to the visit taking place.

**The chain of approval for both Type A and Type B Visits on EVOLVE is illustrated on the 'Approval of Visits' flow chart**

### 2.1.8 Approval of Visits



## 2.2 Risk Assessments

The risk assessment should be seen as fundamental to the overall planning process and should be considered from the outset of any visit planning. Risk assessment recording should not be unduly onerous, but supportive and helpful for the visit leadership team.

A proportionate approach to risk management, which, in the context of outdoor learning and off-site visits, is a two-stage process:

- The identification of the potential benefits to be gained from an activity, along with any risks to the health and safety of those involved
- The implementation of a plan to best realise these benefits, using professional judgement to ensure that the level of risk does not exceed that which can be justified by the benefits

The Risk Assessment process **must** be seen as 'on-going' and 'dynamic'. Professional judgements and decisions regarding safety will need to be made regularly during the activity. If the control measures are not sufficient, the activity **must** not proceed.

### 2.2.1 A Planned Alternative Programme

Always prepare a 'Plan B'. This is in place in the event of unforeseen circumstances for both Type A and B visits. The more complex the visit, the more detailed the Plan B **must** be. Ensure all accompanying adults are aware of the Plan B.

If the alternative is that the visit is cancelled and the party returns to base, then this should be stated.

## 2.3 Good Practice Visit Essentials

### 2.3.1 Special Educational Needs and Disabilities (SEND)

Your school should adhere to the following principles:

- A presumption of entitlement to participate for all young people
- Ensure accessibility through direct or realistic adaptation or modification
- Integration through participation with peers

It is unlawful to:

- Treat a young person less favourably because they are disabled

- To apply a policy, practice or procedure that has the effect of disadvantaging young people with disabilities without justification
- To treat a young person unfavourably due to something arising from their disability without justification or to fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification

### 2.3.2 Off Site Visit Emergencies

The Base Contact and the Visit Leader **must** have:

- The establishment's emergency response procedures and be familiar with them
- Form 9 (Base Contact), Form 10 (Visit Leader)
- Telephone numbers (both in and out of hours) of two designated senior members of staff
- Mobile numbers of all accompanying adults on the visit. Together with names, addresses and telephone numbers of parents/carers of all of the young people and the same details for the next of kin of all accompanying adults involved in the visit
- Consideration of communication issues to ensure alternative effective communication is maintained.
- Copies of the medical information for every young person taking part in the visit/activity (and parental/carer consent for Type B visits)
- Copies of route plans, venues and alternative activities (Plan B)
- Appropriate vehicle registration numbers and passenger lists for each vehicle
- Copies of the Risk Assessment (Form 5)
- For critical incidents, the telephone numbers of the Lancashire Emergency Duty Team (Appendix 6)

### 2.3.3 Visit Closed Procedure

The Visit Leader **must** ensure that there is a clearly defined and agreed arrangement with the Base Contact to confirm the closure of the visit. These arrangements should clearly state what action **must** be taken by the Base Contact if the party has failed to return or make contact by the agreed time.

The Visit Leader **must** communicate any delays or incidents that may cause late arrivals at destinations or return journeys to the Base Contact.

### 2.3.4 Post Visit Evaluation (PVE) for all Type A and Type B visits

A Post Visit Evaluation **must** be completed on EVOLVE once a visit is closed. Schools should keep records of individual visits including what worked well, what didn't and any accident/ incident reports.

For all type A and B visits which have been processed on EVOLVE, the Post Visit Evaluation section on EVOLVE should be completed within 28 days of the visit

An evaluation report of all educational/ off site visits should be made to the management as part of the monitoring procedures.

There may be an incident or situation that could be classified as a 'near miss' or 'close call'. It is important to discuss this with experienced colleagues enabling all parties to learn from the experience and inform future actions. This should be recorded on EVOLVE as a note to the LA.

**Failure to complete the Post Visit Evaluation may leave the school vulnerable to legal action**

## 2.4 First Aid

First aid which is appropriate to the activity being undertaken should be available and accessible at all times.

The level of first aid cover and the number of qualified first aiders required will be identified by the risk assessment (Form 5).

For most type A visits, it will be sufficient that the Visit Leader has a good working knowledge of first aid and a suitably stocked first aid kit is carried. For type B visits, it is generally a requirement that a suitably qualified first aider is present at all times when the group is off site. On any visit, all adults in the group should know the emergency arrangements (Form 10) and how to contact the emergency services.

It is good practice that records are kept of staff first aid qualifications. There should be regular checks that these qualifications are current.

**If any member of staff regularly undertakes Educational/Off Site Visits, it is strongly recommended that they attend appropriate first aid training.**

## 2.5 Operational Arrangements of Internal LCC Services

Please refer to Appendix 13 for more detail on the relevant approval arrangements for Children Residential Services and Child and Youth Justice Service

### 3. Supervision

**Every person has a duty of care for the welfare and safety of all young people taking part in an educational/off site visit to ensure the safe return of the party.**

**Every Person has a duty to intervene where unsafe practice is observed or where it is likely to occur.**

**Every adult accompanying the visit must have a role.**

**Effective Supervision is about fulfilling your duty of care. School staff should ensure that young people are supervised effectively.**

When planning supervision they should take into account:

- The planned learning outcomes or benefits of the activity/visit
- The nature of the activity (including its duration)
- The location and environment in which the activity is to take place
- The age, maturity and gender of the young people to be supervised
- The attitudes and behaviours of the young people (including their medical, emotional and educational or additional needs)
- Staff competence and experience

Any supervision plan should reflect the group's uniqueness. It is, therefore, important that when planning a repeat or on-going series of activities, the previous plan (no matter how well it worked) is reviewed to ensure that it meets the current group's needs.

Higher levels of responsibility will normally be assigned to teachers/young people's workers than to volunteers, and a higher standard of care is expected of them.

#### 3.1 Important Notes for Supervision

- **Residential visits and any visit abroad.** It is strongly recommended that the ratio should never be less than 1:10
- **Visits to remote areas or involving hazardous activities.** The risks may be greater and supervision levels should be set accordingly
- **Normal practice is that there are a minimum of two competent adults accompanying any visit or activity.** For schools, one **must** be a teacher. For the Children, Families and Wellbeing Service (CFW) one **must** be a young people's worker/children's centre worker. In the case of children's

residential establishments for Type B visits, this should never be less than two Residential Child Care Workers

- **An exception to a teacher always accompanying a group** would be for Type A small group visits, such as intervention activities. This is common practice in Short Stay and Special Schools. Visits such as these may be led by experienced and competent school staff but **must** be under the supervision and direction of a qualified teacher.
- **Mixed groups.** There should be adults from each gender. In circumstances where this is not possible, it should be explicit in the Risk Assessment as to how the issue will be addressed and parents/carers should be informed of the measures taken
- **Disclosure and Barring Service (DBS) checks,** and safeguarding requirements must be fulfilled. This includes UK hosting families as part of homestays on exchange visits. DBS checks must be undertaken in respect of any additional adult accompanying the visit. If this is not done, arrangements must be made to ensure that there is no possibility of that person having unsupervised contact with the children/young people
- **Using an external provider to deliver an aspect of your visit.** If you are using an external provider or instructor for an activity the duty of care throughout must always be maintained by the school/service. The school/service also retain the responsibility for:
  - Travel to and from the Centre (Appendix 5 Planning Transport)
  - The downtime/ evening programme
  - Overnight supervision
  - Supervision at mealtimes
- **Related adults (See Section 3.2) and related children.** If any member of staff is accompanied by either an adult or child with whom they have a close connection or related to, this adult must be discounted for the purpose of calculating the adult:pupil ratio. It is recommended that they **should not be the Visit Leader.**
- **Visit Leader accompanied by their own child or related adult.** In this exceptional circumstance a suitably experienced assistant leader should be identified to take over in case of emergency.
- **Only one of the accompanying adults** is required to be discounted from the ratios, regardless of how many supervising adults are related to a child or adults on the visit.
- **Adult without a role.** An adult who does not have a role on the visit must be discounted for the purpose of calculating the adult:pupil ratio. Lancashire County Council's insurance arrangements will not provide cover of any sort in respect of '**additional persons or children**'.
- **Additional children/young people.** Schools are therefore advised not to offer places to pupils from other schools, including former pupils.



## 3.2 Accompanying adults

Accompanying Adults refers to adults accompanying the visit, this could be Lancashire County Council staff, workers, teachers, teaching assistants, parent volunteers and adult volunteers. In some cases it may be that related adults, adults with a close personal relationship or close family members form part of the accompanying adults assigned to support the visit.

This situation must be carefully considered as part of the risk assessment process.

Examples of this would be where married staff/staff in a relationship, or both in attendance, or where a teacher and their parent (adult volunteer) forming part of the accompanying adult team leading the visit.

These two examples are not exhaustive, and it must be clearly recognised by visit leaders the potential impact of planning a visit involving related adults. The full implications on staffing are often only considered when an incident or accident affecting one of the related individuals takes place.

With any educational/ off site visit where there is a recognised close relationship involving any of the accompanying adults, there is an expectation that the submitted risk assessment would consider how any injury or illness to one of these people could impact on the visit.

### 3.2.1 Staff Qualifications

Where the accompanying adults who have a recognised close relationship are the qualified people present on the visit, an incident involving one of these individuals could result in the visit being abandoned due to lack of appropriately qualified staff being available. This is likely to be the case for some outdoor adventurous activities and Duke of Edinburgh expeditions. Staffing in these contexts needs to be considered early in the planning stage, and when identifying staff to gain accreditation to lead activities.

### 3.2.2 Safeguarding

Appropriate DBS checks must be undertaken in respect of any additional adult accompanying a visit.

If this is not done, arrangements must be made to ensure there is no possibility of that person having unsupervised contact with the children/ young people.

## 3.3 Ratios

**The staffing required to run the visit safely needs to be identified through the Risk Assessment process (Form 5) rather than a simple numerical calculation of ratios. It is important to have a high enough ratio of adult supervisors to children/young people for any visit.**

The factors to take into consideration include:

- Gender, age and ability of group
- The nature of the activities to be undertaken
- Duration and nature of the journey
- Competencies of individual staff and volunteers
- Competence and behaviour of children/ young people
- Any disabilities, special educational or medical needs
- Experience of adults in off-site supervision
- Type of any accommodation
- Ability to respond to emergencies, including first aid cover
- The requirements of the organisation/ location to be visited

### 3.3.1 Minimum Ratios Acceptable on Any Visit

<b>Pre-school/ Reception/ Foundation:</b>
Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that all children are adequately supervised and decide how to deploy staff to ensure that children’s needs are met.
<b>Years 1 to 3:</b>
1 adult for every 6 children
<b>Years 4 to 6:</b>
1 adult for every 10 children
<b>Post 16 years:</b>
The risk assessment process should decide the ratios, taking into account the activity to be undertaken and the age and maturity of the students.

**High risk activities and residential visits and any visit abroad. It is strongly recommended that the ratio should never be less than 1:10**

### 3.4 Remote Supervision / Unaccompanied Activities

Remote supervision (as opposed to direct or close supervision) usually occurs when, as part of planned activities, a group works away from the supervising staff but is subject to stated controls. Staff, even though not physically present, remain fully responsible for the safe management of the young people and this is a reasonable practice based on a rigorous assessment of risk.

This preparation may include involving them in a simple risk assessment exercise such as:

- What could prevent us from all arriving back at the coach on time?
- What do we need to do to ensure that we all arrive at the coach on time?

All participants (both young people and staff) should be sufficiently and appropriately prepared for the task/ activity being undertaken and their performance regularly monitored when using remote supervision as a group management strategy. There should be fully informed consent obtained from the parents/ carers, and clear expectations understood by all.

Examples of type of visit where remote supervision takes place include:

- Theme parks
- Duke of Edinburgh Expeditions
- Town/village studies
- Orienteering events
- Foreign exchange visits

Stated controls identified by the risk assessment may include:

- Establishing effective lines of communication which allow any necessary required assistance to be rendered in a timely manner
- Identifying a meeting point constantly staffed (often on a rota system)
- Regular 'check-ins' by young people
- Staff visibly patrolling the venue
- Buddy systems. (It is suggested that groups are at a minimum of three)

## 4. Self-led Adventurous Activities and Duke of Edinburgh Award Scheme

### 4.1 Registered Instructor

This is an activity instructor commissioned by the school. They are the person with the qualification, skill and experience to lead the adventurous activity. They could be a volunteer, member of staff, or an adult not connected to the school.

The school deploying the registered instructor takes responsibility for the procedures and organisation relating to the adventurous activity in conjunction with the registered activity instructor and supported by the Educational Visits Service.

Before an instructor leads any adventurous activity, and in order for them to be registered with Lancashire County Council a completed LCC form 6, instructor log book, and evidence of appropriate first aid needs to be submitted to the LA. We must have evidence that the following safety measures are in place:

- The activity instructor has the necessary training, insurance cover and safety qualifications, as described in LCC's instructor pack.
- The registered activity instructor has completed and shared with you a risk assessment specific to your activity.

Staff must be approved and registered by the County Council prior to leading or instructing their own groups in Adventurous Activities. Applicants are required to hold the relevant National Governing Body Award qualifications or have site-specific approval for those activities (assessed by a Technical Adviser). See the Instructor Pack for guidance (EVOLVE Home page).

### 4.2 Duke of Edinburgh's Award Scheme

Additional information regarding qualifications specific to activities is provided in the Instructor Pack, this is located in the Resources section on EVOLVE for schools involved in this programme.

#### 4.2.1 Operating Ratio for-school led Duke of Edinburgh Expeditions

- For Hillwalking activities groups must be supervised at a ratio of **1:7 (adult:pupil)**
- **An LCC registered instructor with Lowland Leader or equivalent** can oversee up to **14** students with the assistance of **1 directed adult**
- In Bronze or Silver terrain an **LCC registered instructor with Mountain Leader qualifications** can oversee up to **21** students with the assistance of **2 directed adults**

- For wild country expeditions (typically Gold terrain) an **LCC registered instructor with Mountain Leader** qualifications can oversee up to **14** students with the assistance of **1 directed adult**
- There are instances where variation to this may occur. For example 33 participants would need 3 registered instructors but not necessarily more than 2 assisting adults. (i.e. 1+1:14, 1+1:14 and 1:5)

As with all educational/ off site experiences the staffing required to run the visit safely needs to be identified through the risk assessment process, rather than a simple numerical calculation of ratios. It is important to have a high enough ratio of adult supervisors to young people for any visit. If you need any further guidance, it is important you contact the Educational Visits Team during the planning stages of your DoE visit.

#### **4.2.2 DoE Approved Activity Providers and Other External Providers or Instructors**

Where specialist staff (such as those from an external DoE provider) are responsible for the technical aspects of the experience school staff maintain overall duty of care for the pupils and clarity of roles and responsibilities in such situations is essential.

For these activities, the school is providing experiences that it believes to be a necessary aspect of school life and 'assumes the duty' to provide such experiences, albeit optional, as part of the DoE experience. School staff cannot delegate their duty of care to their own pupils to a third party.

On all visits the following should be adhered to:

- Normal practice is that a minimum of two competent adults must accompany any visit, one of whom must be a teacher.
- It is strongly recommended for residential visits that the ratio should never be less than 1:10
- When using outside providers consideration must be given to overnight supervision. Some providers may only supply instructors during the day so the risk assessment should address issues such as appropriate first aid cover, group management in a campsite setting, use of Trangias/ stoves, etc.
- Do not enter third party adults on to the EVOLVE form, only school staff and school associated volunteers should be added.

### **4.3 Establishment led walks**

There are **three** pathways to being recognised as competent to lead a walk

- Hold a nationally recognised qualification
- Hold a Statement of Competence (SOC)
- Lead a walk in an area not requiring a qualification or Statement of Competence

In addition to the above all walk leaders will need to hold a suitable first aid qualification.

#### **4.3.1 A Nationally Recognised Award**

In the first instance please refer to the Instructor Pack in the resources section of the EVOLVE site. This document also provides links to the relevant awarding body for qualifications.

#### **4.3.2 Requirements of a Statement of Competence**

- Undertaken by a qualified Technical Expert/Advisor (as defined by Adventurous Activities Licensing Authority AALA)
- Define permitted activity including - locations, conditions and restrictions
- Outline candidates experience and currency in activity
- State the syllabus of assessment criteria
- Cover a period limited to 1 year before reassessment.
- Hold a current Outdoor First Aid qualification

#### **4.3.3 Criteria for walks permitted to be led by an individual without qualification or SOC**

- Leaders must be familiar with the chosen route and have conducted a pre-visit inspection
- The terrain underfoot must be of a well-maintained surface, where it would be possible to access with a buggy or wheelchair (e.g. forest roads, canal towpaths).
- The route is well defined and/or waymarked with no navigational or map skills required
- The route has no possible deviations leading to complex or consequential terrain.
- Access to a public road within 5-minute brisk walk (approx. 500m) is maintained throughout the route
- The walk must not be conducted in adverse/unfavourable weather conditions

Sufficient information must be submitted to the Educational Visits Team to demonstrate adequate planning and risk assessment for the proposed visit.

The ability to assess the planned walks regarding the above criteria falls to the school/leaders and is considered indicative of an appropriate understanding of the planned activity.

Meeting of these criteria does not imply any walk is suitable for any/all participants nor does it indicate that no other measures are necessary to enable the activity.

## 4.4 Visits that require Outdoor First Aid Qualifications

There is a policy requirement for visits to rural locations where staff are leading the activities, they will need to provide evidence of an appropriate current first aid qualification. This includes Geography field trips involved in data collection in rural or remote settings (often involving water), Duke of Edinburgh Award expeditions and establishment led walks.

There are two available courses outlined below:

One day duration course will ensure delegates have the basic knowledge and expertise as a first aider in remote outdoor conditions. It will provide delegates with the skills and knowledge to respond to a range of emergency situations and will enable individuals to lead some activities such as Geography GCSE data collection in rural settings and assist walking leaders, climbing instructors, Duke of Edinburgh expedition qualified staff and ski instructors.

Two-day duration course will ensure delegates have the knowledge and expertise as a first aider in remote outdoor conditions. This course is suitable for delegates such as walking leaders, climbing instructors, Duke of Edinburgh expedition qualified staff, ski instructors.

The main difference between the courses is the focus of the one day course on treating life threatening emergencies, whilst the two day course enables greater depth and includes time spent on longer term incident management.

### 4.4.1 One Day Emergency Outdoor First Aid Course (Level 3)

This one-day emergency outdoor first aid qualification is designed for people who are involved in activities or work in rural (not remote) locations.

The course covers a wide range of first aid emergencies, enabling all participants to deal with emergency situations with confidence in a prompt, safe and effective way, particularly where professional medical help is not immediately available.

It will provide learners with the skills and knowledge to respond to a range of outdoor emergency situations including summoning assistance, responding to changes in vital signs, administering CPR and blood loss. The qualification meets the requirements of the Institute for Outdoor Learning Band 2 training.

### 4.4.2 Two Day Outdoor First Aid Course (Level 3)

If your assessment of First Aid needs highlights the need for qualified First Aiders in outdoor activity, then this Level 3 qualification will provide you with suitable and highly trained personnel.

This comprehensive two-day course is a requirement for the majority of registered instructors, who by the nature of the activities are working independently and/ or in a

remote environment. It covers a wide range of First Aid emergencies, enabling all participants to deal with outdoor emergency situations with confidence.

This course fulfils the requirements of the First Aid element of the expedition syllabus and it is suitable for the Bronze, Silver and Gold Duke of Edinburgh awards.

Schools can use any outdoor first aid provider they wish as Lancashire County Council does not have an approved provider for this training. An internet search will bring up a list of providers, however if you prefer, please see below a list of providers we have identified. Please note that while we may have general experience of these organisations, we have not carried out any quality assurance processes on their outdoor first aid course provision. Please ensure you are satisfied with the content and course offer before arranging courses for school staff.

- <https://www.lakesfirstaid.co.uk/>
- <https://www.firstresponsefirstaid.co.uk/>
- <https://firstaidcumbria.co.uk/>
- <https://www.basp.org.uk/first-aid-training-courses/outdoor-emergency-first-aid/>



## 5. Working with Providers of Activities

### 5.1 Registered Centres and Providers

This is an external activity provider - the organisation or company that makes the adventurous activity available. The registered provider has responsibility for the procedures and organisation relating to the adventurous activity.

To become registered, the provider must complete an LCC form 7, this enables them to make a considered judgement on staff competences and a submit a signed declaration to the LA. As part of this process, the provider will also evidence sufficient and current Public Liability insurance cover to the LA.

If your school participate in an educational visit offering in scope activities, the venue provider must hold an AALA License It is principally local authority outdoor centres and those run by commercial companies and charities for young people of school age who need this.

#### 5.1.1 Centres and Providers of Activities

- Where schools use an outdoor activity provider with a current **Adventure Activities Licensing Authority (AALA) license**, they can be assured that staff delivering activities will be appropriately managed and qualified.
- **Current Registered Centres and providers of activities** are held by Lancashire County Council. This includes all Lancashire Outdoor Education Centres. The list is posted in the Resources section on EVOLVE and all centres/providers are re-registered every two years. Activities at all registered centres/providers have been fully risk assessed by the centre.
- **Public Liability Insurance.** All centres/ providers are required to have adequate insurance cover. This is checked annually by Lancashire County Council to ensure all registered centres/providers on our list have current valid insurance.
- **Provider Risk Assessments.** If it is proposed to undertake activities at a registered centre/provider, it will not be necessary to carry out a Risk Assessment in relation to the activities undertaken at the centre/provider subject to:
  - Centre staff being responsible for leading the activities
  - The activity forming part of the centre's/provider's registration
  - Compliance with all terms, conditions and requirements as notified by the centre/provider in its booking and contract documentation, and with any directions given by the centre staff

- **Duty of care.** The duty of care throughout an Educational Off-Site Visit is always maintained by the school/service and they retain the responsibility for parts of the visit programme that are not managed by the centre/provider.
- **Ensure that the accompanying risk assessment (Form 5)** covers the transport arrangements, non-centre- programmed activities, downtime and information on behaviour management and group needs.
- **Using a centre/provider which is not yet registered with Lancashire County Council.** If it is proposed to use a centre and/or provider not registered with Lancashire County Council, the school must contact the Educational Visits Team early in the planning stage so that the registration process can be initiated.

Lancashire County Council will send a Form 7 to the new centre/provider. This must be completed and submitted to the Educational Visits Team. Centres and providers offering 'in scope' activities (AALS) must be licensed.

### 5.1.2 Important notes for using external providers and venues

- When a provider is used, ensure that there is a clear contract/ agreement in place about what they are responsible for (supervision/ activities). This must be clearly established for each stage of the day
- Providers are not responsible for producing a risk-benefit assessment for individual visiting groups – this is the responsibility of school/services and the visit leaders who will know the needs of their groups
- What is useful to a visit leader is information from the provider that helps the visit leadership team to make best use of the facilities or venue, and to plan appropriate supervision for their particular group
- Any equipment or resources provided by the centre/provider must be used in accordance with any instructions given
- Consider making a preliminary visit. It is useful for a visit leader to take pictures on a pre-visit, as photographs can be a great aid to briefing both colleagues and the participants. Where a pre-visit is not reasonably practicable, you should consider how you will gather sufficient information to make an adequate assessment of the venue, facilities, or provider
- Lancashire Outdoor Education (LOE) members of staff cannot be included in your staff minimum ratios.

## 6 Emergency Procedures

### 6.1 Developing Your Off-Site Visits Emergency Procedures

Your visit plan should be comprehensive, clarifying the roles and responsibilities of all visit staff in the management of

an emergency. It will be a pre-planned response which is set in motion, at given triggers and is fully understood by all visit leaders and their staff.

When developing your plan, it is good practice to do the following:

- **Staff training**  
This should happen in the initial stages and again once the plan is complete.
- **Identify key staff**  
Being involved in an emergency can be extremely demanding. It is important to ensure that the staff selected for specific roles are competent.
- **Plan Actions**  
Outline actions to be taken by the Base Contact and designated senior members of staff.

Having been informed by the Visit Leader that an incident, accident or emergency has occurred and that the emergency procedures are in operation, the Base Contact should refer to Form 9 and inform one of the two designated senior members of staff.

The senior members of staff should alert the Manager, and for major incidents the Lancashire Emergency Duty Team (Appendix 6), giving details of the critical incident.

The Manager or County Council Officers may identify further actions or help required e.g. media communication, alternative and additional telephone lines, emergency feeding, transport and further support from the Authority as identified.

### 6.2 Contact lists

Keep up-to-date lists of contact telephone numbers and addresses securely, but readily accessible, in more than one place and keep them in hard copy as well as electronically. A copy of the list should be kept at school and at least one copy should be taken on the visit.

**This is not a breach of GDPR regulations**

These must include contact details (including next of kin) of members of staff who have specific functions within the plan, as well as of young people's parents. Staff need to be aware of where the lists are kept and an identified member of staff should be specifically responsible for keeping the lists up to date and ensuring any changes are made to all copies.

### **6.2.1 Outside organisations**

Consider whether there are outside organisations/agencies which you may need to contact (e.g. insurance, legal advice, counselling, corporate communications to support the emergency response) and include their contact numbers on your list.

### **6.2.2 Communication issues**

Consider the possibility that you will need alternative/additional telephone lines during an Emergency.

An alternative to the main school line should be available to ensure on-going communication is possible

## **6.3 Responsibilities of the Base Contact**

It is strongly recommended that training be provided for any member of staff who may act as the Base Contact during a visit. This is a challenging role requiring specific competencies.

**The Base Contact must not accompany the Educational/Off-Site Visit.**

The Base Contact must:

- Make arrangements to be accessible throughout the duration of the visit
- Ensure compliance with the emergency procedures (Section 2.3.2)
- Clearly understand the 'visit closed procedure' (Section 2.3.3)

### **6.3.1 Reviewing the emergency plan**

Once the plan is operational, the Visit Leader and the Base Contact need to regularly review and update its details.

The purpose is to ensure that staff move automatically into emergency mode when an incident occurs.

## 6.4 Important Notes regarding the Media

Corporate Communications Team must be contacted as soon as possible. (Appendix 6). Direct all media requests to this team.

Visit Leaders, accompanying adults or any group members should not discuss any matter relating to an incident, accident or emergency with the media until contact has been made with Base Contact.

**Under no circumstances should the name of any casualty be divulged to the media. For the planned telephone communications to remain effective, it is essential these telephone numbers are not made available to parents who will over-burden and compromise the system.**

## 7. Duties and Responsibilities

### 7.1 Responsibilities of the 'Management' (i.e. the Governing Body, leadership team for LCC Internal Services)

The 'Management' must have a written policy for the effective and safe management of educational/off site visits

This policy should include:

- The adoption of procedures for the management of educational/off site visits, consistent with Lancashire County Council's requirements
- The nomination of the Headteacher or senior member of staff to undertake the duties listed in Section 7.2
- A requirement that all educational/ off site visits have specific stated objectives which are appropriate for the participants
- Clear arrangements for the approval of educational/off site visits. This may allow for approval by Headteacher/ Manager/Educational Visits Co- ordinator (EVC)
- A charging and remissions policy (Schools only)
- To ensure that under the school's duty of care, a clear decision on the consumption of alcohol by any person during the visit
- To ensure that smoking does not take place (including electronic cigarettes)
- Procedures for responding to a critical incident/emergency, consistent with Lancashire County Council's requirements (in section 5 of this policy and Appendix 3)
- To ensure that there are arrangements for the monitoring and evaluation procedures of visits/activities and compliance with Lancashire County Council's procedures

Within schools, the Governing Body may wish to nominate a governor, preferably with relevant experience in this area, to assist the Headteacher or EVC in monitoring the school's procedures.

### 7.2 Responsibilities of the 'Manager' (Headteacher/ Manager/ EVC)

The 'Manager' is responsible for ensuring that all activities are properly planned and appropriately supervised and that Lancashire County Council's policies are implemented. The Manager is also responsible for ensuring compliance with the Management's operational procedures.

Managers, with the approval of the management, may delegate some or all of their tasks and functions to a senior member of staff, nominated as the EVC. This person should ideally have experience as a Visit Leader over a number of years, and experience of participating in the range of different types of visit organised by the school/ service.

**The 'Manager' (Headteacher/ Manager/EVC) retains the overall responsibility for the following:**

- Ensuring that the planning of visits complies with the County Council's Educational/Off Site Visits Policy and Guidelines and with the Management's operational procedures
- Providing a varied programme of opportunities which are structured and progressive
- Ensuring that the risk assessments (Form 5) are undertaken by the Visit Leader. The risk assessment should identify any children/young people with cultural requirements, disabilities, special educational or medical needs and, so far as possible, ensure these needs will be met
- If there is any swimming during the activity, this must be specifically addressed in the risk assessment and will require the presence of a qualified life-saver. (Appendix 9)
- Ensuring that visits are planned in such a way as to provide adequate supervision at all times. In the case of a residential visit, this will mean that supervision is managed by the school/ service 24 hours a day
- Making sufficient time and resources available for the EVC to arrange induction and training of staff and accompanying adult. This should include opportunities for staff to develop competence in dynamic risk management by assisting more experienced colleagues on a range of educational visits and by attending relevant training courses
- Verifying the competence and suitability of the Visit Leader and accompanying adults, taking account of the planned arrangements for the visit and the number and nature of the group involved. The personal qualities of the individuals concerned are equally as important as any formal qualifications
- Ensuring that appropriate Disclosure Barring Service (DBS) checks and safeguarding requirements are fulfilled
- Ensure the EVC is competent, ideally with practical experience in leading and managing a range of visits similar to those typically run by the establishment
- Ensure the EVC is supported to enable policy is implementation for educational and off-site visits, and that updates are shared with staff. All staff should know where to access the latest Educational Visits Policy on the EVOLVE system.

- The EVC should support the headteacher/manager in verifying the competence and suitability of the Visit Leader and accompanying adults, taking account of the planned arrangements for the visit and the number and nature of the group involved. The personal qualities of the individuals concerned are equally as important as any formal qualifications
- Ensuring that the EVC/Visit Leader is allowed sufficient time to organise the visit
- Ensuring that transport arrangements are appropriate and that risk assessments also take account of traffic hazards where the visit involves crossing roads (Appendix 5)
- Organising and monitoring the induction and ongoing training of Visit Leaders and accompanying adults to ensure that proper support systems are in place to cope with incidents, emergencies and critical incidents (Section 6)
- Organising emergency planning for Educational/Off Site Visits and ensuring that Base Contact arrangements are made (Forms 9 and 10)

**The Base Contact must not accompany the Educational/Off Site Visit (Section 6.3).**

- Ensuring that a senior member of staff on the visit is nominated to co-ordinate any child protection duties (Appendix 2)
- Monitoring visits, including accident and near miss reporting, and review and re-evaluate visit arrangements and outcomes. This evaluation will inform future visits and staff training needs. (Section 2.3.4)
- Ensuring the Post Visit Evaluation is completed and submitted as required. (Section 2.3.4)
- Ensuring the governing body are included in the monitoring process for visit planning and outcomes achieved for completed visits

## **7.3 Responsibilities of the Visit Leader**

### **7.3.1 Competence to Lead**

The competence of the visit leader is the single most important contributory factor in the safety of participants.

The EVC and/or Head of Establishment must therefore consider the following when assessing the competence of a member of staff to lead a visit:

- What experience has the leader in leading or accompanying similar or other visits? (check 'Staff History' on EVOLVE).
- Is the leader competent in planning and managing visits?
- What are the leader's reasons for undertaking the visit?



- Is the leader an employee of the school?
- Does the leader have the ability to manage the pastoral welfare of participants?
- Is the leader a decision maker?
- What experience has the leader of the participants he/she intends to supervise?
- What experience has the leader of the environment and geographical area chosen?
- Does the leader possess appropriate qualifications?
- If leading Type B Criteria activities, has this been 'approved' by the LA?
- Is the leader aware of all relevant guidelines and able to act on these?

**The Visit Leader must recognise that whilst leading the visit s/he is in effect representing the Management. The Visit Leader must:**

- Obtain the Manager's approval for the visit/activity, according to Lancashire County Council's and the establishment's procedures.
- Ensure that the ratio of staff to children/young people is appropriate for the environment /activities and needs of the group
- Ensure that adequate arrangements are implemented for the safety and well-being of all participants, including accompanying adults, whilst on the visit. In respect of residential visits, adequate supervision must be provided 24 hours a day
- Ensure the overall maintenance of good order and discipline during the visit
- Ensure compliance with the emergency procedures (as set out in Section 6) and ensure that all accompanying staff are familiar with this procedure
- Ensure that all members of staff and accompanying adults are fully briefed as to their roles and responsibilities
- Ensure that group leaders are appointed with proper regard to their experience and competence to undertake the tasks assigned to them
- Undertake the completion of the risk assessment (Form 5).

The risk assessment should:

- Identify young people with cultural requirements, disabilities, special educational or medical needs
- Identify and record significant hazards and the safety measures required to reduce risk to tolerable level
- Make known to parents/carers, the Manager /Management the level of residual risk that needs to be managed

- If there is any swimming during the activity, this must be specifically addressed in the risk assessment and will require the presence of a qualified lifesaver. (Appendix 10)
- Ensure that parents/carers are fully briefed about the arrangements for the visit. This includes Plan B. Ensure that a signed parental/carer consent form has been obtained, together with all the relevant medical information for all young people participating in the educational/off site visit. (Form 3, 3A or Form 3B)
- Seek appropriate assurances from the provider/centre and ensure that there is a clear contract/agreement in place about who responds to what
- In respect of all visits organised by Children, Family and Wellbeing Service the Visit Leader must contact the Base Contact to confirm staff and young people numbers before any visit can commence
- Support Completion of the Post Visit Evaluation on EVOLVE

## **7.4 Responsibilities when Arranging Transport**

Further guidance is found in Appendix 5 which is located in the Resources section on EVOLVE

### **7.4.1 Minibuses**

- Any member of staff or volunteer driving a minibus must hold a Category D1 entitlement on their driving licence
- Where a driver passed their driving test after 1st January 1997 and have since gained a full D1 or D licence they must also have a Driver Certificate of professional Competence (DCPC) and keep it up to date. DCPC's are valid for five years
- All seats must be forward-facing and fitted with seat belts
- Trailer use must comply with national licence requirements
- Where a trailer is in use the rear door over the tow bar will not be accepted as an emergency exit and an alternative emergency exit must be available
- Vehicles with all age seat belts are recommended

### **7.4.2 Bus/Coach Hire**

- The operator must hold a PSV Operator's licence, appropriate to the type of vehicle and/or nature of the journey being undertaken
- The vehicle must display the operator's license disk in the front window of the vehicle

- Every passenger must have their own seat. All coach seats must be fitted with seat belts

#### **7.4.3 Children/Young People being transported by Staff/ Accompanying Adults or Young People in their own vehicle**

- Drivers must hold a current valid driving licence (Form 8A)
- It must be confirmed that there is appropriate insurance cover for the driver's use of the vehicle
- Parents/carers must have consented to their child/ren being transported in this way (Form 8B)
- Vehicles must be fitted with seatbelts, which must be used
- Booster seats must be used as required by law
- Any driver has DBS clearance that has been checked and approved by the school
- No adult travels alone in any vehicle with an individual pupil other than their own children, unless required to do so in an emergency.