

Educational Visits Policy

Triumph Multi Academy Trust



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Trust' refers to the Triumph Multi-Academy Trust
'School' refers to the individual school within the Trust.

Introduction:

The Triumph Multi-Academy Trust firmly believes in the high value of educational visits, in broadening and enhancing both the learning and social experience of children, boosting their confidence and self-esteem and teaching them to be resilient and independent.

Residential experiences offer unique opportunities for children to encounter the practical realities and challenges of being away from home, family and familiar surroundings, within a safe and positive environment.

Legal Framework

The Trust complies with the Health and Safety at Work etc Act 1974 under which employers have a duty to ensure the health and safety of anyone on the premises or anyone who may be affected by their activities. This includes participants in off-site visits.

The Trust also adopts national guidance from the Outdoor Education Adviser's Panel (OEAP) and also follows the Department for Education guidance on Educational Visits. This policy will be reviewed regularly and any updates in legislation or best practice will be incorporated into our procedures and practices.

Scope

This policy covers all visits including local, national, international (overseas) and residential trips.

Educational Visits Coordinator (EVC) and Advice

Each school within the Trust has at least one appointed Educational Visits Co-ordinator (EVC) who is an experienced visits leader. The appointed EVC (who may be the head teacher) will hold a relevant and current EVC training certificate and be judged to be competent in guiding, advising and supporting other staff in best practice, visit leader ability and assessments of external providers and in supporting the head teacher/governing body in their decisions regarding approvals for visits. EVC's are given access to refresher EVC training and independent advice and guidance. The school head teacher has overall responsibility to ensure that all visit leaders are competent to lead any visit.

The Trust uses the EVOLVE system to plan, guide and risk assess each individual visit.

The Trust subscribes to Evolve Advice for independent Educational Visits advice.

Approval Procedure

All visits must be approved by the school head teacher before proceeding. There is a Visit Leader checklist in place which must be adhered to by any staff planning a visit of any kind (**Appendix 1**). All visits must include the cost, safety and a clearly stated educational and learning outcome. 'Normal' visits may be approved at the head teacher's discretion. **Any visits involving overseas, residential or adventurous activity must be approved by the Trust Governing Body.**

Visit Leader and Visit Assistants – competency and responsibilities

A competent Visit Leader must be appointed for each visit. Competency is determined by assessing an individual's experience of the particular type of trip they will be leading, as well as their knowledge, training and qualifications. Visit Leader training is carried out regularly for both Visit Leaders and Visit Assistants and visits are monitored and evaluated to support the assessments of their competency. Visit Assistants may eventually be deemed competent to lead on a visit, using the information gathered during the monitoring and evaluation of the trips, in conjunction with their increasing experience.

The Visit Leader will have overall responsibility for the planning, supervision and conduct of the visit and should have due regard to the health and safety of the group. The visit leader should carefully plan the visit, taking into consideration the following key areas (S.T.A.G.E.D):

Staff

Timing

Activities

Group

Environment

Distance

Staff

All visits and activities must have a single, designated, competent Visit Leader. Visit Leaders must be accountable, confident and competent to lead the visit/activity for which they are approved. The head teacher/EVC are responsible for ensuring the appointed Visit Leader is competent.

Timing

When planning any visit, Visit Leaders should take into account the timing of the visit. For example:

- At what stage of the curriculum will the visit have the most impact?
- Will the timing affect availability of staff or cause staffing issues?
- Will the visit coincide with other events, such as SATS, festivals or religious events?
- Should the visit take place during term time or holidays/weekends?
- Has consideration been given to the time of year for the visit – weather conditions, daylight hours etc?

Activities

- Activities should meet the needs of the group and achieve the desired outcomes. All activities including associated activities such as travelling, accommodation and free time should be planned and managed. Some activities may require specific training, qualifications and specialist equipment or require a Visit Leader with a higher or broader level of experience.
- Where visit leaders have not previously visited the venue, a prior visit to the venue should be arranged to assess risks and these should be included in the risk assessment.
- Activity Providers should ideally have the Learning Outside the Classroom Quality Badge. If this is not the case, the Provider Statement in Appendix 2 must be completed by the provider, and evidence of insurance, licences, qualifications etc seen.
- Activities which are defined as 'adventurous' (for example caving, climbing, trekking or water sports) should be guided and accompanied by persons qualified and experienced in leading these activities. Wherever possible, the activity provider should hold the LOtC badge, be thoroughly risk assessed and approved by the Trust governing body, before the activity takes place.
- No activities should be added by Visit Leaders, during a trip.

Group

- Activities should be matched to the age, ability, maturity and behaviour of the group so that individual experiences are set at an appropriate level of challenge.

Environment

- Consideration should be given to whether the activity is indoors or outdoors, public or private, quiet or crowded and may need to include current and forecast weather conditions and underfoot to water conditions.

Distance

Consideration needs to be given to the remoteness of a visit or activity as the following key areas may be affected:

- Can help easily be summoned in an emergency, and how quickly?
- Will communications be straightforward – will there be a phone signal?
- Travel circumstances and conditions
- Overseas travel requirements such as visas.

Visit Leaders must use the Visit Leader checklist, which is part of the OEAP guidance (Appendix 1) when planning a trip and must also ensure the following:

- Obtain the headteachers prior consent before any off-site visit takes place
- Follow the Trust Educational Visits policy
- Work with the school Trips Administrator to ensure that bookings are made and confirmed, costs and parent charges/contributions are agreed and communications with parents/carers are maintained.
- Work with the EVC to ensure all steps required on EVOLVE are completed.
- Ensure that the visit is inclusive and operates within the framework of the Trusts Supporting Children with Medical Conditions policy.
- Undertake and complete a comprehensive risk assessment and submit onto EVOLVE.
- Clearly define each group supervisor's role and ensure all tasks have been assigned
- Ensure that first aid provision will be available
- Ensure that staff drivers are competent in accordance with the Driving Policy and Driving Risk Assessment.
- Undertake and complete the planning and preparation of the visit, including the briefing of the group.
- Review regularly undertaken visits/activities and advise the head teacher where adjustments may be necessary
- Ensure teachers and other supervisors are fully aware of what the proposed visit involves
- Have sufficient information on proposed children's needs to enable appropriate support to be put in place, as required. This includes children with specific medical or behavioural needs..
- Ensure that the ratio of supervisors to children is appropriate for the needs of the group
- Consider stopping the visit if the risk to the health and safety of the children is unacceptable and have in place procedures for such an eventuality.
- Ensure that there is a 'Plan B' in place and that all risk assessments, emergency procedures and other relevant information has been communicated to all visit supervisors

Visit Assistants must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances. They will ensure that children are supervised throughout the visit and should:

- Follow the instructions of the Visit Leader and assist with control and discipline
- Consider stopping the visit or activity, and notifying the Visit Leader, if they think the risk to the health and safety of the children in their charge is unacceptable.

Volunteers/non-teaching staff

Non-teaching staff and/or other volunteers on the visit must be clear about their roles and responsibilities during the visit. They will be fully briefed by the Visit Leader on the programme, venue, activities, supervision arrangements and their responsibilities. **Non-staff volunteers must have completed a Volunteer Application Form and have been risk assessed for their suitability, prior to the visit, in accordance with the Trust Volunteer Policy.** Volunteers should not be left in sole charge of children (except where agreed as part of the risk assessment). Where no DBS is available (for example for parent volunteers) visit leaders must ensure that these volunteers are always in sight of other staff.

Risk Assessment

A comprehensive risk assessment must be carried out by the Visit Leader, in collaboration with the Visit Leader and Visit Assistants, well before each visit and submitted on EVOLVE for approval by the head teacher/EVC.

The risk assessment is a careful examination of what could cause harm to children, staff or others, together with an identification of the control measures necessary in order to reduce risks to a level which, in the professional judgement of the head teacher/EVC, is deemed to be acceptable.

Key areas to be considered include:

- Competency and suitability of the staff
- Common sense
- Transport arrangements

- Venue/Activities
- First Aid
- Environmental conditions
- Distance from the school
- Ability of the children to undertake activities (for example weak swimmers)
- Specific needs of the group (for example behavioural or medical)
- Group management and supervision – for example safely controlling groups of children when walking along streets.
- Plan B (for example, the visit leader or child becoming ill, transport breaking down or unavailable, bad weather)
- Emergency planning and procedures, including a designated ‘on call’ person for visits outside of normal school hours.

In considering these risks there are three levels which Visit Leaders should be mindful:

- Generic risk – normal risk attached to any activity out of school
- Event specific risk – any significant hazard/risk relating to the specific activity
- Ongoing risk – the monitoring of risks throughout the actual visit as circumstances change.

The risk assessment should be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures need to be put in place to reduce risks to an acceptable level?
- Can the visit leader put the safety measures in place?
- What steps will be taken in an emergency?

Copies of the risk assessment should be communicated to all teachers/supervisors on the visit with details of the measures they should take to avoid or reduce the risks.

Emergency Planning

Each school in the Trust has an Emergency Plan which includes how responses to incidents which happen on an Educational Visit should be managed and also includes Roles and Responsibilities. Emergency planning and ‘Plan B’s’ must be included in Risk Assessments for all key aspects of any trip. Unforeseen events cannot all be planned for, but good planning can help to minimise the stress should an incident occur. Visit Leaders should refer to the OEAP national guidance at [4 – Good Practice | \(oeapng.info\)](https://www.oeapng.info/guidance/4-good-practice)

Emergency planning should take into account:

- The loss or incapacitation of the Visit Leader or any Visit Assistant
- Breakdown of transport/accident during any journeys
- Accident or illness of children
- Misbehaviour of children
- Inability to return home as scheduled
- Fire Evacuation, lockdown, shut down or other event at the venue/activity
- A child becoming lost or missing
- Major public incidents (for example floods, extreme weather, terrorist attacks or bomb scares)

Children should be fully briefed and prepared for what they must do in the event of any incident or emergency or, for example, if they get lost, or plans have to be changed at the last minute. They should also be fully briefed on how they should keep themselves safe – for example when walking in streets between activities, crossing roads or for activities such as those on or near to water.

Avoiding Accidents and Emergencies

Visit Leaders and Visit Assistants should always be aware of their surroundings and be constantly vigilant and planning for ‘what ifs’ throughout the visit. The OEAP national guidance ‘Avoiding Accidents and Emergencies’ gives very useful insight of what to look for when out on a trip. [Outdoor education – how to avoid accidents and emergencies | \(oeapng.info\)](https://www.oeapng.info/guidance/avoiding-accidents-and-emergencies) (Appendix 3 for summary points).

First Aid

There will normally be a certified first aider on each visit. However on smaller or local visits, this requirement may be balanced against the risk of the visit not being able to go ahead, meaning the children could miss out on the experience. This will always be risk assessed and approved by the head teacher / EVC prior to the visit. There should always be a suitably stocked first aid box available.

Where children with specific medical needs are in the group, arrangements must take this into account. This may involve ensuring inhalers or epi-pens are included and/or suitably trained staff included in supervision arrangements for children with more complex needs.

Staff will only administer medicines in accordance with the Administering Medicines procedure contained within the Supporting Children with Medical Conditions policy.

Transport Arrangements

Transport arrangements should be included in the risk assessment. The Headteacher/EVC should be satisfied that all travel arrangements, including the hire of private coaches / minibuses, are suitable for the nature of the visit. They must be hired from a reputable company. The driver is responsible for the vehicle throughout the visit. All coaches or minibuses must be fitted with seat belts and each child should wear one for the duration of the visit. Where staff drivers are being used, either to drive a hired bus or the Trust minibus, they must have been deemed competent/suitable, in accordance with the Trust Driving policy and risk assessment.

Venue / Activity Providers

Wherever possible, venue's/activity providers that have been awarded the Learning Outside the Classroom Quality Badge (LOtC) should be used. These venues/activity providers have been assessed and deemed competent to safely provide activities for Educational Visits. You can check details of the badge and its holders at [Find a LOtC Quality Badge Holder - Council for Learning Outside the Classroom](#)

If an organisation does not hold the LOtC badge, the school must check that they are an appropriate organisation to use. They should ask the provider to complete the Provider Statement in Appendix 2 and verify the following key areas:

- their insurance
- that they meet legal requirements
- their health and safety and emergency policies
- their risk assessments
- control measures
- their use of vehicles
- staff competence
- safeguarding
- accommodation
- any sub-contracting arrangements they have
- that they have a licence where needed

The school should have an agreement with them that makes it clear what everyone is responsible for. This is especially important if they'll be taking over supervision of the children.

Staff to Children Ratios

These should be included in the risk assessment. There are a range of factors to consider when deciding on ratios. These will include:

- The age of the children
- Children with SEN
- Children with specific medical needs

- Children with behavioural needs
- The type of visit and the activities involved.
- The duration of the visit
- Whether the visit is local, national, international or residential
- If the visit is out of school hours

Wherever possible, at least two members of staff will accompany each visit, even for shorter, local visits. However, for these visits, this may be risk assessed and balanced against the risk of any visit not going ahead, meaning the children could miss out on the experience.

Insurance

Each school in the Trust holds current and relevant insurance with Risk Protection Arrangements (RPA) which covers Educational Visits activities. The minibus is insured with Endsleigh Insurance and also covers Educational Visits activities.

Financial Planning

The visit leader should ensure that parents have early written information about the costs of the visit, how much each parent will be charged or asked to contribute. The Trust Charges and Remissions Policy applies. Parents should be given enough time to prepare financially for the visit. When children are attending residential visits, parents will be asked to pay a proportion of the total cost as a deposit. There will be a reduction in cost for those parents who qualify for working family tax credit or other similar tax relief due to the low level of their earnings and this information will be provided by the Admin Team.

Standard Visits (Local Learning Area)

Certain visits which are organised frequently can be operated under the Trusts Local Learning Area Risk Assessment. This includes visits which do not require transport (for example a walk to the local woods) or sports fixtures. The Local Learning Area risk assessment is a separate document which is stored on EVOLVE for each school in the Trust. It lists the area, local venues and activities that are included. When planning visits included in the Local Learning Area, staff can use this risk assessment and just need to supply additional details such as the names of Visit Leaders, the date and times of the visit etc. Examples of visits which come under the Local Learning Area may include:

- Sports fixtures using the minibus, between schools in the Trust or other local area schools.
- Visits to local venues such as churches, libraries or nearby schools
- Visits to nearby natural areas such as woodlands or parks.

Monitoring and Evaluation of Visits

Evaluation

The Trust has a standard online evaluation form which should be completed after each visit, by the visit leader and be uploaded onto EVOLVE. The evaluation should take into account any incidents or near misses that occurred on the visit and what, if any, changes would be advised for the risk assessment on future visits.

Monitoring

Monitoring of visits will be undertaken by the EVC/head teacher. These include:

- Desktop monitoring – includes checking risk assessments and procedures are in place. Attending Risk Assessment meetings. Delivering Visit Leader training.
- Participate Monitoring: Observing aspects of a visit and monitoring against the risk assessment and procedures in place for that visit.

Monitoring is used to help inform competency of staff to lead on future visits, in conjunction with their experience, knowledge and training.

APPENDIX 1

EDUCATIONAL VISITS CHECKLIST

Name of School		
Visit Name		
Location		
Local / National / Overseas / Residential		
Date/Time	FROM:	TO:
Does this visit include 'adventurous' activities?		
Visit Leader Name		

APPROVAL

I have submitted my plans for this visit to the head teacher and this has been approved	
I have informed the Trips Administrator of my plans for the visit and will work with them to determine the cost/transport arrangements.	
I will work with the Trips Administrator to ensure parental communications, consents, collection of income etc are administered.	

GENERAL

The intent of the visit is clear, integral to the schools curriculum programme and focuses on the learning and development of the participants.	
The risks of all aspects of the visit have been considered and it is clear what the leaders need to do to manage the risks	
There is access to first aid appropriate to the planned activities of the group, the environment and the remoteness of the visit/activity locations.	
Suitable insurance is in place.	
There are alternate options (a 'Plan B') in place.	
There are emergency procedures for which leaders and emergency contacts have been prepared and which are appropriate to the planned activities, the group, the environment and the remoteness of the visit/activity location.	
I have access to sufficient funds.	
External providers and facilities meet expected standards	
Any contract with a provider is satisfactory and has been agreed by an authorised person in my school.	
The visit meets the requirements of my employer and establishment.	
Evaluation and review arrangements have been agreed.	

STAFFING

I am clearly identified and approved as the Visit Leader and am aware of my responsibilities.	
All leaders and visit assistants are clear about their roles, can fulfil them competently and have been approved.	
There are sufficient leaders and visit assistants to ensure effective supervision and deal with incidents and emergencies.	
If the visit involves an external provider, there is clarity about the respective roles of the provider and staff and school staff.	
Leaders and visit assistants have received all relevant information about the visit and the group, and are clear about any risks and their role in managing them.	
If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise the group management.	
I have kept my Educational Visits Co-ordinator (EVC) informed during the planning process.	

TIMING

The timing of the visit is appropriate to have the most impact on the curriculum	
I have checked that the visit does not coincide with other events such as SATS, festivals or religious festivals.	

The timing of the visit will not cause staffing issues in school.	
The time of year of the visit is appropriate for the planned location/activities (ie weather conditions, daylight hours etc)	

ACTIVITIES

The programme of activities is designed to achieve the visit's intent and is appropriate to the nature of the participants.	
The risks involved in specific activities have been considered.	
The Visit Leadership team includes leaders competent in the planned activities, or a suitable provider has been contracted to lead activities.	
There is sufficient equipment available, which has been checked for suitability and safety.	

GROUP

Parents have been fully informed about the visit and have given their consent if this is required.	
There are clear arrangements with participants/parents about any requirements such as charges. If necessary, these are aligned with the terms and conditions of any contracts with providers.	
UP to date contact details, medical and allergy information, dietary requirements and information about special needs are available and shared appropriately with the Visit Leadership team and any provider.	
If food is provided, it meets the requirements of 'Natasha's Law'.	
Where appropriate, participants have been involved in planning, including identifying and deciding how to manage risks.	
Plans for the visit comply with current guidance about epidemics (such as coronavirus).	
Participants have been well informed about what is expected of them and, if appropriate, have agreed to a code of conduct.	
Participants are physically fit for the planned activities and have received any necessary training.	
Participants have appropriate clothing footwear and, if necessary, sun protection cream, sun hat and sunglasses (or these are provided as necessary).	
The group will be managed and supervised appropriately	
Safeguarding issues are addressed.	
Inclusion issues are addressed.	
Medication issues are addressed.	
Dietary issues are addressed.	

ENVIRONMENT

Environmental factors (eg weather, water levels, natural and man-made hazards have been considered.	
Accessibility issues are addressed.	
I have undertaken a preliminary visit, or am already familiar with the venue and any provider, or have sufficient information from other sources.	
Where remote supervision will be used, the environment is suitable.	
Any accommodation is safe and suitable.	
Security is addressed, especially for residential or overseas visits.	
The risk of terrorism has been considered.	

DISTANCE

Travel/transport arrangements are appropriate.	
Routine and emergency communication arrangements are appropriate to the location of the visit and all planned activities (eg if remote from a mobile signal).	
If the visit involves overseas travel, I have consulted the checklist and guidance for overseas visits.	

- My decision is that the visit is well prepared and should take place
- The visit has been approved by the school/head teacher as required.

APPENDIX 2 - PROVIDER STATEMENT – Only for use where providers/venues do NOT have LOtC accreditation.

To search for badge holders you can visit [Find a LOtC Quality Badge Holder - Council for Learning Outside the Classroom](#)

To the Provider:

Thank you for completing this form. It is designed to help the Visit Leader confirm that you meet required standards.

Please complete Part 2 and return it to the Visit Leader at the establishment named below.

You can find out about the guidance that establishments and Visit Leaders should follow at oeapng.info – see especially document 4.4h “Using External Providers and Facilities”

PART 1 – to be completed by the Visit Leader

Name and Address of School	
Email	
Name of Visit Leader	
Name of Provider	
Proposed date(s) of visit	

PART 2 – to be completed by the Provider

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

SECTION B	
To be completed for all types of visit	
4	Insurance
4.1	Do you hold public liability insurance which will be current during the proposed visit and which covers all directly provided and sub-contracted activity?
4.2	If YES, what is its indemnity limit?
5	Health, Safety and Emergency Policies
5.1	Do you comply with relevant health and safety regulations, including the Health and Safety at Work etc Act 1974 and associated Regulations, and have a written health and safety policy and recorded risk assessments which are available for inspection?
5.2	Do you have procedures for accident and emergencies, and for reporting incidents and

	accidents?	
6	Vehicles	
6.1	Are all vehicles to be used roadworthy, and do they meet the requirements of regulations in the country in which they will be used and regulations on passenger seats and seat restraints?	
7	Staffing	
7.1	Do you have a robust recruitment and engagement process to ensure that staff are suitable to work with young people, including enhanced DBS check and barred list check for any staff engaged in regulated activity?	
7.2	Are there regular opportunities for liaison between your staff and establishment staff?	
7.3	Is there sufficient flexibility to make radical changes to the programme if necessary, and will the reasons for any such changes be made known to establishment staff?	
8	Accommodation	
8.1	Does UK accommodation comply with current fire regulation requirements (Regulatory Reform, (Fire Safety) Order 2005)?	
8.2	Have you inspected all overseas accommodation to be used to confirm that it meets legal requirements of the country concerned and that it has fire safety and security arrangements equivalent to those required in the UK, and are records of these inspections available?	
8.3	Are there security arrangements in place to prevent unauthorised persons entering the accommodation?	
8.4	Are separate male and female sleeping accommodation and washing facilities provided?	
8.5	Is staff accommodation sufficiently close to young people's accommodation for adequate supervision?	
9	Sub-contracting	
9.1	Will you sub-contract any services (eg activity instruction, transport, accommodation)?	
9.2	Where any element of provision is sub-contracted, do you ensure that each sub-contractor meets the relevant specifications outlined in the other sections of this form, and are records of checks of sub-contractors available for inspection?	

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

SECTION D		
To be completed by Tour Operators		
12	Tour Operators	

12.1	Do you comply with the Package Holidays and Package Tours Regulations 1992, the Foreign Package Holidays (Tour Operators and Travel Agents) Order 2001 and the Package Travel and Linked Travel Arrangements Regulations 2018 including bonding to safeguard customers monies?	
12.2	Details of bonding (ATOL, ABTA etc)	

SECTION E

To be completed if the visit includes an overseas expedition as defined at [Contents | \(oeapng.info\)](#)

13 Overseas Expeditions

13.1 Do you comply with British Standard BS8848:2014?

SECTION F – Accreditation

14 Details of any accreditations held by the Provider

PROVIDER CONFIRMATION

I confirm that the details given above are correct, and that our organisation will give prior notification of any significant changes that might affect the safety and wellbeing of user groups.

Signed		Date	
Name		Position	
Name of Provider			
Address of Provider			
Telephone		Website	
Email			

Additional Information

APPENDIX 3 – AVOIDING EMERGENCIES AND CRITICAL INCIDENTS

The following information is from the OEAP National Guidance and is intended to help you understand what to look out for whilst on the visit.

Good Leadership Habits

Stay alert – develop a ‘leaders twitch’ or a 360 awareness of the group and environment so that you pick up changing circumstances quickly.

Remain flexible and look for the unexpected – the things you hadn’t considered when planning. All visits should be well planned but it is not possible to anticipate everything, so be ready to adapt the plan to changing circumstances.

Changes in circumstances can provide excellent learning opportunities but it is important to distinguish between a threat and an opportunity. For example, during a city center visit you see a crowd gathering in a square. This may be an interesting piece of street theatre or a peaceful protest, which could be used as a stimulus for good follow up work. Alternatively, it could be the beginnings of a violent protest that you should not be near.

Don’t be a ‘turkey’. Turkeys base their assumptions on their own past experience and simply expect to get food and water every day right up to the time they don’t. Applying past experience to new circumstances does not always work, so just because things have always gone well on your visits do not assume that they always will. Learn from others’ experience and learn from accidents.

Be a ‘swan’. Swans appear to float gracefully and serenely across the surface of the water, but underneath their feet are busy and quietly directing. Leaders should present an outward impression of calm reassurance so that the group is able to enjoy their trip. This is only achieved, like the swan, by constantly keeping your senses working - monitoring, reviewing and planning

Ask yourself the ‘What If?’ question, for example:

- What if one of them slips off this path?
- What if that crowd in the square turns nasty?
- What if the bus breaks down?

By constantly asking yourself this question you will be ready to respond – quickly if necessary.

Look for lemons! Accidents rarely have only one cause. They often occur because several factors (each in isolation not critical but often commonplace) come together at the same time - like lemons lining up in a slot machine. Spotting lemons and discussing them with colleagues may help you to avoid this unwanted ‘jackpot’. For example:

- Children acting silly and pushing one another over is not that uncommon;
- Rain and wet roads/pavements is common;
- Car drivers being momentarily distracted is common;
- Children crossing roads on off site visits is common;

However, if these occur at the same time, so that you have a group of children pushing each other, so that one falls over, while crossing a wet road in front of a distracted driver, the potential outcome is a serious accident.

Always prepare a ‘Plan B’ (even if this is simply that you turn around and go back to base). The more complex the visit the more complex the Plan B may need to be.

Ensure everyone is aware of the Plan B. **DO NOT** be afraid to switch to Plan B – psychologically it is often easier to carry on with plan A: be aware of this and do not delay switching plans. It is better to wonder later if you were too cautious than to regret not changing plans when you had the chance.

CLEAR ROLES – Ensure the Visit Leader, other members of the leadership team and the group are aware what their role is and what is expected of them.

ACTIVE SUPERVISION – supervision is not simply a passive presence: it is an active employment of the leadership habits outlined above – supervision is about what leaders do, not just that they are there.

PREPARE WELL – ‘Proper Planning and Preparation Prevent Poor Performance’. A well-thought-out plan, including what to do in the event of an emergency, should provide leaders with all the options they need to lead an effective visit. Involve young people in planning and keep them informed of developments and changes.

BE WATER AWARE – There are very few fatal accidents on visits but, statistically, drowning is the single biggest cause of them. The water environment provides wonderful opportunities for play, enjoyment and challenge but does require careful supervision. Water need not be avoided but should be treated with respect. The best way to help

young people to be safe around water is not to keep them from it but to teach them to swim, teach them safe practices around water and teach them to recognize the difference between safe and dangerous locations. Remember that water hazards exist on the water margins, even if you are not planning to enter the water.

SAY NO – Visit Leaders tend to want to please, and a group of young people desperate to do something that they were looking forward to, is difficult to resist. Leaders must be strong enough to act upon their judgement. If, for example, children are expecting to paddle during a trip to the local river and your judgement is that something has changed since you planned the trip and this is no longer a good idea, then you say NO