

Section A

Local Authority Planning and approval procedures for Educational Visits

This document sets out the Local Education Authority planning and approval procedures for Educational visits. **The document has been divided into 3 key sections.**

Section A – Policy, Guidance and Emergency Procedures

Section B – Planning and approval procedures

Section C- Risk Management

Anyone organising an off-site visit should also refer to and follow the relevant guidance (relating to the nature of the visit being planned) as set out in the Outdoor Education Advisers' Panel (OEAP) National Guidance for Educational Visits www.oeapng.info

Revision history

Date of last revision	July 2020
Author	Arwel Elias, Mike Rosser
Date approved by Head	
Signed by Head	
Date approved by Board of Governors	
Signed by Chair of Govenors	
Summary of Changes	See Appendices 1 and 2
The review will be undertaken by:	Arwel Elias / Mike Rosser
This document is available in Welsh	

Commented [MR1]: Update after changes made

Contents:

1. Summary of policy for educational visits
2. Forward by Head/ Chair of Governors / Statutory Head of Education Services
3. Roles and Responsibilities / Contact Details
4. **APPROVAL AND NOTIFICATION REQUIREMENTS FOR VISITS**
5. Summary of procedures
6. Record Keeping / Monitoring
7. Incident Management Emergency action flowchart for Visit Leaders and Emergency Base contacts
8. Risk Management procedures

Appendix 1: Restrictions on Educational Visits if a school is placed within a health protection zone

Appendix 2: North Wales Outdoor Education Service Operational Guidance for Educational Visits and Coronavirus

1. Summary of Policy

This document sets out the procedures by which Local Authority and its educational establishments meet the standards set out in the OEAP *National Guidance for Educational Visits*, recognised as *best practice* by the Welsh Government

Barker's Lane School follows the LA procedures for educational visit planning, approval and monitoring by using the EVOLVE on line visit planning and approval system for visits run by school/establishment staff or volunteers.

1. Staff planning an educational visit must ensure that they follow the procedures set out in this policy.
2. Staff must also refer to and follow the relevant guidance (relating to the nature of the visit being planned) as set out in the Outdoor Education Advisers' Panel (OEAP) National Guidance for Educational Visits www.oeapng.info
3. Staff must also refer to their Safeguarding policy, and ensure that they have meet their duties and exercise their functions in a way that takes into account the need to safeguard and promote the welfare of children.

This policy is reviewed every yearly or following any accident / incident on an educational visit.

2. Foreword

- The well-being and involvement of all children is an important consideration for us as we provide quality experiences to enhance each child's education. How children are feeling about themselves has a direct bearing on their ability to learn.
- We encourage children to engage in a love of the outdoors. Quality experiences out of the school setting can be most beneficial to their learning. Children will have the opportunity to experience activities they may not otherwise have, important life skills can be developed, the curriculum can be enhanced and life long happy memories can be provided.
- The importance of educational visits balances with the additional cost and we bear this very much in mind when preparing our schedule of visits.
- We recognise the vital role that school staff play and this is reflected in the care we take to ensure a quality experience that is safe and appropriate.
- Periodically we include reports and evaluations of Educational visits as part of our Governors' Report to parents.

CA Edwards

Headteacher

Foreword Statutory Head of Education Services

Our educational establishments have a rich and valued tradition of providing exciting and enjoyable educational visits for young people.

Young people benefit enormously from taking part in visits. Whilst enhancing the school/establishment curriculum, participation gives them the opportunity to undertake activities they may not otherwise experience, helps them to develop important life skills, and may provide life-long happy memories.

Staff also benefit from visits. The experience may improve relationships between staff, and staff and young people, increase the variety and interest in their work, and gain the professional development inherent in organising and leading visits.

This document sets out planning and approval procedures that aim to help staff involved in visits to plan and deliver high quality and safe external visits – be it a regular visit to a local park or a three week trek in a remote rain forest. By following these procedures, staff will be supported by the Local Authority in the unlikely event of an incident.

I would like to take this opportunity to express my gratitude to all staff who engage in activities with children and young people for their dedication, commitment and professionalism. Their work ensures that young people across the County are given the opportunity to take part in such beneficial educational visits. These procedures are primarily aimed at supporting them in this valuable work.

Head of Education Services (Chief Education Officer)

3. Roles and Responsibilities

Visit Leader

1. The designated person responsible for the Visit and who will have overall responsibility for the safety and conduct of participants and the Visit Leadership Team.
2. Visit Leaders will need to obtain the Head/EVC's approval for the visit according to school/centre policy;
3. They will need to obtain LA leader approval if leading any adventurous/ demanding environments visit for which LA approval is required (Please see section on LA Approval)

Key Requirements

- Must be competent to lead, confident and accountable
- Visit leader should have the ability to lead to the level demanded by the visit, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in.
- Undertake and complete the planning and preparation of the visit, including the briefing of group members and parents/carers;
- Ensure the ratio of staff to young people is appropriate for the environment/activities and the needs of the group;
- Identify significant hazards and safety measures to reduce risk to a tolerable level, and make known to parents, EVC and Head and others the level of residual risk that needs to be managed;
- Have enough information about the young people to assess their suitability for the visit or be satisfied that their suitability has been assessed and confirmed;
- Ensure that all accompanying leaders are familiar with these procedures;
- Make appropriate and adequate preparations for emergencies in conjunction with the EVC
- Carry out dynamic risk management while the visit takes place and consider stopping the visit if the risk to the health or safety of the young people is unacceptable and have in place procedures/alternative plans for such an eventuality

Educational Visit Coordinator

A key element of these procedures is that each school/establishment has a competent **Educational Visit Coordinator (EVC) who has completed the county EVC training course**. Due to the nature of the role the EVC must be an experienced member of staff:

1. **who is part of, or able to influence, the Senior Management Team;**
2. **with sufficient authority to make a judgement call about the competence of any other staff member to lead an off-site visit and to approve or decline visits planned by any staff member;**
3. **The EVC is the routine contact for dialogue with the LA Educational Visits Adviser.**

Key Requirements of the EVC:

- Ensure that all visits are planned and approved in accordance with this policy;
- Support the Head and Governors with approval decisions;
- Assign competent people to lead or otherwise supervise a visit;
- Carry out occasional monitoring of visit leaders to identify further training needs;
- Work with the visit leader to provide parents/carers with information about the visit and obtain the necessary consent from parent/carers;
- Ensure emergency arrangements and contacts are in place for each visit;
- Keep records of individual visits including what worked well, what didn't and any accident/incident reports

Head

1. Heads/Managers should have an establishment visits policy and procedures that conform to and follow the requirements and recommendations of their employer's guidance and ensure that arrangements are in place for the educational objectives of all visit to be inclusive.
2. They will need to ensure that arrangements are in place for the governing body to be made aware of certain visits and ensure that visit arrangements and outcomes are evaluated to inform future visits and staff training needs;
3. Approve visit for **all** educational visit prior to visit date as set out in the table below

Key Requirements of the Head

- Be aware that the appointment of an Educational Visits Coordinator (EVC) is critical to the implementation of this guidance and should be allowed sufficient time to fulfil the role, including attendance at OEAP-approved training. Heads/Managers may choose to designate themselves as EVC.
- Ensure that proper and effective support structures in the event of emergency or critical incident including means of contacting the relevant officers LA Education Officer (Schools) or Principal Youth Officer (Youth Service) or emergency planning team and arrange for the reporting of accidents and incidents as required. Records of these should be reviewed regularly, and this information used to inform future visits
- Where needed, have access to expert advice from their Education Visit adviser.
- **The Head (Schools) or Head of establishment (non-schools) has responsibility to ensure that any changes to their EVC is notified to the Education Visit Advisor so that he or she can take steps to train their replacement as soon as practicable.**

Governors

1. Members of the Governing Body should view their main role as being **'to enable and ensure'** that staff are fully aware of the employer's responsibilities under Health and Safety Law.
2. That the establishment have formally adopted the Education Visit Policy and that they have a robust system to support the implementation of the policy.

Key Requirements

- They challenge in order to be clear about of how outdoor learning and visits lead to a wide range of outcomes for children and young people and contribute towards establishment effectiveness.
- They ensure that the Education Visit policy and procedures are fully implemented (including emergency procedures – and it supports the principles of inclusion)
- The involvement in Board/Governing Body in the visit approval process is clear and approval and notification procedures operate effectively
- Ensure there is a trained EVC who meets the employer's requirements, with a sufficient time allowance to fulfil the role and training to support the planning and delivery of visits and outdoor learning.
- There are monitoring procedures in place, activity is evaluated, good practice is shared and any issues are followed up to comply with statutory and employer's requirements.

Education Visit Advisor

1. The Educational Visits Advisory Service fulfils the following statutory Council functions to support the LA to meet its legal responsibilities and powers with regard to off-site and educational visits delivered to young people by its employees.
2. Provide expert advice on safety and quality of educational visits and on risk management in the context of all educational visits,
3. On behalf of the Local Authority approve (or disallow) visits for which LA approval is required these

including adventure activities, expeditions and overseas visits.

4. Monitor standards of Health and Safety management in off-site activity and educational visits, including observing activities and visits
5. Ensure that adequate and appropriate training is available and taken up by relevant employees.

Key Requirement

- Ensure that EVCs, visit leaders, other school staff and other adults involved in educational visits are assessed as competent in their specific tasks.
- Ensure that LA guidance on Health and Safety of pupils on educational visits is provided to all LA educational establishments and is kept up to date with current best practice, including lessons learned from incidents in Wales and beyond.
- Fulfil the LA's approval role for specified categories of educational visits.
- Inform the LA and Board of Governors of noncompliance or visit that have not been approved by the LA.
- Verify the competence of LA employees who wish to lead visits in any of the areas or activities for which LA approval is required
- Offer relevant training, advice and support to all educational establishments on the Health and Safety of pupils on educational visits and other matters relating to safety and quality in Outdoor Education.

4. Approval and notification requirements for visits

All visits must be approved as set out in the table below. LA approval decision for visits will be given via the Evolve system. Visit **MUST NOT PROCEED UNTIL** approval has been given. Visit submitted outside of the timescale set out in the table below run the risk of not being approved. **Details on specific Procedures for the types of Visit and relevant forms can be found on <https://hwbwave15.sharepoint.com/sites/665/nwoes/SitePages/General-Documents.aspx>**

Visit type	Planning and approval required
Routine visits (as defined in Educational visits procedures document)	<p>Planning Visit planned on routine visit planning form</p> <p>Approval By the Head before the visit takes place (Heads may give blanket approval for a member of staff to lead routine visits)</p>
<ul style="list-style-type: none"> • Non-routine visits • Overnight visits 	<p>Planning Visit planned using the EVOLVE system by Visit Leader / Submitted by EVC</p> <p>Approval</p> <ul style="list-style-type: none"> • By the Head on the EVOLVE system before the visit takes place using their PIN number • Visits that have not been approved by the Head on the EVOLVE system MUST NOT TAKE PLACE.
<p>A visit involving any of the following elements:</p> <ul style="list-style-type: none"> • Demanding environments (as defined in table 3 in the Educational visits procedures document) • Adventure activities (as defined in table 4 in the Educational visits procedures document) 	<p>Planning Visit planned using the EVOLVE system / Submitted by EVC</p> <p>Approval</p> <ul style="list-style-type: none"> • Approved by the Head on the EVOLVE system using their PIN number at least 14 days before visit start date. • LA approval required –EVOLVE automatically applies for this after the Head approves the visit. • Visits that have not been approved by the LA on the EVOLVE system MUST NOT TAKE PLACE
Overseas visits and expeditions organised through an independent provider (<i>i.e. skiing, sports tours, cultural/ foreign language visits and expeditions involving trekking or other adventure activities</i>)	<p>Planning Initial approval before booking using the Outline Approval for Overseas Visits form (available on EVOLVE forms section) submitted to the LA Following initial approval granted, Visit must be planned by the Visit Leader using the EVOLVE system / Submitted by the EVC</p> <p>Approval LA Approval is in two stages:</p> <ul style="list-style-type: none"> • Initial approval for the planning phase will be given at least 3 months prior to visit. • Head approval on the EVOLVE system at least 42 days before the visit • LA final Approval at least 28 days before the visit – Evolve automatically applies for this after the Head approves the visit using their pin. • Visits that have not been approved by the LA on the EVOLVE system MUST NOT TAKE PLACE.
Duke of Edinburgh Award expedition	<p>Planning Visit planned using the EVOLVE system</p> <p>Approval</p> <ul style="list-style-type: none"> • Approved by the Head on the EVOLVE system using their PIN number. at least 14days before visit start date. • LA approval required –EVOLVE automatically applies for this after the Head approves the visit • Visits that have not been approved by the LA on the EVOLVE system MUST NOT TAKE PLACE.

Commented [OO(2)]: Previously 28 days. Does this allow enough time for LA approval?

Commented [OO(3)]: Previously 28 days. Does this allow enough time for LA approval?

5. Summary of Procedures

Parent / carer consent

Consent is required for all offsite and educational visits. Anyone organising an off-site visit should:

1. **Provide parents with sufficient information to make an informed decision about the participation of their child. Such information may be given in a variety of ways, as the information needed by parents will depend on the nature and complexity of the visit**
 - For routine visits **those listed on your Routine Visit Consent Form**, blanket consent is obtained.
 - For non-routine visits i.e. **Overnight/adventurous etc.** consent is obtained for each visit (or series of repeated visits) using a **Non-routine Visit Parental Consent Form or Adventure Activities Consent form**. An example of a non-routine visit parental consent form can be obtained from the EVOLVE system by clicking on resources and then 'forms'
 - With appropriate security measures in place, parents can give consent electronically - e.g. by email, text, website or apps. Online systems that provide the option for visit-specific e-consent should have the facility for parents to confirm that they have been fully informed, and when and by whom the consent was given. Systems that use a hyperlink or attachment facility enable the direct connection between consent and information about the visit.
 - Where it is not possible for parents to update information electronically, as part of the consent process, it would be sensible to include a statement informing the school of any changes to my child's medical condition or individual needs (including any emotional wellbeing or mental health issues which may affect their participation in the visit), agreement to medical treatment and any changes to emergency contact numbers
 - If parents/careers withhold their consent the young person must not be taken on the visit but the curricular aims of the visit should be delivered to the young person in some other way wherever possible. If the parents/careers give a conditional consent the Head will need to consider whether the young person may be taken on the visit or not.

Inclusion

The overarching principle is that all pupils should be included in all education activities and experiences. The law requires that 'reasonable adjustments' are to be made to include pupils with additional support needs. This might include amendments to the programme, additional staffing etc. The Health and Safety of all pupils and staff on visits must also be considered.

When a visit or activity is being planned, all reasonably practicable measures must be taken to include all young people. Every reasonable effort should be made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved. The principles of inclusion should be promoted and addressed in policy and practice, ensuring:

- An entitlement to participate.
- Accessibility through adaptation or modification, including the provision of auxiliary aids and services.
- Integration through participation with peers.

Sometimes it may not be possible to make reasonable adjustments to include a young person in a specific visit or activity, nor to provide the whole group with a suitable alternative, perhaps because of a severe disability. It is not necessary to deprive the rest of the group of worthwhile opportunities, if it is genuinely impossible to find a suitable way of including everyone, or after putting in additional support the Risk management plan still deems that pupils and staff may still be at risk

Consideration must be given to the provision of a suitable alternative. The burden of proof is on the establishment, to show that what happened was for a reason other than unfair discrimination.

- Any adjustments that are made in order to include a disabled young person should not impinge unduly on the planned purpose of the activity
- A decision to exclude a young person should not be taken lightly, and only after consultation with those who have responsibility for the young person, including (as appropriate) the head, EVC, Visit leader, Support staff, Parents, any third party provider, Education Visits Advisor and possibly their GP.

Charging for Activities

Schools and Education Establishments must take account of the law relating to charging for school activities, as set out in the Education Act 1996. Schools and local authorities **must not** charge for:

- Education provided during school hours
- Education provided outside school hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education.
- Transport provided in connection with any educational visit of this type.
- Supply teachers to cover for teachers who are away from school on a visit

Schools **may** charge for optional extras, which include, education provided outside of school time that is not:

- a) Part of the Curriculum.
- b) Part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school.
- c) Part of religious education.
- d) Board and lodging for a pupil on a **residential visit**, except to parents in receipt of certain benefits (broadly equivalent to those that qualify children for Free School Meals).
- e) Extended day services offered to pupils (e.g. activity clubs)
- f) Schools must inform parents on low incomes and in receipt of relevant benefits of the support available to them when they ask for contributions.

Using External Provider – pre-booking checks

For any off-site visit, the visit leader should check that the location and activities offered are educationally suitable for the group and will meet the aims of the visit.

- Check that any provider offers good value for money by comparing with other similar providers. Remember that there is no substitute for first hand, up to date information gained by a pre visit by staff.
- When using a specialist venue or activity provider please apply the following guidance before signing any booking form or contract:



LOtC Quality Badge If the provider has the **LOtC Quality Badge** (Learning Outside the Classroom Quality Badge accreditation) The Quality Badge providers have pledged to engage in an ongoing process to sustain high-quality learning outside the classroom and who have demonstrated that they meet six quality indicators

- has a process in place to assist users to plan the learning experience effectively;

- provides accurate information about its offer;
- provides activities, experience or resources which meet learner needs;
- reviews the experience and acts on feedback;
- meets the needs of the users;
- has safety management processes in place to manage risk effectively.

Providers that hold the LOtC Quality Badge are not required to provide schools with additional information on their Safety Management Systems or complete the Provider form

- **Providers who are not LOtC holders will need to complete the Providers Form** (which can be downloaded from the EVOLVE system's Forms section)
- Check that this has been satisfactorily completed by the provider before you book. This requires them to confirm that they have risk assessments in place for all activities/services that they provide and that these are available to view at the premises on request.
- Please note that there is no need to obtain copies of the provider's risk assessments.
- Seek specialist advice on any concerns arising from the provider's responses by contacting your LA Education Visits Adviser.

Local Authority Leader Approval

Who needs LA leader approval?

Any school staff or volunteers who wish to lead any activity or visits in any of the demanding environments (listed in [Table 3](#) these including Field Studies) or adventurous activities (listed in table 4) in the educational visit procedures document which can be found on Evolve under Policy / Procedures must first be confirmed as technically competent to lead the activity by the Education Visits Adviser.

Commented [OO(4)]: Does this document contain a 'Section B Table 3'?

LA Leader Approval Requests

The Person requiring approval **MUST** make a Leader Approval Request via their own EVOLVE account, these cannot be made by another person (EVC). To do this:

- EVOLVE Home Page
- Click the Blue Icon with two white Person
- Click on Awards and Training bottom left
- Click the Blue + button next to LA Leader Approval requests and complete the two sections:
 - a. Details of the activity you are applying for
 - b. A summary of your recent experience
 - c. click continue
- Then Click on Blue + button Next to My Awards – browse your files and upload all relevant qualifications including an in date first aid certificate – click continue **Your Head will then approve your request and then the LA. Approval lasts for 3 years after which you will need to resubmit in the same way.**

Approval is normally given only if the following conditions are met:

- The leader has completed a training course in the relevant NGB leadership award where one exists (or has undergone other appropriate training)
- The technical adviser has made a practical assessment of the leader and can confirm that they are operating at the standard of the relevant NGB leadership award or at a suitable level for a site-specific approval to be given. **(To arrange technical adviser approval the EVC must identify an appropriate technical adviser who is willing to make a signed statement of competence for the visit leader)**

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

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

duration of the approval period.

Joint visits or collaborative visits planned with or by another establishment or organisation

Any visit or activity involving young people from your school/establishment, or where young people have been recruited through your school/establishment should be treated as one of your own visits **even if another school/establishment or external provider is taking the lead role in organising the visit.**

Examples include:

- Sports fixtures/tours where your school/establishment has made young people/parents aware of the opportunity but where the tour is being staffed by other adults e.g. Sports coaches, LA staff, Urdd officers or similar.
- Collaborative visits with another school/establishment
- DofE Expeditions where young people from your establishment are joining another establishment's expedition

For these visits, the young person's EVC and Head **must be able to evidence that they have:**

- Ensured that all aspects of planning for the visit meet the county requirements for visit planning and approval (**Please note: another school/establishment may carry out this planning and approval if they are taking the lead role but if this is the case, the visit plan must include all young people and staff attending the visit from all schools/establishments involved and you must view and approve the visit plan**)
- Each participating school should be sufficiently involved in planning for the visit to ensure that the risk management and pastoral care arrangements (including an appropriate level of 24/7 supervision)
- Checked that the planned activities are appropriate for the young people from their establishment
- Ensured that parents are made aware of the arrangements for supervision and the activities planned and have given their consent to this
- Ensured that the supervisory staff for the visit are made aware of any relevant additional needs (**including medical/dietary/behavioural**) for the young people taking part from their establishment
- Ensured that appropriate support will be provided by the visit leaders to manage any additional needs effectively
- Ensured that they can be contacted in the event of an incident, accident or other emergency

Guidance of the Management of cross county collaborative visits

Please read and follow the specific guidance on Cross County Collaborative Visits and Regional visits e.g. **Ski Courses and Regional Sports Teams** which can be found on SharePoint to ensure that best current practice is followed on collaborative visit.

<https://hwbwave15.sharepoint.com/sites/665/nwoes/SitePages/General-Documents.aspx>

Blanket approval

Blanket approval may be given:

- by Heads for staff to run routine visits
- by the LA for those staff who have gained LA leader approval

For visits that have been given blanket approval, the visit leader and EVC must ensure that relevant information is left with the school/establishment emergency contact including details of the venue, activity, group, transport, start/finish times and other relevant information for **each** visit.

Arrangements for overseas visits and overseas expeditions

Overseas Visits

Overseas visits require a longer planning, preparation period and fall into two broad types:

- Complete packages arranged and delivered by an external provider.
- Visit led by the establishment's own staff, or may involve input from a variety of partners and providers in the UK and overseas, but the overall delivery is co-ordinated by the establishment rather than by an external provider

In either case it is essential that an initial LA approval must be obtained before booking confirmation. Initial LA approval can be sought by completing and sending the overseas visit approval form to the Education Visit Adviser. **Initial approval for the planning phase will be given at least 3 months prior to visit.**

- **HEAD MUST** approve on the EVOLVE system **AT LEAST 42 days before the visit.**
- **Final LA approval for the visit on the EVOLVE system at least 28 days before the visit start date.**

Overseas Expeditions - Please refer to the Guidance on Overseas Expeditions which can be found on <https://hwbwave15.sharepoint.com/sites/665/nwoes/SitePages/General-Documents.aspx>.

There are no UK statutory standards regulating Overseas Expedition providers but the following are relevant:

- The Learning Outside the Classroom (LOtC) Quality Badge for Overseas Expeditions gives assurance of both quality and safety, and is evidence that the provider claims compliance with British Standard BS 8848:2014. It does not involve any inspection of overseas work.
- British Standard BS 8848: 2014 "a specification for the provision of visits, fieldwork, expeditions, and adventurous activities outside the United Kingdom" is a non-statutory standard against which providers can declare their conformity following self-assessment or assessment by an external body (there is no regulation of the assessing bodies). Any provider claiming to conform to BS8848 who was found not to provide what is required by the standard would be in breach of contract.
- The school / Education Establishment **MUST provide parents with full information** about the visit so that they can make informed decisions when consenting to the arrangements, including any "Plan B" alternatives. A pre-visit parental briefing session is good practice. It will provide an opportunity for parents to ask questions.

Educational Visit and the threat of terrorist attacks

A heightened state of vigilance continues to be required for all educational visits. We advise to exercise caution in public places. For up to date guidance please read the Guidance document which can be found on Sharepoint <https://hwbwave15.sharepoint.com/sites/665/nwoes/SitePages/General-Documents.aspx>

Schools should consider a risk / benefit analysis of trips:

- a. Why? - Is it part of the curriculum /necessary or a reward trip?
- b. Where? The Environment - Urban/cities/theme parks/outdoor activities
- c. Transport? Public/Private/walking/
- d. Visit Programme and Learning Outcomes

DofE Award groups / Unaccompanied Expedition groups

Anyone planning a DofE Award expedition or unaccompanied expeditions should read the **Guidance for unaccompanied Expeditions on <https://hwbwave15.sharepoint.com/sites/665/nwoes/SitePages/General-Documents.aspx>** as

this document is intended to set a benchmark for good practice for all involved and to ensure that the Expedition meets the requirements of the Local Authority.

It is best practice to have a lead Expedition / Visit leader who holds the overview of the whole expedition and an appropriately competent deputy. Schools need to ensure that staff involved in remote lone working during expeditions are competent and aware of the safety implications including emergency procedure and relevant issues.

Media Considerations

It is strongly recommended that there is control over indiscriminate and potentially damaging use of mobile phones and social media by groups on educational visits. This is especially important when dealing in the unlikely and unfortunate event of an incident / accident as this may impede the support of dealing with an emergency.

6. Record keeping/ Monitoring

Routine visits

A copy of the completed *Routine visit planning form* should be kept on file for 5 years for each routine visit (**electronic file storage or hard copy are both acceptable**).

Visits planned on EVOLVE

The EVOLVE system acts as a record for any visit planned and approved on the system.

Schools/establishments therefore only need to retain the following details for any particular visit:

- List of participants
- Parental consent forms (**NOTE: these can be destroyed 3 months after the visit if no accidents or incidents have been reported**)

Where an accident or incident has been reported the school/establishment should:

- Retain the parental consent form for the pupil(s)/young person(s) involved.
- If there has been an accident/incident on a visit, schools/establishments must ensure that the LA is notified according to LA procedures. The LA will keep accident/incident records until the young person reaches age 21 (or for 3 years in the case of an adult).
- Schools/ establishments therefore do not need to retain records of accident/incidents reported to the LA unless they wish to do so for their own purposes.
- If a visit leader or school/ establishment receives notification of a claim they should not respond directly but should pass the details to the LA claims manager/insurance section.

In addition, schools/establishments should archive in the school/ establishment records a copy of their:

1. Educational visits policy – dated so that the version current at the time of any visit can be traced;
2. Standard risk management procedures dated as current at the time of the visit;
3. 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.

Monitoring

Internal monitoring by the Head/EVC

The Head/EVC must monitor visit leaders from time to time to ensure compliance with school/establishment policy.

Monitoring by the Head/EVC 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 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/establishment.

Monitoring by the LA

The LA will monitor schools/establishments on a 5 year cycle to ensure compliance with LA guidance. The LA will contact EVCs to notify them of an upcoming monitoring visit.

7. Incident Management

Emergency action flowchart for Visit Leaders and School Base Emergency Contacts

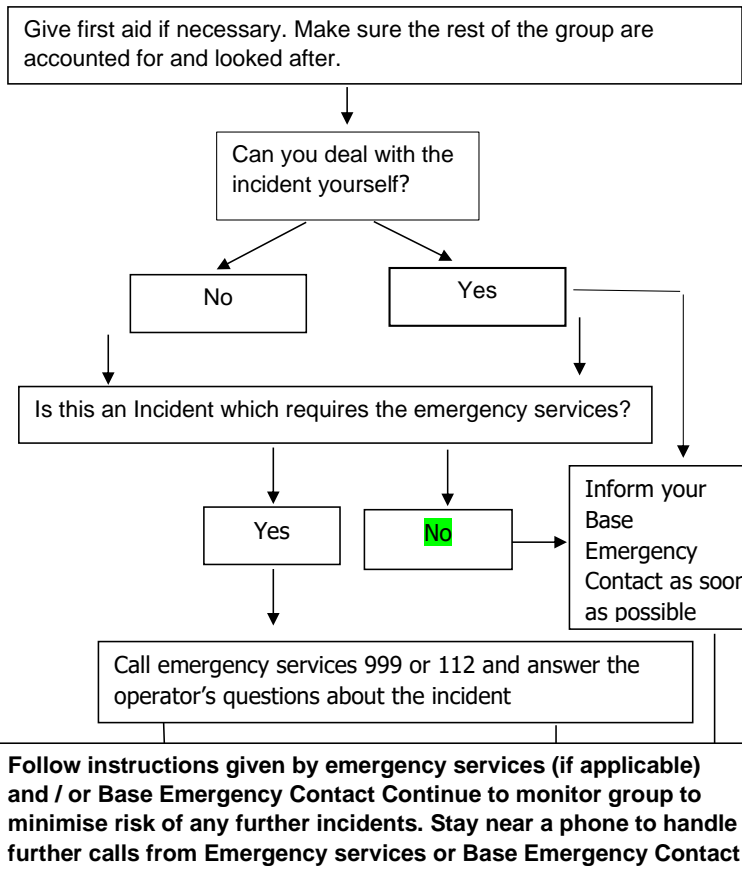
- This sections sets out the action to be taken, in the event of an Emergency /Critical incident on an educational visit.
- Schools/ Establishments are provided with emergency action flowcharts and this must be carried by all visit leaders taken part in any offsite activity or visit.

Definitions

- Emergency incident on an educational visit is defined as an incident requiring the emergency services that affects participants on an off-site visit organised by a school or other LA service for young people.
 - Critical incident is an incident which goes beyond the coping mechanisms of the Visit Leadership Team and the Establishment
1. Incident: a situation dealt with by the Visit Leader, who remains in control and can cope
 2. Emergency: an incident that overwhelms the coping strategies of the Visit Leader so that they refer to the Emergency Contact for help
 3. Critical Incident: an incident that meets the definition and is probably overwhelming the coping strategies of both the Visit Leader and the school's Visit Emergency Plan.

EMERGENCY ACTION FLOWCHART FOR VISIT LEADERS

This flowchart must be carried by all visit leaders taking part in the visit
In the event of an emergency - Do not speak to the media – Direct all media enquiries to Local Authority (LA) press officer



Emergency Contact Crib Card

- School/establishment Office Number: 01978 357754
- Base Emergency Contact
Name: Headteacher / Deputy Headteacher, mobile telephone numbers known to all staff members

In the event of a Critical Incident or serious incident that can't be dealt with by yourself and where your Base Emergency Contact is not contactable contact the LA:

(Office hours)
 Name: _____ Tel: _____
 Name: _____ Tel: _____
Out of office hours
 Name: _____ Tel: _____
 Name: _____ Tel: _____

Emergency Procedures: LEADER / TEACHER INCAPACITATION
 USE COMMON SENSE in terms of looking after yourself and group
 PRIORITY IS TO KEEP GROUP SAFE AND WARM AND TO AWAIT FURTHER HELP –School safety procedures will kick in if a group is late back – help will arrive.
What to do
 MAY NEED TO MOVE TO A SAFE AREA and out of immediate / further danger.
 USE KIT TO KEEP GROUP WARM / SAFE
 ADMINISTERING 1ST AID – may have to move if safe to do so.

PHONING FOR ASSISTANCE –
 Use Leaders phone to ring:
School Base contact: 01978 357754 and/or Emergency Services (999 or 112 if no signal)

GIVE AS MUCH INFORMATION AS POSSIBLE:

- Location and details of the incident
- Numbers injured & name of instructor
- Action taken - NEED EMERGENCY SERVICES?

DO SUMMON HELP FROM OTHER GROUPS AT THE VENUE IF SAFE TO DO SO.

Commented [MR5]: Authority specific

School/establishment office and the nominated Base Emergency Contact for each visit

Record information on *Educational Visits: initial incident notes.*
Do not speak to the media – direct all enquiries to County Press Officer
Is the incident serious? If unsure assume yes.
Serious = involving serious injury, missing persons requiring assistance at the location, or evacuation

YES

NO

Log telephone calls, action taken and timings and keep phone manned until incident is resolved.
Can the school/establishment handle this internally?

NO

YES

Call for external assistance from Emergency Services if required (if not already called by Visit Leader): 999 or 112

Arrange assistance as required by staff at the scene of the incident if possible e.g. transport / evacuation.

ASAP inform the LA that this is a Critical Incident:
Office hours –
Name: Tel: 01978 295401
Out of office hours
Name: Tel:

Continue to man the phone and coordinate support until the incident is resolved.

Follow-up
Complete LA incident/accident report form & send to LA.
Gather written statements from staff / adults / young people involved.
Head / EVC to assess incident (with LA officers if it was a critical incident), identify and implement action to avoid a repeat incident.
Inform staff and Education Visit Advisor and LA of any identified and implement actions

Educational Visits: initial incident notes

This form can be used by the Base Emergency Contact (or LA call handler) to take rough notes during the period that they are handling an emergency call. The Head must ultimately ensure that the LA incident/accident reporting procedures are completed as soon as possible after the incident.

Name and role of person making the emergency call _____

Contact number(s) for person making call _____

Name and number of Base Emergency Contact (if different from above)

Name of group's school/establishment _____

Number in group and age range _____

Name(s) of any lost or injured individuals(s)

- 1.
- 2.
- 3.
- 4.

Time and date of incident _____ Location of incident _____

Activity taking place at the time _____

Vehicles involved (if applicable) _____

Description of incident and action taken (continue on separate sheets as necessary)

Form completed by _____

Date: _____

8. Risk management procedures

This section sets out the standard risk management procedures that are followed by staff of this school/establishment when leading off site visits.

- You **must** amend the risk management procedures in this section to reflect the way that **your** visit leaders manage off site visits.
- It is important that it reflects actual practice on visits run by your school/establishment – **if it's written down then all will be expected to comply**.
- Once completed, this is the standard risk assessment for all off site visits run by your school/establishment.
- The only additional written risk assessment any visit leader would need to undertake is for risks that are **above and beyond** those set out in the standard school/establishment risk assessment.
- **For Joint Visits - those involving one or more schools then all participating schools** must agree and sign the **Risk Management Agreement Plan for the visit** (please see below **Risk Management Form for Joint visits**). These visit might include residential visits to Glan Llyn, Ski courses, Sporting Events etc.
- For the **Joint Schools Skiing Trips** run under **North Wales Schools Skiing** the guidance notes found on EVOLVE in Resources and Guidance must be followed

Risk management form: All off site visits

Significant hazards and harm which may occur	Who might be harmed?	Safety measures: <i>Measures that are in place and/or will be taken to reduce the risk to a tolerable level</i>
Crossing roads/walking along pavements	Pupils	Brief children of conduct expected of them when walking/crossing roads. Ensure staff are placed at front, middle and rear of children. Pupils to walk in pairs or single file. Members of staff to choose safe place to cross roads (if not using recognized pedestrian crossing.) 2 members of staff to stand in road with children walking between.
Weather conditions	Pupils/staff	Check weather forecast prior to visit. Brief pupils/parents of possible weather conditions prior to visit. Ensure appropriate clothing/footwear is worn or taken bearing in mind Summer and Winter conditions. Check with parents that it is OK for children to put sun cream on. Take spare clothes for children not suitably prepared. Ensure emergency shelter is taken if in demanding environment.
Scientific demonstrations at science venues	Pupils	School staff to ensure that pupils follow instructions of qualified staff at venue and to adhere to rules regarding proximity.
Trips, slips and falls	Pupils/staff	Ensure appropriate footwear is worn and shoelaces tied. Brief pupils/staff of possible areas where trips, slips and falls may occur. Ensure visit leader carries First Aid kit. Ensure any medical conditions of pupils are disclosed prior to visit.
Transport to and from venues	Pupils/staff	Ensure recognized LA bus company is used. Ensure seat belts are worn at all times and are checked by visit leader.
Stranger danger	pupils	Ensure children are made aware not to walk off with an unknown adult unless given specific instruction by visit leader. Regular head counts. Supervised at all times, including appropriate supervision when toileting.
Beach/coastal visits - washed into sea caught by rising tide	Staff and pupils	Check tide times before embarking on trip. Check weather forecast for day of visit. Brief pupils and staff not to go near waters edge.

Accident/emergency	Staff and pupils	Follow emergency procedure guidelines carried by visit leader. Ensure suitable staff helper (in addition to visit leader) understands emergency procedure. Brief children of what to do in an emergency and how to summon help.
Getting lost/separated from group (outdoor venues)	Staff	Regular headcounts. Ensure pupils are to stay in small groups. Ensure staff accompany pupils at all times. Brief pupils to stay put if lost or separated and to shout for attention. Ensure all pupils know name of visit leader, staff and school name.
Getting lost/separated from group (indoor venues)	Staff	Regular headcounts. Ensure pupils are to stay in small groups. Ensure staff accompany pupils at all times. Brief pupils to stay at venue if lost or separated never to leave the premises. Brief children to make their way to reception. Ensure all pupils know name of visit leader, staff and school name.
Medical Conditions	pupils	Ensure medical conditions are disclosed prior to visit. Ensure consent is given for staff member to administer medicine if required. Ensure medicines, epi pens, inhalers, etc are carried by visit leader. Ensure at least one staff member/adult volunteer knows how to administer medicine if required.
Walking in local country side e.g. up/down Snowdonia/Orme/Cwm Idwal	pupils	Brief pupils and helpers of proposed route. Brief pupils of appropriate behaviour. Ensure member of staff at front, middle and rear of pupils. Ensure correct clothing and footwear is used.
Farm Visits Machinery, vehicles, risk of allergy, contamination, bites, kicks, etc	Pupils and staff	Brief pupils to stay out of way of machinery/vehicles and to follow supervision by farm staff. Ensure parents have informed staff prior to visit of possible allergies. Ensure medicines are carried by visit leader (if required.) Brief children not to touch animals unless safe to do so. Ensure pupils/staff are made aware of farm rules, reinforced by farm staff. Ensure all eating is done in hygienic locations. Ensure children wash hands before eating. Make sure First Aid kit is carried.

Castle visits High walls – falls Steep, dark stairs - falls	Pupils and staff	Visit leader knows venue and specific areas of risk in the castle (following recce.) Brief other staff. Supervise pupils appropriately.
Fieldwork / Woodland Activities / Forest School	Pupils and staff	Pupils in small groups. Regular headcounts. Ensure medicines are carried by leader (if required.) Make sure First Aid kit is carried. Ensure appropriate clothing and footwear is worn. Brief pupils/staff of areas where trips, slips and falls may occur. Brief pupils and staff not to go near waters edge. Brief staff and pupils on safety when using tools. Avoid damage to environment. Shelters built from suitable materials for age and size of pupils. Wash hands after activity.
On-site orienteering	Pupils and staff	Pupils in small groups. Regular headcounts. Ensure medicines are carried by leader (if required.) Make sure First Aid kit is carried. Ensure appropriate footwear and clothing are worn (e.g. long trousers and sleeves if necessary.) Warm-up before activity. Brief pupils on boundaries and possible dangers (e.g. low branches) Give distinctive sound signal for 'return to base.' Ensure leader knows course well. Course suitable for skill level, age and experience of pupils.

Additional notes: Standard risk assessments are reviewed and updated annually. Old versions are kept on file electronically.

Risk Management Form for Joint visits

This form must be completed jointly and signed by the visit leader of all participating school(s) and shared with all leaders. This form should then be scanned and attached to the EVOLVE visit form.

Participating schools: Name of participating schools

Date risk assessment completed:

Completed by (name, school & signature):

Date of visit :

Significant hazards and harm which may occur	Who might be harmed?	Safety measures: <i>Measures that are in place and/or will be taken to reduce the risk to a tolerable level</i>
Transport to and from venues: <ul style="list-style-type: none"> • Road traffic accidents • Behavioural issues 	Pupils Staff	Ensure recognised LA bus company is used Ensure seat belts are worn at all times by staff and pupils and are checked by school visit leader Visit leader to have available information re pupils and staff in case of an emergency en route - first aid kit / sick kit. Expectations of behaviour to be communicated to pupils at the beginning of the journey - e.g. pupils remain seated. School staff supervise the pupils in their care to ensure they behave appropriately during the journey.
Accident/emergency: <ul style="list-style-type: none"> • To pupil • To member of staff 	Pupils Staff	Follow provider and school's own emergency procedures in the event of an incident. Ensure all staff understand emergency procedures. Brief children of what to do in an emergency and how to summon help. Ensure County accident / incident form is completed. If an adult emergency, ensure enough supervisory cover remains throughout the visit.
Medical conditions (staff and pupils) & behavioural issues	Pupils Staff	Ensure all consent forms are completed correctly prior to the visit and consent is given for staff member to administer medicine if required. Ensure medical conditions of staff and pupils are disclosed prior to the visit and known to organising provider staff). IEBPs /Personal Risk Assessment must be brought and shared with supervisory staff as and when appropriate

		<p>Ensure medicines, epi pens, inhalers, etc. supplied are stored safely and available to use in emergency.</p> <p>Inhalers to be accessible to pupils during activity sessions</p> <p>Ensure at least one staff member/adult volunteer knows how to administer medicine if required.</p>
<p>Time outside of Centre staff-led activities (including before/between/after activities, mealtimes and overnight):</p> <ul style="list-style-type: none"> • Behavioural issues • Stranger danger 	<p>Pupils Staff</p>	<p>Pupils given guidelines re expected behaviour around the centre between activities.</p> <p>School's own behaviour policy to be implemented.</p> <p>Ultimate responsibility with staff from the individual schools.</p> <p>Pupils are reminded of the rules / boundaries regularly.</p> <p>School staff to be responsible for their pupils during free time and meal times.</p>
<p>Town/Resort visit:</p> <ul style="list-style-type: none"> • Road traffic accidents • Stranger danger • Getting lost • Behavioral issues 	<p>Pupils Staff</p>	<p>Brief children of conduct expected of them</p> <p>Brief children on specific risks in town e.g. road traffic (and safe crossing point), stranger danger</p> <p>Ensure staff are placed at front, middle and rear of children when walking as a group</p> <p>Regular headcounts</p> <p>Ensure pupils stay in small groups</p> <p>Ensure pupils are accompanied by an adult at all times during the visit</p> <p>Brief children on action to take if they get lost or separated from their group</p> <p>Ensure that buses are up to standard, seatbelts are working and have a certificate of "road use". Draw driver's attention to any defects/ problems.</p> <p>Train breakdown – discuss with train driver options available to the passengers and discuss with staff on train where possible.</p>
<p>Centre staff-led activities</p> <ul style="list-style-type: none"> • Behavioural issues • Emergency or accident to pupil or staff member 	<p>Pupils Staff</p>	<p>Inform supervisory staff of any issues regarding medical or behaviour.</p> <p>Staff to report any incident or accident to manager of Centre and follow accident / emergency procedures.</p>

Parent/carer consent

Routine visits

School: BARKER'S LANE COMMUNITY SCHOOL

Your child's name: _____

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

Hands-on experiences e.g. farms, zoos, museums, places of worship
Environmental activities e.g. pond dipping
Local community activities e.g. visiting shops, park, residential care homes, library
Investigating local business / local government
Sporting fixtures / tournaments / swimming
Working with other schools / educational establishments
Visiting the theatre / cinema / bowling
Road safety activities
Investigating Welsh culture / heritage
Other routine class visits

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

Farms / zoos e.g. Park Hall Farm, Chester Zoo, Knowsley Safari Park, Blue Planet
Museums e.g. Wrexham Museum, Grosvenor Museum
Places of Worship e.g. St. Margaret's Church, St. John's Church, Parish Church, synagogue
Places of historical interest e.g. Chester, Erddig Hall, Chirk Castle
Environmental centres e.g. Felin Puleston, Alyn Waters, Nant Mill
Local Business e.g. Tesco, Eagle's Meadow
Local Government Buildings e.g. Guildhall
Local community e.g. shops, Acton Park, Memorial Hall
Other schools e.g. Rhosnesni High School, other primary / secondary schools
Local colleges / universities e.g. Glyndwr University, Techniquet, Coleg Cambria
Theatres / Cinemas / Bowling e.g. Theatre Clwyd, Odeon Cinema, Venue Cymru, Stiwt
Residential and / or care homes e.g. Nightingale House, Pendine Park
Sporting Venues e.g. Queensway Sports Centre, Brymbo Enterprise Centre, Plas Madoc
Swimming Pools e.g. Waterworld
Visits to places of interest in / around North Wales e.g. Llangollen, Snowdonia, Talacre

I understand that:

- such visits will normally take place within the school 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;
- my specific permission will be sought for any visits beyond those listed above or which could involve commitment to extended 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 discipline procedures during the visit;
- I must inform the school of any medical or psychological condition or physical disabilities that may effect them during the visit;
- all young people are covered by the Local Authority's third party public liability insurance in respect of any claim arising from an accident caused by a defect in the school premises or equipment or attributable to negligence by the Council or one of its employees. Please note that this insurance policy does not include personal accident or personal belongings cover for your child.

Full name of parent/carer: _____

Signature of parent/carer: _____ **Date:** _____

Address: _____

_____ **Tel:** _____

Parent/carer consent Non-routine visits

To be distributed with an information sheet/letter giving full details of the visit

School/establishment: _____

Visit/activity: _____

Venue: _____ Date(s): _____

Your child's name _____ Form/Class (if relevant) _____

Medical and dietary

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

If YES, please give details: _____

b) Please give details of any allergies:

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

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

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

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

If YES, please give details: _____

h) When did your son/daughter last have a tetanus injection? _____

Water confidence/swimming ability

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. lake, river or sea)

Your contact details

Telephone: Home: _____ Work: _____ Mobile: _____

Home address _____

Alternative emergency contact

Name: _____ Telephone: _____

Address: _____

Family doctor

Name: _____ Telephone: _____

Address: _____

Remission of fees

You can only claim remission of fees for trips to:

- | | | |
|-------------|--|----------------|
| 1. Nant BH | 2. Pentrellyncymer | 3. Plas Nantyr |
| 4. Glanllyn | 5. Urdd Millenium residential Centre (Cardiff) | 6. Llangrannog |

To qualify for remission of fees you must be in receipt of one of the following:

Income support, Job seeker’s allowance (income-based),
Immigration and Asylum-seeker’s allowance, Pension credit

Child tax credit with an income less than £_____ (but **not** if you are also in receipt of Working Tax Credit).

You will need to supply evidence of your benefit:

1. You can attach to this form a copy of a letter from the benefit office which contains details of your entitlement to one of the listed benefits.
2. Copy of the T602 with regard to your Child Tax Credit.

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 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
- I understand the extent and limitations of the insurance cover provided.

FULL NAME OF PARENT OR CARER (print please): _____

SIGNED: _____ **DATE:** _____

TO BE COMPLETED BY PARTICIPANT:

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

SIGNED: _____ **DATE:** _____

Appendix 1: **Restrictions on Educational Visits if a school is placed within a Health Protection Zone**

Schools have developed new and robust operational procedures to work flexibly within changing legislation and guidance issued by the Welsh Government. Head teachers and school leaders, supported by Local Authorities have been given responsibility for living and working with the COVID 19 regulations and have demonstrated their abilities with the safe opening and operation of schools across the region. This is further highlighted by schools and education institutions being able to continue to operate during the new Health Protection Zones and further restrictions imposed by Welsh Government in the last few weeks.

Many schools have asked for clarification on where this leaves us with educational visits if a county is placed in restricted areas

- 1. Does all but essential travel exclude Outdoor Learning and educational visits?**
- 2. What about if we're using an external providers who may be base outside the Health Protection Zone.**

Outdoor learning beyond the classroom – whether that is in school grounds, or a space you are using for extended provision – is a vital tool to help deliver the curriculum safely, supporting children's learning and wellbeing.

It is essential that schools within Health Protection Zones who are planning outdoor learning / educational visits stay within their local Health Protection Zone for now. If schools feel that provision is essential and that there is no other option educationally than outside the Local Authority (i.e. 14-19 provision) then this would be discussed on a case by case basis.

Schools should monitor for any changes imposed locally; restrictions could be imposed at short notice and could continue for a significant time, any plans made should take into consideration whether the Health Protection Zone restrictions will have an effect, and this should be documented as part of your risk assessment process (which is regularly checked in the days and weeks leading up to the visits, with necessary changes being included).

We have updated our Social Distancing Guidance to help steer us through this challenging time and this will help and support decision making in the planning and delivery of learning outside the classroom. **Schools must follow the advice and guidance in the Educational Visits Operational Guidance Covid-19 which can be accessed via SharePoint <https://hwbwave15.sharepoint.com/sites/665/nwoes> and the OEAP National Guidance document <https://oeapng.info/downloads/download-info/4-4k-coronavirus>.**

Planning a school visit - these are the principles by which visit leaders, EVC's, Head's, LA's should make decisions when planning and approving school visits:

Safe	All decisions made should be informed by and guided by Public Health Wales assessment of risk. https://phw.nhs.wales/topics/latest-information-on-novel-coronavirus-covid-19/
Lawful	Compliance with Local Authority and Government guidance and legal restrictions
Evidence-based	Review and update your activity-specific Risk Management to guide your decision-making. Please note - If you are using external providers can the provider confirm Covid-19 Terms and conditions of booking that address any concerns around the risk of future cancellations by offering a commitment to schools that no customer would be in a worse position if they have to cancel as a result of future COVID-19 restrictions

	<p>https://oeapng.info/downloads/download-info/8q-provider-statement-word-version/ Providers from outside of the Health Protection Zone can work within Health Protection Zones as it is acceptable to do so to: (e) to work or provide voluntary or charitable services, where it is not reasonably practicable to do so from home; (l) access or receive childcare or education services. Provision should be away from school grounds and must be within the Local Authority. It should be up to the provider to seek clarity on this via PHW.</p>
Socially responsible	Recognise that there must be a balance between provision and the welfare of local communities, society and the environment.
Clear	We must be able to provide clear advice to parents, pupils and staff to enable compliance, engagement, and accountability.
Realistic	Consider the viability and effectiveness of visit delivery options through discussions with staff and any external providers.

One thing is for certain, being outdoors can help create more learning space, can help with infection control, support health and wellbeing, and bring learning alive. It also has important benefits during the COVID-19 outbreak as:

- evidence indicates that the risk of infection is reduced outdoors
- evidence suggests that the virus suffers in sunlight
- Social distancing is easier to observe and maintain outside, which means practically, it may be easier for practitioners to manage larger groups of learners outdoors.

During these challenging times, and in a climate of uncertainty and evolving guidance, the North Wales Local Authorities, together with the Outdoor Education Advisors Panel Cymru, will continue to work with key partners in the sector and with Welsh Government.

Appendix 2:

North Wales Outdoor Education Service Operational Guidance for Educational Visits and Coronavirus

Contents

9. **Summary of Guidance for visits**
10. **Government Guidance references**
11. **Health and Wellbeing**
12. **Planning and Managing Activities during the Pandemic**
13. **Spaces for outdoor learning**
14. **Informing parents and carers**
15. **Visits and using tour operator or activity providers**
16. **Travel**
17. **Managing the Financial Risks**
18. **Insurance**
19. **Overseas Visits**
20. **Handwashing**
 - **Appendix 1 Template risk management procedures for Educational Visits**

1. Summary

- This document sets out the guidance by which a Local Authority and its educational establishments meets *best practice* by the Welsh Government Guidance for planning and managing Educational visits and outdoor learning in and near school (i.e. domestic non-residential) during the Coronavirus pandemic and under the current Welsh Government Guidance.
- This is to be read within the context of current LA Educational Visits Policy which can be accessed via the North Wales Outdoor Education Service sharepoint at: <https://hwbwave15.sharepoint.com/sites/665/nwoes>
- Anyone organising an off-site visit should also refer to and follow the relevant guidance (relating to the nature of the visit being planned) as set out in the Outdoor Education Advisers' Panel (OEAP) National Guidance for Educational Visits www.oeapng.info and current government guidance for educational establishments <https://gov.wales/operational-guidance-schools-and-settings-autumn-term-covid-19>
- Schools and Educational Establishments follows the LA procedures for educational visit planning, approval and monitoring by using the EVOLVE on line visit planning and approval system for visits run by school/establishment staff or volunteers and all staff must also follow the policy and procedures issued by your School.

2. Government Guidance

- It is essential that current government guidance is followed. The latest Welsh Government advice and information is available at: <https://gov.wales/education-coronavirus>. This includes guidance for the opening of schools in September 2020, at: <https://gov.wales/back-school-plans-september-coronavirus> and operational guidance for schools and settings at: <https://gov.wales/operational-guidance-schools-and-settings-autumn-term-covid-19>

Prepared by Arwel Elias 25.08.2020

- **Currently, this states that non-overnight domestic educational visits can resume, with thorough risk management. However, overnight and overseas visits with children under 18 are currently not allowed.**
- **The Welsh Government has also issued specific travel advice for educational settings, at: <https://gov.wales/coronavirus-travel-guidance-education-settings-and-students>**

3. Health and Well-being

Learning outdoors has many educational and health benefits. During the pandemic, it also provides opportunities for 'social distancing' and fresh air, and so establishments should consider how they can maximise the amount of time that children and young people spend outdoors. Having spent a significant time in isolation with only 'family' members a return to school where there is greater contact with others should be managed carefully, as will undertaking activities in outdoor settings.

The confidence of staff will vary according to their experiences over the last few weeks and how comfortable they feel about undertaking and managing outside learning. However, the benefits are very clear, especially for children who have not had significant access to outside space over the last few months. The case for outdoor learning is outlined by The [Learning Outside the Classroom \(LOTc\)](#). Staff and pupils may value space for being outdoors for reflection peace and quiet. It also provides an excellent opportunity for pupils and staff to practice the 5 Ways to Wellbeing - take note, connect, keep active, learn something new

4. Planning and Managing Activities during the Pandemic

The following guidance for planning and managing activities is specific to operating during the COVID-19 pandemic. **You should also be familiar with your schools Educational Visits and outdoor learning policy and procedures as well as your risk assessments.**

Key points to consider:

- You should consider avoiding activities which have a high likelihood of injuries, to reduce the need for first aid, close contact with participants, or visits to hospital.
- Consider carrying, or having easily available, antiseptic hand gel, antiseptic wipes, tissues, bags for waste, gloves and face masks and possibly disposable aprons and eye protection, in case staff need to administer first aid.
- Social distancing (except those under the age of 11), where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet, is very important
- COVID-19 Educational visits briefings for young people will replicate those given for indoor work, if anything being outdoors will dilute the ability to spread the disease, though this should not breed complacency.
- During some activities, it may be possible to designate or mark out 'zones' within which individual participants work, to avoid contact between them, or have marked spots to help young people remember social distancing requirements, (possibly as curriculum areas such as Literacy corner, Technology wall, STEM space, this could be done with line markings etc. Pupils could then work alone once learning task has been set. This could be through rotation of the learning zones or allocation of spaces for individual children).
- Children need to practice what social distancing looks and feels like. This could be demonstrated using metre sticks/willow sticks and encouraging the children to place their arms out and turn around, experiencing the space required between each other. This will need to be repeated frequently outside to instil an understanding of what the space required feels and looks like.

- Equipment should be issued to one child and remain with them till the end of the day. Each day the equipment is cleaned.
- Designating different zones of your grounds for specific bubbles is worth consideration. Bubbles using the outdoors in the morning, may need to swap over with another bubble using the same space in the afternoon. Including shaded areas, some canopy cover, a mix of tarmac and grass, tree and hedge in each bubble area is also advantageous but will not be possible in all school grounds.
- The same attention should be given to hygiene when outdoors as when indoors. For example:
 - Regularly washing/sanitising hands including when going outside, before and after touching shared objects such as activity equipment, before eating, after using the toilet, when returning inside;
 - Avoiding touching objects shared by the public – for example, a member of staff could hold a gate open to avoid everyone touching it;
 - Avoiding activities which involve touching each other (e.g. holding hands);
 - Sanitising equipment before it is used (All equipment with a hard surface to be cleaned/sanitised after use) (For some equipment used as part of an activity there may be a value in wiping down surfaces during an activity).

5. Spaces for outdoor learning near your school grounds

In addition to using your own grounds, many schools routinely use outdoor areas adjacent to and nearby the school for educational activities, sometimes designated as a 'Local Learning Area'. It may be possible to continue to use some of these venues within close walking distance. It might also be possible to negotiate temporary exclusive use of an outdoor area close to an establishment, with the landowner.

If planning activities in an area open to the public, you should consider carefully how you will ensure that your group is isolated from the public. Venues should therefore be selected to minimise any possible interaction with the public, and to keep travel distance to a minimum.

6. Informing parents and carers

Parents and participants may naturally be concerned, so you should discuss their concerns with them and keep them informed about the situation and how you plan to mitigate any risks. It is important to keep everyone informed about your plans and the precautions you are taking. Some schools may be working collaboratively with staff and children who normally attend other schools, where procedures and expectations are different, and so it may be necessary to establish a common understanding with staff, parents and children.

7. Visits and using tour operator or activity providers

- When planning a visit, you should take the current government guidance into account **as part of your process of risk assessment**, and then check it regularly in the days and weeks leading up to the visit, and during a residential visit, and make any changes necessary to your plans.
- Because of COVID-19, there may be a higher than normal risk of leaders being unable to go on a visit, and so you may need to take this into account when planning the staffing of day visits.
- If you are planning a visit which involves another group you should keep in contact with them and be aware that they might need to change or cancel the arrangement.
- If you plan to visit a venue such as a museum or gallery, or to attend a public event such as a concert or sporting fixture, or if you are using a tour operator or activity provider, discuss the potential effects of COVID-19 with them at the time of booking, and keep in touch with them during the run-up to the visit.
- You should check that any provider you intend to use has assessed the risk of coronavirus and implemented control measures to prevent infection. Some providers may not have had the benefit of the advice and support available to education establishments, and so may not be fully aware of the measures that are expected. You

Prepared by Arwel Elias 25.08.2020

should consider making a preliminary visit to check the measures in place and to discuss any issues with the provider. See revised OEAP NG document [4.4g "Selecting External Providers and Facilities"](#).

8. Travel

In normal times, using public transport for a visit has many educational, environmental and social benefits.

However, the government currently advises that public transport should be avoided if possible.

Where walking is not possible, dedicated transport (such as a minibus or coach) should therefore be used. **The principles and procedures for using dedicated transport should align as far as possible with those used in the home to school or other setting provision.**

Details for LA Transport can be found via

- Ynys Mon (Please inset link)
- Gwynedd (Please inset link)
- Conwy (Please insert link)
- Denbighshire (Please insert link)
- Flintshire (Please insert link)
- Wrexham (Please inert link)

You should consider:

- How participants are grouped together on transport - where possible this should reflect the groupings (e.g. 'bubbles') used in the school or other setting;
- The use of hand sanitiser when getting on and off transport;
- Additional cleaning of vehicles;
- Ensuring that boarding and disembarkation are organised;
- Distancing on transport where possible;
- The use of face coverings

9. Managing the Financial Risks

If you make any bookings or financial commitments, you should clarify how the terms and conditions will apply if you, or the provider, have to cancel, or are prevented from going ahead because of COVID-19 or its effects – for example, due to government guidance or a 'lockdown'. You should also ensure that parents are clear about any financial consequences of cancellation. See document OEAP NG doc [3.2i "Contracts and Waivers"](#).

If the visit involves any significant financial commitments, such as travel or accommodation, you should discuss the potential effects of COVID-19 with your travel insurance provider. For example,

- Will the insurance cover the cost of cancellation, curtailment or delay due to changes in government guidance or virus control measures (such as members of the group being isolated at home or in a hotel and prevented from travelling, or due to a 'lockdown')?
- See document OEAP NG document [4.4c "Insurance"](#).
- The Association of British Insurers has published advice on the travel insurance implications of COVID-19, mainly focused on overseas travel, at: www.abi.org.uk/products-and-issues/topics-and-issues/coronavirus-hub

Prepared by Arwel Elias 25.08.2020

10. Insurance

Establishments organising off-site visits away from their local area should have travel insurance which covers the planned activities. **This is now especially important for all visits.** Your policy should cover:

- Personal accident;
- Cancellation and curtailment; personal liability; personal effects and money; medical expenses and repatriation. It may be available as part of, or as a supplement to broader insurance policies such as those negotiated by employers.

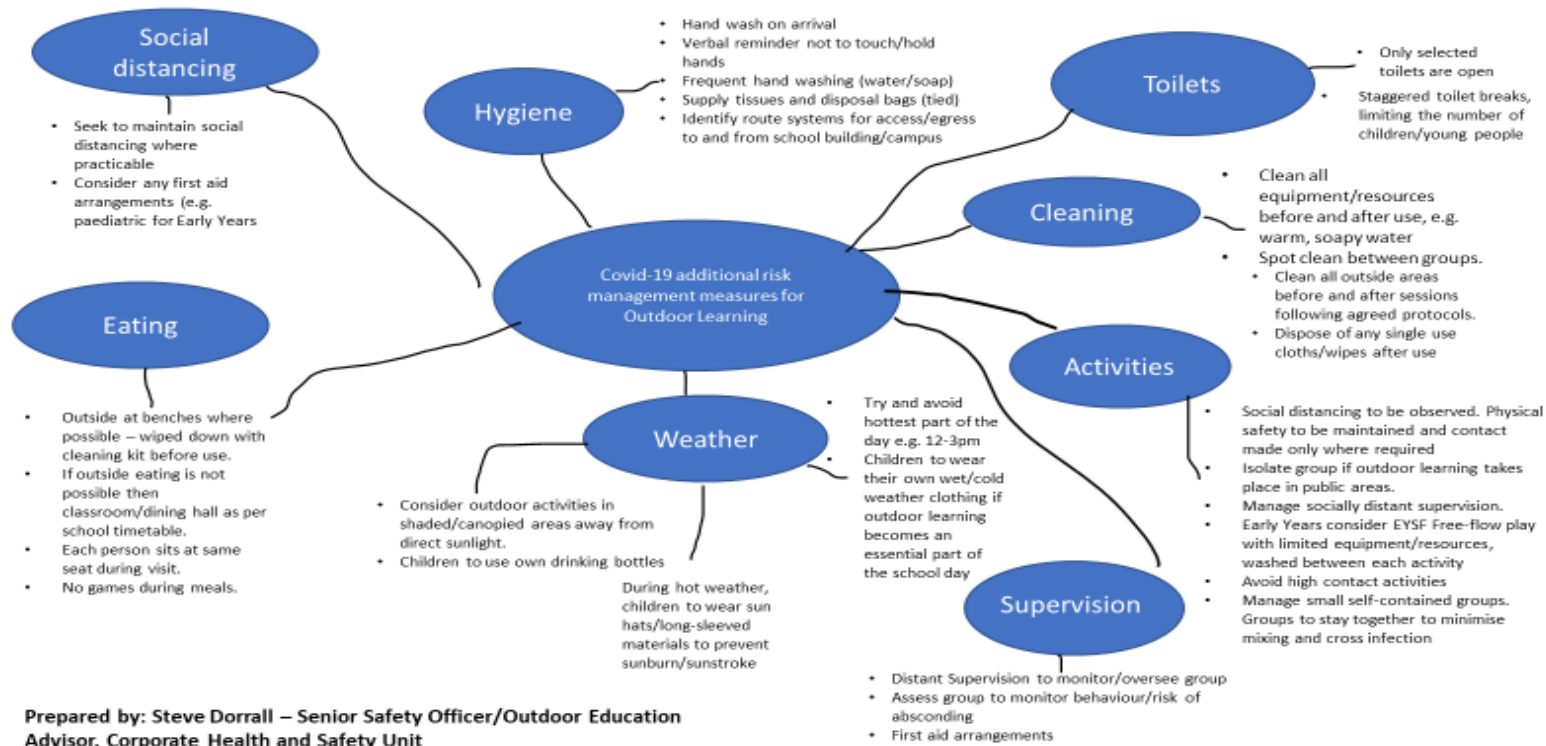
Care should be taken to ensure that the cover is not invalidated by circumstances that are possible when travelling with young people and you should consider the potential effects of an epidemic such as coronavirus when checking the cover provided by a policy. For example, will the insurance cover the cost of cancellation, curtailment or delay due to changes in government guidance or virus control measures (such as members of the group being isolated at home or in a hotel and prevented from travelling)?

Where the available cover is inadequate, consideration should be given to taking out additional insurance, or extensions to the policy. You are not obliged to take out insurance offered by a tour operator as part of a package. It should be compared with other available insurance. If a provider includes travel insurance in the price but you do not need it, you should ask them to remove it. Please contact your LA Finance department for information regarding Insurance

11. Overseas Visits

- See also document OEAP NG 7r "[Overseas Visits](#)".
- **Current government guidance for educational settings in both England and Wales advises against all overseas visits for children under 18. You should monitor the government's foreign travel advice for any country you plan to travel to or through:**
www.gov.uk/foreign-travel-advice
- Liaise closely with your travel provider about the situation in the country that you are planning to visit and consider the alternatives and options should that visit no longer be able to proceed.
- Specific advice for people travelling overseas during the pandemic, and the rules for entering the UK, is at: www.gov.uk/guidance/travel-advice-novel-coronavirus
- The advice given above about cancellation terms and conditions, and insurance, is particularly important for overseas visits.
- The Association of British Travel Agents (ABTA) has published guidance about travelling overseas at: www.abta.com/news/coronavirus-outbreak

Considerations when planning Covid19 Outdoor learning and Educational Visits



Prepared by: Steve Dorrall – Senior Safety Officer/Outdoor Education Advisor, Corporate Health and Safety Unit

Please note:

Hygiene if hand washing isn't available on arrival Visit leader should use hand sanitizer

Eating - Handwash / use hand sanitizer before and after eating

Prepared by Arwel Elias 25.08.2020

12. Handwashing

Key government guidance on limiting the spread of Covid19 includes:

- wash hands with soap and water for 20 seconds frequently
- encouraging people not to touch their faces
- use a tissue or elbow to cough or sneeze and use bins for tissue waste
- handwashing after sharing any equipment (such as a ball)

It also states: Staff should pay particular attention to handwashing before and after supporting children who need help with nappy changing, toileting or eating, as well as avoiding touching their own face whilst at work. Teachers and other staff may want to use age and developmentally appropriate ways to encourage children to follow social distancing, hand-washing and other guidance, including through games, songs and stories.



Source @creativestar tweet, Juliet Robertson (2020)

To aid this, handwashing sites as outlined in the photo above may be useful (this allows pupils to spread out when hand washing reducing congestion in school bathroom areas). It is also worth considering the use of hand gel (70% alcohol sanitizer), anti-bacterial wipes, tissues, bags for waste in outdoor classrooms.

When using outdoor handwashing outside:

Prepared by Arwel Elias 25.08.2020

- Disinfect / clean the external washing equipment after use between each group
- Consider multiple stations for different bubbles and outdoor areas in school grounds.
- Space out stations on the handwashing rope to allow for social distancing.
- Wire coat-hangers can be repurposed to provide inexpensive bin openers/bag holders but tape up the sharp edges.
- Ensure the water in containers is emptied daily and flushed through to manage the Legionella risk.

More guidance on handwashing and educational resources on Covid19 can be found at <https://e-bug.eu/> and a practical online discussion during an online training event for schools on managing risks in a school context can be found [online here](#).

COVID-19 Template Risk Assessment for Educational Visits

Potential Hazard	Risk	Who may be harmed?	Level of risk	Minimum control measures to reduce risks to an acceptable level
Covid-19	Staff not having appropriate knowledge on virus, and risk leading to increased transmission of covid-19	School staff & students (potentially children's wider family)	medium	<ol style="list-style-type: none"> 1. All staff to keep themselves updated and follow the latest https://gov.wales/coronavirus and national Public Health Wales guidelines via https://phw.nhs.wales/topics/latest-information-on-novel-coronavirus-covid-19/ https://www.nhs.uk/conditions/coronavirus-covid-19/ 2. Anyone in a vulnerable group needs to follow the LA protocols Following school general Covid19 guidance, inside and outdoors during Pandemic.
Injury during travel and whilst onsite.	Increased pressure on NHS & potentially exposing people to hospital infection.	School staff & students (potentially children's wider family)	low	<ol style="list-style-type: none"> 1. Higher risk tasks to be avoided where possible, unless a specific Covid19 risk assessment has been carried out. 2. Travel off-site limited to nearby outdoor learning spaces and where an adequate risk assessment of the site and how to limit contact with the public has been undertaken (and with a staff member with first aid training and follow the school emergency procedure if an incident occurs)

<p>Use of Transport to and from location</p> <p>Local Authority Travel Guidance</p>	<p>As above</p>	<p>School staff & students (potentially children's wider family)</p>	<p>Low</p>	<ol style="list-style-type: none"> 1. The principles and procedures for using dedicated transport should align as far as possible with those used in the school or other setting 2. Participants are grouped together on transport - where possible this should reflect the groupings (e.g. 'bubbles') used in the school or other setting; Pupils and staff to use of hand sanitiser when getting on and off transport; 3. Staff to ensure additional cleaning of vehicles prior to boarding (if using own Minibus / Cars etc.) 4. Ensuring that boarding and disembarkation are organised; 5. Distancing on transport where possible; 6. The use of face coverings
<p>Inadequate implementation of social distancing</p>	<p>People being unable to adhere to social distancing therefore increasing the transmission and spread of Covid19</p>	<p>School staff & students (potentially children's wider family)</p>	<p>medium</p>	<ol style="list-style-type: none"> 1. Bubbles/group sizes to be kept small and only activities that allow for social distancing to be undertaken (outdoor learning should provide more space to socially distance). 2. Everyone to be encouraged to follow the social distancing guidelines through regular age appropriate games and advice. 3. Ideally group bubbles have their own designated outdoor learning space(s) and these are used regularly and limited sharing of these spaces with other bubbles A time gap, such as a lunch hour or overnight, before other bubbles use the space.
<p>Surfaces and equipment contaminated with Covid-19</p>	<p>Increased transmission of covid-19 via surface – face contact</p>	<p>School staff & students (potentially children's wider family)</p>	<p>medium</p>	<ol style="list-style-type: none"> 1. Regular points of contact such as plastic/metal outdoor seating and washing points should be cleaned regularly. 2. Limit use of equipment which needs to be shared. Where this occurs the group will clean hands before & after the activity and the item (such as a ball) will be cleaned. 3. Soapy water buckets available to drop plastic/hard items into, to store them and help clean them to collect item

Poor hand & respiratory hygiene	Poor hand & respiratory hygiene leading to increased transmission of covid-19	School staff & students (potentially children's wider family)	medium	<ol style="list-style-type: none"> 1. Follow Hand Washing protocol at appendix 5 https://www.who.int/gpsc/clean_hands_protection/en/ 2. Soap and water, and regular handwashing for at least 20 seconds, is the best way of staying safe. Handwashing with soap employs mechanical action that loosens bacteria and viruses from the skin, rinsing them into the drain. Drying hands afterwards makes the skin less hospitable to the virus. Hand sanitiser can be effective if soap is not available, or the situation makes using soap less feasible (for example, when outside), but using hand sanitiser provides none of the virus-destroying friction that rubbing your hands together & rinsing with water provides. 3. Consider regular use of outdoor handwashing stations. 4. Staff and visitors should be reminded to wash their hands for 20 seconds more frequently than normal, including on arrival at the setting, before and after eating, and after sneezing or coughing. 5. Coughs and sneezes to be caught in tissues. Bins for tissues should be emptied throughout the day. 6. Some children and young people with special educational needs and disabilities may require additional support in following public health advice, or may find frequent handwashing distressing, which will need to be managed.
Covid19 related weather issues	Due to the Pandemic OL sessions will be less able to retreat indoors as areas will be in use for social distancing.			<ol style="list-style-type: none"> 1. Plan outdoor learning for a mix of weathers with children equipped for sun, rain and cold and provide activities to 'warm up' young people if needed. 2. Ensure adequate water is available in warm weather. 3. Consider the use of temporary shelters and tree canopies to shelter from both the sun and inclement weather. 4. In case of freak lightning storms ensure there is an emergency plan to evacuate indoors as the risk of lightning should be balanced against social distancing risks.
<p>Completed by school staff member:</p> <p>Signed: _____ Date: _____</p>				<p>This risk assessment is specifically related to the risks associated with Covid19 and outdoor learning. It should be used in conjunction with school Educational Visits risk assessments and policies.</p>

