

Educational Visits Policy



King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

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Introduction

The aim of this document is to provide Monmouthshire County Council specific guidance to Schools on off-site activities. The main reference document for this subject is the Outdoor Education Advisers Panel National Guidance (NG), as recognised by the Welsh Government. This document can be accessed via this address: www.oeapng.info and further information on the Outdoor Education Advisers Panel can be found at www.oeap.info. NG can also be accessed via the Welsh Governments website via the following weblink: <http://wales.gov.uk/topics/educationandskills/allsectorpolicies/healthandsafety/educationalvisits/?lang=en>

NG is a web-based resource that covers all areas of learning outside the classroom. As an online resource, it is possible to search documents either by Role or by specific document. NG is an extensive resource and is regularly updated. Access can be made via the link below: <https://www.facebook.com/pages/Outdoor-Education-Advisers-Panel/217131875067621?ref=profile>

Off-site activities are acknowledged to be a valuable aspect of education; the aim of this document is to help school staff to plan and implement valuable and enjoyable learning experiences for young people.

Off-site Activities and Educational Visits Policy

The educational visits policy applies to all schools where the County Council is the employer. In schools where the County Council is not the employer, for example Foundation Schools, this policy is provided as an example of good practice.

Policy Statement

The County Council will follow the Outdoor Education Advisers Panel resource National Guidance (NG). This includes:

- ❖ Establishing and maintaining a trained Educational Visits Co-ordinator (EVC) for each school
- ❖ Maintaining an Outdoor Education Adviser
- ❖ Adopting and following the best practice in NG

Requirements for all off-site visits

- ❖ Each school should have a trained EVC.
- ❖ The EVC should be a senior member of staff who will act as a focus for good practice on visits from that school.
- ❖ The policies and procedures outlined in this document **must be** followed for any off-site visits.
- ❖ Visits are categorised and the LA must approve all Category B and C visits. Clarification on the categories is given below.
- ❖ The Local Authority advises all schools to plan their educational visits and learning outside the classroom opportunities on the basis of assuming that ALL pupils will be able to take part.

All Educational Visits Co-ordinators must undertake training and ensure that they attend refresher training at least every three years. This course will be provided by the Outdoor Education Adviser.

The County Council recognises three categories of visit:-

- ❖ Category A activities – These comprise day activities that present no significant risks with no need for the group leader to have National Governing Body or other accreditation.
- ❖ Category B activities – These include residential and visits abroad. They do not include the activities that come into Category C
- ❖ Category C activities – Higher risk activities such as Duke of Edinburgh expeditions, adventure activities or visits to demanding environments or foreign expeditions.

Category A visits can be approved at school level. Category B and C visits must be notified to the Local Authority. Each school should establish a protocol for authorising visits. This may include approval by the Educational Visits Co-ordinator, Headteacher or Governing Body, depending on the nature of the visit.

This document contains information on the Evolve system, and it is expected that all schools will use this system.

Responsibilities

The responsibilities are set out in full in NG, and Monmouthshire County Council endorses these roles. In particular:

- ❖ The **County Council** is responsible for reviewing and revising the policy and guidance on a two-yearly basis and for ensuring the provision of an Outdoor Education Adviser.
- ❖ **Governing Bodies** are responsible for monitoring that their school or unit follows the policy.
- ❖ **Headteachers and Centre Managers** are responsible for ensuring that the policy is followed by their school, including necessary access to, an appropriate Educational Visits Co-ordinator.
- ❖ The **Outdoor Education Adviser (OEA)** is responsible for providing advice on visits by schools, ensuring adequate training for Educational Visits Co-ordinators and for monitoring and implementing this policy. The Outdoor Education Adviser will call on the expertise of other officers of the authority who have specific knowledge, e.g. on Duke of Edinburgh Award expeditions, adventurous activities and foreign expeditions.

Risk Management

Risk management forms an integral part of educational visits. It will start during the planning process and continue through the activity itself and conclude with the review of the visit. There are different levels of risk assessment that will form part of this process including site/activity specific assessments and dynamic risk assessments. It must be remembered that a risk assessment is nothing more than a careful examination of what could cause harm to people so that it can be decided whether sufficient precautions have been taken or more should be done to prevent harm. This includes colleagues, yourself, people you are responsible for and others involved. When looking at what needs to be assessed, you assess what you have control over, for example if you are attending an adventure activity centre, you have control over getting to and from the venue

and any recreation time, but you are not expected to assess the activities themselves. They will have been assessed by the centre and are their responsibility. **You do not need to see these assessments.**

To assist with the risk assessment process, the LA has a **generic risk assessment document**, which can be used as a reference by schools and centres. This is not a complete assessment and will need to be tailored to your own circumstances, but it will help when planning a visit. Along with the generic assessment, there is a National Guidance Visit Leader Checklist for additional use when you are reviewing arrangements for a visit.

Supervision

When considering whether a particular member of staff is suitable to lead a visit, consideration must be given to the nature of the visit and the pupils. It is hoped that all members of staff will be encouraged to take part in visits, whether it is as a party leader or supervising adult, and by working with experienced members of staff, new teachers can gain confidence and experience in taking pupils off the school premises.

Section 4.3b of NG contains guidance regarding supervision ratios. When determining the suitable ratio level several factors must be borne in mind relating to the young people, staff, activity and venue. Guidance figures are provided below in Table 1 to assist schools, and whilst these are not specified in NG, they are the figures that Monmouthshire County Council recommends. The ratios are all given as 1: X, however, it must be considered that having only 1 adult on a visit places extreme pressure on that individual and makes emergency planning difficult, if not unfeasible. You must consider what will happen to the group if the single adult becomes incapacitated, or has to deal with a serious injury to one of the participants.

| Table 1 SUPERVISION RATIOS: GENERAL OFF-SITE VISITS | | | |
|---|---------------------|---|--|
| Activity | Age of young people | Staff: young person ratios-typical range NB actual ratios must be determined by a process of risk assessment | Leader competence |
| Local visits and visits to normal countryside | Nursery | 1: 2-4 | Previous experience and approved by Head/EVC |
| | Reception / Year 0 | 1: 4-6 | |
| | Years 1-3 | 1: 6-8 | |
| | Years 4-6 | 1: 8-15 | |
| | Year 7 onwards | 1: 15-20 | |
| | Special education | 1: 6-10 | |
| Residential visits and visits abroad | Years 4-6 | 1:8-10 | As above |
| | Year 7 onwards | 1: 10-15 (but 1:10 with 2 staff minimum for visits abroad) | |
| | Special education | 1: 5-8 (but 2 staff minimum for visits abroad) | |

Occasionally a member of staff may request permission to take their own children on a visit. It must be recognised that in an emergency, their parental instincts will take over and they will, understandably, look to

their own child's needs, but this could be at the detriment to other party members. This situation should be handled with caution and will have a knock-on effect with supervision ratios. Where the request involves taking primary aged children on a high school visit this requires further consideration because of the greater level of supervision that young children require in addition to their different needs.

Pupils Travelling with Different Establishments

There may be occasions when one of your students goes on a visit with another establishment. This may be with another school from Monmouthshire, a local college or a school from another authority. It may also be that you will host a student from another establishment and so it is important that the needs and abilities of these students are equally catered for. These students should be included in the planning of the visit, in the same way that all students are.

The Authority's Travel Insurance will cover any student who is an authorised party member of an educational visit, regardless of whether they are a pupil from your own school, another Monmouthshire County Council school or any other educational establishment. If one of your students is attending an educational visit with a non-Monmouthshire County Council establishment, you should clarify that there are appropriate insurance arrangements in place.

Special Educational and Medical Needs

NG has two sections on this issue, Section 3.2e contains information on Inclusion and Section 4.4i has information on SEN and Disability issues. One of the most important aspects of this is communication between the school, home and the venue.

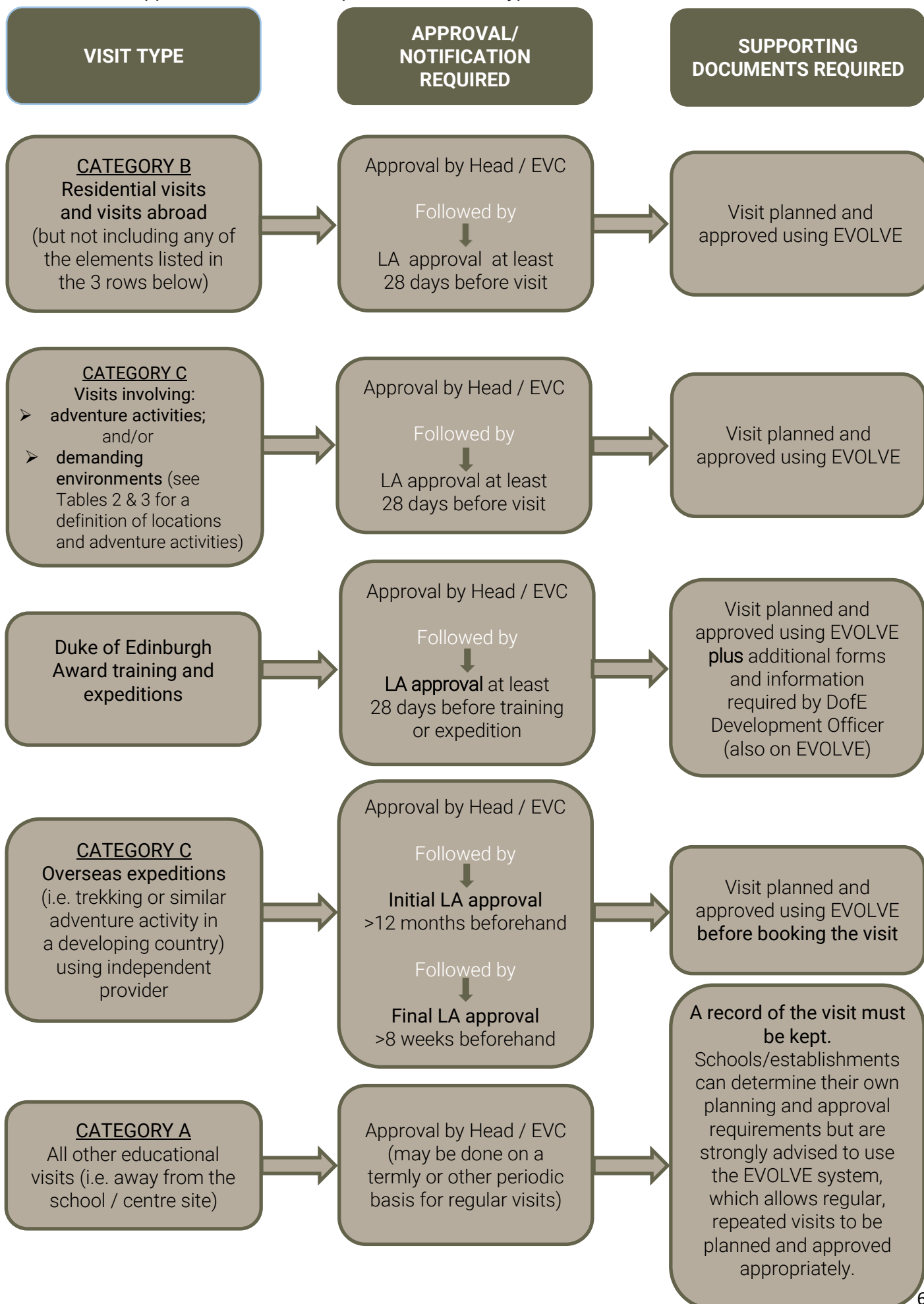
Evolve

The Authority uses Evolve, a web-based planning tool for educational visits. Evolve is a robust planning and approval system that streamlines the process of planning educational visits. It also allows school staff to easily retrieve data on visits they have led which can then be used to demonstrate activities for Inspections. Training and guidance in the use of this widely accepted system is available to schools. Completing Evolve should be seen as part of the planning process of organising a visit and not merely as an administrative task. It is recommended that all visits are uploaded through the Evolve system, including those trips that are approved by the Headteacher.

Visit Approval Procedures

The following sections will take you through the procedures for planning and approving educational visits. This will include visits that are authorised within the school and those that require authorisation from the local authority.

Table 2 - Visit approval/notification required for different types of visit



Visits that do not have the required level of approval should not go ahead. Whilst it is accepted that schools are sometimes presented with opportunities for visits at short notice, all efforts should be made to submit information for approval within the time limits specified.

Demanding Environments

| Table 3 | | DEMANDING ENVIRONMENTS | |
|------------------------|--|--|-------|
| Location | Definition | Approval Required | Level |
| Normal Countryside | <p>Areas;</p> <ul style="list-style-type: none"> • which are close to vehicle access (i.e. less than 30 minutes walking time for any group member to the nearest road from which the group could be evacuated by vehicle) and • where the environment does not have any of the features of a 'demanding environment' listed below. | Visits here DO NOT require Local Authority approval | |
| Demanding Environments | <p>Areas where there is significant risk to the group from <u>one or more</u> of the following factors;</p> <ul style="list-style-type: none"> • hazardous terrain (e.g. cliffs, very steep slopes etc.); • remoteness (i.e. more than 30 minutes walking time from the nearest normal vehicle access point from which the group could be evacuated); • difficult escape (i.e. places where the group could be trapped and/or where they would need specialist help to escape); • exposure to severe weather (i.e. open to the weather and no easily accessible shelter within 30 minutes walking time for any of the group); • open areas without clear boundaries where the group might stray into hazardous or remote terrain in poor visibility; • fast flowing water, deep water, or water with strong currents (including tidal flow) where: <ul style="list-style-type: none"> ○ the group will be close to the water and there is a significant risk of someone falling in; ○ the group will be entering the water. | Visits here DO require Local Authority approval | |

Adventurous Activities

Adventurous use of the outdoor environment is recognised as making an important contribution to the broad curriculum of schools. Part of the value of this approach lies in the spirit of adventure, or apparent risk and in the satisfactory conclusion of an expedition or activity in the face of natural hazards and difficulties. The following table contains lists of adventurous activities, although it should be noted that this list is not exhaustive. Any visit leader unsure of whether or not an activity should be classified as an adventure activity should seek the advice of their EVC or the Outdoor Education Adviser.

| Table 4 ADVENTUROUS ACTIVITIES | |
|---|---|
| Land Based Activities | Water Based Activities |
| Rock climbing/abseiling including climbing walls | Kayaking and canoeing |
| Mountaineering | Sailing and windsurfing |
| Hill walking | White water rafting |
| Ice climbing | Waterskiing |
| Gorge or coastal scrambling/sea cliff traversing/coasteering | Snorkel and aqualung diving |
| Underground exploration – cave or mine | All forms of boating (excluding commercial transport) |
| Skiing (snow/dry slope) | Improvised rafting |
| Air activities (except commercial flights) | Kite surfing |
| Horse riding and pony trekking | Surfing and body boarding |
| High ropes courses | Dragon boating |
| Quad biking/ATV's | Wave skiing |
| Orienteering | Jet skiing/personal water craft |
| Mountain biking | |
| Any activity (including camping, fieldwork and non-adventure activities) taking place in demanding environments as defined in Table 3 | |

Leader Approval

Who needs Local Authority Leader approval?

Local Authority or school employees who wish to personally lead (i.e. not using an activity centre) in any of the environments or activities for which Local Authority approval is required (see Table 2) must first be confirmed as technically competent to lead by the Outdoor Education Adviser. Leader approval is **not required** for those visits, which are authorised within the school, or merely notified to the Local Authority.

Visit leaders seeking Local Authority leader approval must complete the relevant sections via Evolve and submit these to their Headteacher. Where the Headteacher supports the application, they must forward it to the Outdoor Education Adviser for Local Authority approval.

Depending on depth of experience and technical skill, leaders may be given written approval to either:

- Lead the activity/activities at specific, named venue(s) at any time for the duration of the approval period; **or**
- Lead the activity/activities at all venues that are within the remit of their competence at any time for the duration of the approval period.

Local Authority approval will be given only if the following conditions are met:

- The Head/EVC supports the employee's Local Authority leader approval application and verifies that the employee is generally competent (other than technical competence) to manage a group of young

people involved in this type of activity;

- There is evidence of appropriate induction and personal experience of the activity;

In addition, for activities that fall under the remit of a National Governing Body leadership award, leaders must hold either:

- the relevant National Governing Body (NGB) leadership award; **or**
- a written and signed statement of competence by an appropriate technical adviser verifying that the leader has the relevant technical and group management skills in the activity.

Independent Providers

Where schools use specialist activity providers, a basic check on them must be made by using NG Model Form 8p (Independent Provider Questionnaire), which can be found via the following link: <http://oeapng.info/downloads/model-forms-mind-maps-and-checklists/>

Please note you do not need to see copies of the provider's risk assessment. If a provider has a Learning Outside the Classroom (LOtC) Quality Badge, you do not need to send this form. Details of the Badge and a list of holders can be found at www.lotcqualitybadge.org.uk



The LOtC Quality Badge logo:

Insurance

Monmouthshire County Council holds comprehensive insurance for off-site activities. This insurance covers educational visits in the UK and abroad. Details of the cover can be found on The Hub, Monmouthshire County Council's Intranet site. If you have any queries regarding this insurance, or need to make a claim, please contact the Insurance Department on 01633 644277, 01633 644318 or Mobile 07767 425297.

Travelling Abroad

Most secondary schools and some primary schools offer visits abroad, including short visits to Europe and longer visits to developing and remote parts of the world. These visits can have a tremendous impact on the wider education of students, helping them to better understand language and cultural differences, as well as the experience of travelling in itself. There are a few additional measures that schools should take when planning these visits.

The Foreign and Commonwealth Office (FCO) website has a wealth of country-specific travel advice and schools are encouraged to use this service when planning trips. From its web address www.gov.uk/foreign-travel-advice you can view specific country travel information and can register for e-mail updates. The FCO also has information available on its Facebook page at www.facebook.com/fcotravel and its Twitter feed at www.twitter.com/fcotravel where information on specific issues and countries is posted. In addition, health information by country can be found on www.fitfortravel.nhs.uk where there is information on vaccinations required and particular health risk information.

If you are travelling to Europe, you should hold the European Health Insurance Card (EHIC), which replaced the old E111 in 2006. The EHIC will help you to access state healthcare at a reduced cost or sometimes for free. It will also cover you for treatment that is needed to allow you to continue your stay until your planned return and covers you for treatment of pre-existing medical conditions.

Non-European Union Nationality Pupils

The British Council issues the List of Travellers form in the UK, sometimes called the Visa Waiver Form. This is essential for school visits to countries in the European Union (EU) for pupils on the visit who are of a non-EU nationality. The List of Travellers form allows the pupils to go on the visit without needing a visa. If the pupils on a visit are all from the UK or EU countries then the form is not needed. For further information go to <http://www.britishcouncil.org/home-information-centre-list-of-travellers-scheme.htm>

Exchange Visits

Schools and centres quite often make arrangements for their pupils to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to which they are not related. Such arrangements could amount to “private fostering” under the Children Act 1989 or the Safeguarding Vulnerable Groups Act 2006, or both. Where this is the case, then DBS checks must be undertaken on all adults in the host family. Schools and centres arranging for their children to stay with families overseas should be aware that the DBS cannot access criminal records held overseas. Host families in other countries cannot, therefore, be checked as in this country. Schools and centres should work with partner schools abroad to ensure that similar assurances and checks are made prior to a visit. In any instance where checks are not able to be completed, the Local Authority advises against organising such visits and instead advises that groups should arrange accommodation via a hotel or hostel, etc.

Further information on planning Exchange Visits can be found in Section 7f of NG. In addition home check forms can be found in Model forms in Section 8 of NG.

Communicating with Parents / Carers

An effective, two-way communication process between schools and parents is important for all visits. It is recommended to hold a meeting with parents for all trips in categories B and C, to give the opportunity for parents to ask questions or raise any concerns. Effective communication will ensure that parents are made aware of the purpose and nature of the visit and that parents are able to inform the school about any particular needs and issues of their child that will impact on the visit.

Record Keeping

In addition to the planning and approval / notification documents, Schools should retain their:

- Educational visits policy – dated so that the version current at the time of any visit can be traced (this can also be uploaded onto your school section of Evolve);
- standard risk management procedures dated as current at the time of the visit;
- records of staff competence and training (perhaps as part of the appraisal/performance management records).

This information should be kept for 5 years, after which it may be destroyed.

In the event of an accident/incident on a visit, schools must ensure that the Local Authority is notified in accordance with the accident reporting procedures and provide the Local Authority with the relevant planning documentation for the visit along with the completed incident forms. If a visit leader or school receives notification of an insurance claim they should not respond directly but should pass the details to the Local Authority insurance section.

Monitoring

Internal monitoring by the Head/EVC

The EVC or Headteacher must monitor the educational visits undertaken by their school.

Monitoring by the EVC or Headteacher should include:

- scrutiny of standards of visit planning and organisation as part of the visit approval process
- occasional observation of visit leadership.

Following any observation of visit leadership it is good practice to provide the visit leader with verbal and / or written feedback and recommendations for further training if necessary. A copy of the observation report should be given to the visit leader and another copy kept on file by the school.

Monitoring by the Local Authority

The Local Authority, via the Outdoor Education Adviser, will monitor schools for compliance with this guidance and that contained in NG. Schools will be contacted prior to any monitoring visit, unless exceptional circumstances arise.

Review

Feedback from monitoring will be used to review procedures in order to ensure that they meet the standards expected for off-site visit organisation and leadership and to identify further training needs for visit leaders and/or EVCs or the OEA.

Emergency Planning

All schools have been provided with an MCC Schools Critical Incident Plan Template (and a Guidance document on how to complete their own individual School Plan).

Schools should ensure that this revised Educational Visits Policy is referenced in their School Critical Incident Plan at Section 6 (Educational Visits). Further details / advice as outlined below, should be included in the "Operational Arrangements" section of their School Plan under "Procedure for School Trips / Visits", along with the suggested action cards.

There may be occasions when support is required during a visit to manage an emergency situation. Proportionate planning for an emergency should form part of the planning process for all visits whether they involve taking a small group of pupils 200m from the school or to the other side of the world. It is important that consideration be given to having a Plan B, if you can't do your original planned activities. Plan B might be

that you return to school, or that you identify a different location or activity to undertake. Pressure from pupils to carry on with an original activity must not allow a party leader to be swayed when evidence shows that this activity is no longer appropriate.

Before any trip leaves school, it is essential that the visit leader ensures all the necessary paperwork has been completed and submitted, as required. This should include a complete list of all people travelling along with other up to date emergency contact numbers, which would be vital in assisting with the response, should an incident occur during the trip.

Additional emergency contact numbers could include:-

- a 24hr number for the “at home” school emergency contact and second contact (as a back-up) if possible;
- Other contacts who could assist in the response to the incident e.g. Headteacher, Chief Officer for Children and Young People, other local authority contacts.

In the event of an emergency situation occurring, the party leader should contact the “at home” emergency contact or the Chief Officer for Children and Young People (CYP) as soon as possible after the incident. If the incident is serious enough, Monmouthshire County Council may set up a corporate Emergency Response Team comprising of senior officers from the CYP Directorate, Emergency Planning, representation from the Communications / Engagement Team and other officers as required. The role of the Emergency Response Team would be to co-ordinate the Councils response to the incident, provide support to the school as necessary and provide assistance / guidance on media and press issues. This team would also work closely with any emergency services involvement that may be established.

To assist visit leaders (and others) in the event of an emergency, a number of Action Cards, based on National Guidance, have been developed and can be found in this policy document as follows:-

Appendix 3 – Emergency Incident Flow Chart

Appendix 4 – Emergency Action Card for Visit Leaders

Appendix 5 – Emergency Action Card for “At Home” Contact

Appendix 6 – Prompts / Considerations when Responding to an Incident

Appendix 7 – Incident Log Sheet

Where possible, these action cards should be used during an incident as they will provide a prompt both to those making the initial call and to the person receiving the call – this should ensure that all the required information is given / collected as necessary.

Log Sheets

The importance of maintaining a written log of events during an emergency cannot be over-emphasised. It is essential that everyone involved in the response to the incident logs all actions taken and that all information relating to the incident is adequately recorded and filed. Emergencies can lead to public inquiries, inquests and / or civil proceedings and all responding staff will need to account for the actions they took.

A sample copy of an incident log sheet can be found in Appendix 7 and mirrors that of the example provided in the Schools Critical Incident Plan Framework.

Accident Reporting

If a pupil or adult has an accident on the visit, it needs to be reported in the same way in which accidents in school are reported, even if the venue you are visiting has their own reporting procedure. If a child has an accident whilst on a visit, particularly if this is a residential visit, an early phone call home can help to allay worries from either the child or their parents.

Safeguarding

The trip leader and all accompanying staff have a duty to safeguard and promote the welfare of all the pupils in their care. This duty of care remains throughout the duration of a trip and is not confined to particular hours or situations. Staff should act professionally and take all reasonable measures to make sure that the pupils are safeguarded.

Staff must be fully aware of how to deal with disclosures of abuse or harm, including allegations against staff and volunteers, stranger abuse, and know to whom they should report concerns. The contact details of the named person for safeguarding issues should be included in the Emergency Action Cards. All staff must be fully conversant with the school's Safeguarding and Child Protection Policy and procedures. They should also familiarise themselves with the school and LA guidance on activities away from the school premises.

Appendices

| | |
|------------|---|
| Appendix 1 | Parent/Carer Consent: Routine Off-Site Visits |
| Appendix 2 | Parent/Carer Consent: Non-Routine (One-Off or Occasional) Off-Site Visits |
| Appendix 3 | Emergency Incident Flow Chart |
| Appendix 4 | Emergency Action Card for Visit Leaders |
| Appendix 5 | Emergency Action Card for the "At Home" Contact |
| Appendix 6 | Prompts / Considerations when Responding to an Incident |
| Appendix 7 | Incident Log Sheet |
| Appendix 8 | Risk Assessment Form |



Parent/Carer Consent Routine Off-Site Visits

Your Child's Name:

I agree to my child participating in routine visits off the school/establishment site. These visits might include the following, or similar, activities:

Sporting fixtures, Sponsored walks, places of scientific or geographical interest, theatres, visits to cultural sites and museums and meetings on behalf of the school council.

These visits will normally take place at the following, or similar, locations:

Other school sites and sporting venues such as Cwmbran Stadium. A planned walk around the local area including into Abergavenny, on footpaths and quiet lanes. Cultural visits to places such as Chepstow Castle, Cardiff Museum, Big Pit, Oxford University, Harry Potter Studios, St Fagans Museum of Welsh Life. Places of scientific or geographical interest such as Castle Meadows or the Deri. Theatre visits to places such as the Borough Theatre, New Theatre in Cardiff or Stratford upon Avon. Meetings in places such as County Hall or other schools.

I understand that:

- such visits will take place within the school/establishment normal hours, but that if, occasionally, they are likely to extend beyond this, adequate advance notice will be given so that I may make appropriate arrangements for my child's return home;
- the school will send me details of each visit before it takes place;
- my specific permission will be sought for any visits beyond those listed above or which could involve commitment to extend journeys, times or expense;
- all reasonable care will be taken of my child during the visit;
- my child will be under an obligation to obey all directions given and to observe all rules and regulations governing the visit and will be subject to all normal school/establishment discipline procedures during the visit;
- in an emergency, I agree to my child receiving first aid or urgent medical treatment;
- I must inform the school/establishment of any changes to medical conditions;
- The LA provides a personal accident and travel insurance policy for all pupils whilst participating in organised visits.

Medical Information:

Details of any medical condition that my child suffers from and any medication my child should take during a visit:

.....
.....

Full name of Parent/Carer:Signature:

Address:

.....
.....

Contact telephone numbers (x2):

Date:



**Parent/Carer Consent
Non-Routine (One-Off or Occasional) Off-Site Visits**

Visit/Activity: Venue:

Your Child's Name: Form/Class (if relevant)

Medical and Dietary:

a) Does your child have any medical, physical or behavioural condition that may affect him/her during the visit? YES / NO

If YES, please give details (including medication taken and times):

.....

b) Please give details of any allergies (including allergy to medication):

.....

c) Please list any types of non-prescription medication or lotions your child may not be given:

.....

d) Please give details of any special dietary requirements for your child:

.....

e) Please detail any recent illness or accident suffered by your child that staff should be aware of:

.....

f) To the best of your knowledge, has your child been in contact with any contagious or infectious disease or suffered from anything in the last four weeks that may be contagious or infectious? YES/NO

If YES, please give brief details:

.....

.....

g) When did your child last have a tetanus injection?

.....

h) Please indicate your child's swimming ability:

Cannot swim

Able to swim a little in a swimming pool

Able to swim confidently in a swimming pool

Able to swim confidently outdoors (e.g. in a lake, river or sea)

Your Contact Details:

Telephone – Home: Work: Mobile:

Home Address:
.....

Alternative Emergency Contact:

Name: Telephone:

Address:
.....

Family Doctor:

Name: Telephone:

Address:
.....

Declaration:

- Having read the information about the visit, and having understood the level of supervision to be provided, I agree to my child taking part in the visit and activities described.
- I understand that all reasonable care will be taken of my child during the visit/activity and that he/she will be under an obligation to obey all directions and instructions given and observe all rules and regulations governing the visit/activity.
- I understand the code of conduct for the visit and the sanctions that may be used if my child breaks this code of conduct. I have discussed the code of conduct and sanctions with my child.
- I understand that if my child seriously misbehaves or is a cause of danger to him/herself or to others, then I may be asked to collect him/her or he/she may be brought home early from the visit/activity. In such a situation there will be no obligation on the school/establishment to refund any money.
- In an emergency I agree to my son/daughter/ward receiving medication and any emergency dental, medical or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present.
- I understand that the school/establishment may use activity images for promotional or publicity purposes.
- The LA provides a personal accident and travel insurance policy for all pupils whilst participating in organised visits.

Full Name of Parent/Carer (PLEASE PRINT):

Signed: **Date:**

TO BE COMPLETED BY PARTICIPANT:

I understand that for the safety of the group and myself I will obey the rules and instructions of members of staff.

Signed: **Date:**

INCIDENT OCCURS

After immediate contact has been made with the emergency services (if / as necessary) and at the first available opportunity following the incident, a member of the travel party should inform the Emergency "At Home" Contact using the "Emergency Action Card for Visit Leaders" if possible.

Incident notification is received by the Emergency "At Home" Contact, details taken (on "Emergency Action Card for At Home Contact" if possible) and incident log sheet started. If the "At Home" Contact is not the Headteacher, he/she should inform the Head immediately.

"At Home" Contact / Headteacher should immediately inform the Chief Officer for Children & Young People (or in her absence, the most senior officer available).
Emergency out of hours assistance can be sought via the MCC Out of Hours Service (ask for the Emergency Planning Duty Officer)

If the incident is under control and does not require specific local authority assistance, the Chief Officer / CYP rep should maintain liaison with the Headteacher / "At Home" Contact until the incident is over. Emergency Planning (who may already have been informed of the incident via the emergency services) and a member of the Communications & Engagement Team should be made aware of the incident (for information purposes).

If the incident is serious enough and requires local authority assistance, Monmouthshire County Council will establish an Emergency Response Team (ERT) to manage the response to the incident. This Team will consist of all relevant officers needed to adequately respond to the incident and maintain liaison with the school. A member of the Communications & Engagement Team will also be on the ERT to support with all media / press enquiries.

The ERT will respond to the incident and work with the school to do everything needed to bring it to a satisfactory close.

The Team will be stood down and all log sheets collected and filed appropriately.

All officers involved in the response to the incident should ensure they complete their Incident Log Sheets



EMERGENCY ACTION CARD FOR VISIT LEADERS

Immediate actions following an incident:

- Assess the situation - ensure that all young people and staff are accounted for and safe from further danger;
- Call emergency services as appropriate - ensure that all necessary steps are taken to provide medical care if needed;
- Brief the group so that they do not panic and understand what to do to stay safe;
- Try to address any immediate needs / safeguarding issues.

Next steps - Once the immediate situation has been contained:

- Inform your Emergency "At Home" Contact (or if unavailable Monmouthshire County Council) as soon as possible, giving as much detail as you can about:
 - what has happened,
 - who has been involved / informed;
 - your current location;
 - what is happening now – is the incident under control or escalating;
 - Any immediate / specific assistance required;
 - the telephone number you can be contacted on.
- Liaise with, and listen to advice from the emergency services if they have attended the scene;
- Consider any physical / emotional needs of the group – for example shelter / refreshments / transport / emotional support;
- At the first possible opportunity, make a written log of what has happened, actions taken, conversations held etc
- Try to support pupils' communications at the scene where necessary;
- **Do not** speak to the media – refer all enquiries to Monmouthshire's Communication & Engagement Team via your "at home" emergency contact;
- Inform the Foreign Office Consular Assistance Team if abroad.

EMERGENCY CONTACT NUMBERS

Emergency Services: 999 or 112 (112 for all EU countries, any mobile network)

| Name | Telephone No. |
|--|---|
| "At Home" Emergency Contact | |
| "At Home" Emergency Contact (Back-up if available) | |
| Headteacher (if not the above) | |
| Contact within CYP Directorate | |
| MCC Out of Hours Duty Officer | 0300 123 1055 (ask for MCC Emergency Planning Duty Officer) |

EMERGENCY CONTACT NUMBERS (continued)

| | |
|------------------------------------|------------------------|
| Foreign Office Consular Assistance | +44 20 7008 1500 CHECK |
| | |
| | |
| | |
| | |



EMERGENCY ACTION CARD FOR THE "AT HOME" CONTACT

In the event of receiving an emergency call from a Group on an educational visit, try to obtain as much detail as possible and complete the following information:-

| | |
|-----------------|------------------|
| Date of Call: | Time of Call: |
| Name of Caller: | Contact Tel. No: |

School / Establishment they are travelling with?

What is their role within the Group (Visit Leader / Assistant Leader / Helper / Participant)?

What is their current location?

Description of what has happened? Try to ascertain the nature of the emergency, where and when it occurred, whether emergency services are on scene.

Are there any casualties?

Any immediate assistance required?

Who else has / needs to be informed? Refer to the Emergency Incident Flow Chart and the Prompts / Considerations Sheet. Start and maintain an Incident Log Sheet

What action is now needed? Refer to the Emergency Incident Flow Chart and the Prompts / Considerations Sheet

PROMPTS / CONSIDERATIONS WHEN DEALING WITH AN INCIDENT

The following points below are *considerations* only – the actual response required at the time (and by whom) will depend upon the nature and scale of the incident.

If the incident is not too large or too serious, it may be possible to be managed by a small team from the School, maintaining liaison with the local authority as required. However, if the incident escalates or is more serious, the local authority's Emergency Management Plan could be invoked and wider support (in the form of the Emergency Response Team) set up to support the whole response.

- Ensure that everyone who needs to be informed of the incident has been eg Headteacher / Chief Officer for Children & Young People's Directorate at MCC / Emergency Planning / Comms & Engagement Team; Consider also whether MCC's Health & Safety Manager / Insurance Company need to be notified;
- Keep a log of all decisions made and actions taken (including rationale, people involved and times);
- Maintain regular contact with the party leader to ensure that all actions required to support the party are carried out;
- Liaise re provision of links with the emergency services;
- Control information to the media – use the authority's Communications & Engagement Team and direct all media enquiries to them;
- Consider whether a "Travelling Team" is needed to provide support at the scene;
- Continue to monitor the situation and what help is required – can the school team cope with the situation or should the authority's Emergency Management Plan be invoked and wider support (in the form of an Emergency Response Team) be established?;
- Consider the best way of communicating with parents to provide accurate and timely news / situation updates;
- Control communications and the flow of information to the affected group, parents, other staff / officers involved in the response;
- Consider setting up alternate / additional phone lines so that incoming calls do not swamp communications. Consider other forms of communication eg internet, emails and texts;
- Arrange for the return or onward travel of the party and / or arrange transport for parents to the scene;
- Maintain security at the school site and arrange for the access gate(s) to be staffed to control access – especially as the media may try to gain access!;
- Make arrangements for parents / relatives to be catered for on site or nearby, if possible, while they wait for news / updates on the situation;
- Make arrangements for when the group return back home;
- Consider the possible need for future emotional care and support for anyone involved – this may include other staff, young people and the Emergency Support Team.

Evolve: How to plan a curriculum enrichment activity

