



# ABERDEEN

## CITY COUNCIL

**ABERDEEN CITY COUNCIL**  
**Education Culture and Sport**

**EDUCATIONAL VISITS POLICY AND GUIDANCE**

DRAFT

# **CONTENTS**

## **1. Introduction and Benefits of Educational Visits**

## **2. Effective practice in managing Educational visits**

## **3. The role of those involved**

## **4. Identifying, deploying and supporting staff**

## **5. Visit types and administrative procedures**

## **6. Planning visits**

- 6.1. Introduction
- 6.2. Preparing visit plans
- 6.3. Establishing ratios
- 6.4. Communications with parents / carers
- 6.5. Parental / self consent and medical info
- 6.6. Preparing participants
- 6.7. Preparing participants with disabilities
- 6.8. Contact with parents / carers during Visits
- 6.9. Supervision
- 6.10. Code of conduct
- 6.11. Drug issues
- 6.12. Mobile phone protocol
- 6.13. Head counts
- 6.14. Buddy systems
- 6.15. Re-arranging groups
- 6.16. Down time arrangements
- 6.17. Remote supervision
- 6.18. Behavioural problems
- 6.19. Illness, injury and homesickness
- 6.20. Sending / going home early
- 6.21. Supervision on transport
- 6.22. Hotels / Hostels and Residential Accommodation
- 6.23. Return journey
- 6.24. Exploratory visits
- 6.25. Supervision planning with European Working Time Directive
- 6.26. Using an External Provider
- 6.27. First aid
- 6.28. Visits to environments needing specific extra planning (e.g. coast, beaches, rocky shores, harbours, cliff top paths, rivers, lochs etc.)

## **7. Transport**

- 7.1. Introduction
- 7.2. Hiring coaches and buses
- 7.3. Licences and permits
- 7.4. Private cars - parents / carers and employees
- 7.5. Transport in school / centre minibus
- 7.6. Minibus supervision and driver hours
- 7.7. Maintenance of establishment buses

## **8. Insurance**

- 8.1. Introduction
- 8.2. Insurance information for parents / carers
- 8.3. Insurance cover for visits

## **9. Safety and Risk Management**

- 9.1. Risk management and risk assessment
- 9.2. Generic, dynamic and specific risk assessments
- 9.3. Risk assessment stages 1-5
- 9.4. Ancillary activities (sledging, ice skating etc.)
- 9.5. Assessment reviews

## **10. Emergencies and Incidents**

- 10.1. Introduction
- 10.2. Tasks for Visit Leader in the event of an incident
- 10.3. General emergency procedures
- 10.4. Who will take charge in an emergency
- 10.5. Information and communication
- 10.6. Administration
- 10.7. Emergency procedures for base contact

## **11. Visit summaries, forms and templates**

### **11.1. Routine and Expected**

- 11.1.1. Introduction
- 11.1.2. Approval
- 11.1.3. Visit plans
- 11.1.4. Risk assessment
- 11.1.5. Information for parents / carers and parental consent
- 11.1.6. First aid
- 11.1.7. Template visit plans, specimen letters, living template risk assessments

### **11.2. One-off day visits**

- 11.2.1. Introduction
- 11.2.2. Approval and Notification
- 11.2.3. Visit plans
- 11.2.4. Risk assessment
- 11.2.5. Information for parents / carers and parental consent
- 11.2.6. Emergency details
- 11.2.7. First aid and medical facilities
- 11.2.8. Template visit plans, specimen letters / communications, living template risk assessments

### **11.3. Residential visits**

- 11.3.1. Introduction
- 11.3.2. Approval and Notification
- 11.3.3. Visit plans
- 11.3.4. Risk assessment
- 11.3.5. Supervision
- 11.3.6. Information for parents / carers
- 11.3.7. Parental consent
- 11.3.8. Preparing participants
- 11.3.9. Points to consider about accommodation

- 11.3.10. Emergency details
- 11.3.11. First aid and medical facilities
- 11.3.12. Template visit plans, specimen letters / communications, living template risk assessments

#### **11.4. Visits Abroad**

- 11.4.1. Introduction
- 11.4.2. Approval and Notification
- 11.4.3. Visit plans
- 11.4.4. Risk Assessment
- 11.4.5. Supervision ratios
- 11.4.6. Information for parents / carers and parental consent
- 11.4.7. Preparing participants
- 11.4.8. Dealing with emergencies and emergency details
- 11.4.9. Health
- 11.4.10. Reciprocal European health insurance
- 11.4.11. Administration and Communication
- 11.4.12. Insurance and legal
- 11.4.13. Visas / passports
- 11.4.14. Nationality
- 11.4.15. Care orders and wards of the court
- 11.4.16. Other information
- 11.4.17. Exchange visits
- 11.4.18. Template visit plans, specimen letters / communications, living template risk assessments

#### **11.5. Adventurous activities**

- 11.5.1. Introduction
- 11.5.2. Approval and Notification
- 11.5.3. Register of Providers of Adventurous Activities
- 11.5.4. Licensing
- 11.5.5. Establishment led adventurous activities
- 11.5.6. Visit plans
- 11.5.7. Risk assessment
- 11.5.8. Emergency details
- 11.5.9. Information for parents / carers and parental consent
- 11.5.10. Preparing participants
- 11.5.11. Remote supervision during adventurous activities
- 11.5.12. Adult (18+) groups including staff and corporate groups
- 11.5.13. Adult groups without an activity leader
- 11.5.14. Adventurous activity equipment in establishments
- 11.5.15. Hiring equipment

## **12. The Duke of Edinburgh's Award**

- 12.1. Introduction
- 12.2. Approval and notification
- 12.3. Visit plans
- 12.4. Risk assessment
- 12.5. Supervision
- 12.6. The role of the expedition staff
- 12.7. Preparing of Participants
- 12.8. Information for parents / parental consent
- 12.9. Emergency details and situations
- 12.10. First aid and medical facilities

## **13. Visits and activities at venues that need specific planning and preparation**

- 13.1. Introduction
- 13.2. Approval
- 13.3. Visit Plans
- 13.4. Risk Assessment
- 13.5. Supervision on beaches, rocky shores fringing onto a beach and paddling
- 13.6. Supervision on harbours and cliff tops
- 13.7. Information for parents / carers and parental consent
- 13.8. Visits to other water margins
- 13.9. Farm Visits
- 13.10. Visits to Play Barns and Soft play areas
- 13.11. Forest Schools
- 13.12. Aberdeen City Ranger Service
- 13.13. Aberdeenshire Ranger Service
- 13.14. Fairgrounds and theme parks
- 13.15. Paintball and shooting
- 13.16. Quad bikes
- 13.17. Airborne flying activities and parachute jumps
- 13.18. Small commercial vessels (certified)
- 13.19. Fieldwork
- 13.20. Remote supervision

## **14. Appendices**

- 14.1 Terms and Conditions for educational visits
- 14.2 V-Forms
- 14.3 Risk assessment template
- 14.4 Policy Contacts
- 14.5 Educational Visits Insurance Policy Summary
- 14.6 Visits to swimming pools
- 14.7 Specific guidance for sporting fixtures and teams
- 14.8 Duty of care
- 14.9 Health matters
- 14.10 Code of practice for council owned minibuses
- 14.11 Minibus drivers guidance notes for organisers / applicants
- 14.12 Mountainbike / cycle maintenance policy
- 14.13 Access
- 14.14 Ranger service
- 14.15 Adventure Aberdeen

# 1. Introduction and Benefits of Educational Visits

Aberdeen City Council promotes learning that enriches educational programmes of its schools and centres and accelerates the development of the learner. The Council acknowledges that learning experiences outdoors or away from the learning base are vital if the potential of every learner is to be achieved.

The Council believes that all young people in Aberdeen should be involved in outdoor learning, visits and activities and that these should be a normal and routine part of their learning journey. It believes an enjoyable, creative, challenging learning journey helps young people learn by experience and grow as confident and responsible citizens who value and appreciate their local and wider environment

Through the Curriculum for Excellence the Council recognises that learning is embedded in experience. By taking learning outdoors we can remove barriers that the traditional classroom can create and hence provide a first-hand, real-life experience. Outdoor learning is hands-on and direct, and the knowledge that pupils gain from it is real, and unforgettable.

*. 'In essence, [the curriculum] must be inclusive, be a stimulus for personal achievement and, through the broadening of pupils' experience of the world, be an encouragement towards informed and responsible citizenship.'*  
(A Curriculum for Excellence)

Aberdeen's local and surrounding outdoor environment offers motivating exciting, varied, relevant and easily accessible activities from Pre-school years through to college and beyond. The Council endorses the value of young people enjoying positive experiences in a wide variety of settings as well as planned adventure and residential experiences.

Aberdeen has the sea, beaches, cliffs, old and modern cityscapes, forests, rivers, hills, lochs, farms, theatres, galleries, libraries, sporting facilities, parks, industries, hundreds of miles of local foot paths and cycleways, Deeside and Donside, a National Park on its doorstep, a residential outdoor centre and a host of other educational destinations.

This is a corporate policy for all young people and adults in the Council's care. It seeks to make the most of the vast learning potential of the places above and beyond, whilst at the same time supporting leaders and staff to have the confidence that appropriate management systems are in place that meet legal and local authority requirements. This policy is based on the government's framework for safe practice in off site visits "Going Out There" June 2013. The framework refreshes and updates the Health and Safety on Educational Excursions (HASEE) guidance.

The framework, and subsequently this Policy, adopts a low bureaucracy, enabling approach to outdoor experiences and off-site visits. Reflecting the step change in approach to educational visits detailed in the HSE high level statement, "School trips and outdoor learning activities; tackling the health and safety myths"

## **Benefits of Outdoor Learning, Visits, Outdoor Education and residential**

The benefits of taking the learner out of doors, off site and being involved in activities at home or away are very well documented. The Curriculum for Excellence recognises this at all its stages and encourages progressive outdoor learning experiences delivered through a combination of school / centre outdoor learning and residential programmes.

**Outdoor Learning** is the phrase that refers mostly to taking the curricular study areas out of doors into the school area, local community, woods, park or beyond. For Early Years and Primary this approach is proving to be highly effective with real environments and sites being used creatively, usually working in small groups with exploratory and enquiry based techniques, as a way of making learning more exciting and engaging.

**Visits** cover a huge range of experiences from a walk to the local church to international expeditions, and is the term normally used to refer to an activity where a place is visited that

enriches the learning process. Experiences that add relevance, depth and real life to the curriculum make a huge difference in the learning process and is widely believed to accelerate the development of the learner.

**Outdoor Education** normally involves adventurous activities. This is mostly an educational approach undertaken in the upper primary and secondary / community phases and is often combined with residential experiences. It involves active learning through direct personal experience. Activities and opportunities focus on group work in the outdoors in the pursuit of predetermined educational objectives and outcomes. The scope and nature of Outdoor Education opportunities are designed to meet the needs of the individuals and group taking part. Different groups will concentrate on different types of learning and outcome.

The Outdoor Education process requires many things of participants including the need to plan, prepare, listen to instructions, work in small teams, exercise responsible and respectful behaviour, rise and aspire to challenges, learn and develop new skills, promote positive attitudes to peers and the natural environment and goal set to improve / do better.

**Residential Experiences** offer unique opportunities to encounter the practical realities of living and working together away from home, family and familiar surroundings. They provide a powerful vehicle for developing self awareness and social skills. Residential experiences with an adventurous activity focus provide situations in which participants can gain personal fulfilment whilst developing the skills of co-operation, communication and teamwork, and developing the concepts of responsible and respectful behaviour. They can boost confidence and open the door to a lifetime of enjoyment and activity out of doors.

## 2. Effective Practice in Managing Educational Visits Safely

The ability and competence of front line staff to plan and manage a dynamic situation in a safe and appropriate way is a key contributor to safe and successful practice in the different types of educational visits in this policy.

This is underpinned by;

- The Council supporting the Heads of Establishment
- Heads of Establishments supporting, identifying and developing staff with the right competencies and experience for leading different types of visits
- Staff being given training and other opportunities to develop their knowledge, skills and confidence in planning, organising and leading activities or visits
- All staff having access to resources and relevant and competent technical advice

The Council has a duty to provide appropriate information and training to all their employees. It will also monitor the effectiveness of their management and delivery of educational visits. This will be a blend of systems monitoring and on the ground monitoring.

The Council will also support staff in the delivery of activities by ensuring that the identification and assessment of the risks involved has been completed prior to participation and that proportionate control measures are understood and implemented to deal with the risks identified.

The council recognises that generic risk assessments are very useful and has produced specimen assessments in this policy to help staff when compiling their own "living assessments".

This policy describes the Council's arrangements for planning, approval / consultation, monitoring, training and supporting staff to lead educational visits with increasing confidence and competence. Heads of Establishment should ensure staff have ready access to this policy and guidance and that they know how to gain easy access to specialist competent advice.

### How this policy works

This is a Corporate policy for all Aberdeen City Council Services that lead and support groups of young people and adults. Support structures for ECS and SCW are in place to ensure the required level of monitoring, support and back up.

The policy supports visits categorised into the following six headings;

1. Routine and Expected visits
2. Day visits
3. Residential visits
4. Visits Abroad
5. Visits involving adventurous activities
6. Duke of Edinburgh award expeditions

The policy is designed to gather information so the Council can support, monitor, advise and if the situation arose, provide emergency back up. It is envisaged that a lot of routine and expected visits will take place across the city that may be monitored retrospectively if required for quality and standards purposes.

Decisions will need to be made at establishment level as to what is routine and expected curricular activity and what is a day visit. This will be different in and across establishments depending on previous and future normal practise of the establishment.

Advice on any part of the policy can be sought from the Educational Visits Co-ordinator and the Adventure Aberdeen Team Leader.

The policy relies on electronic administration to notify, consult and feed back information. This is all sent to one email address at Balgownie [ACCvisits@aberdeencity.gov.uk](mailto:ACCvisits@aberdeencity.gov.uk) who pass the



information on as appropriate to officers for information and in some cases compulsory consultation.

Day visits outside the city boundary are asked to be registered so the council can build a picture of where its learners are going and a record is stored for emergencies.

For residentials the QIO or Service Manager is informed. For foreign visits and those involving adventurous activities the Adventure Aberdeen Team Leader is compulsorily consulted with providing an overview from outwith the establishment

In all cases the Head of Establishment remains the authoriser of visits.

The policy provides a lot of guidance and useful information on how to plan and carry out visits to the required safety and quality standards. Over time, some of the information will change as national and local guidance / policy changes. This will be updated electronically as soon as possible.

### 3. THE ROLE OF THOSE INVOLVED IN A VISIT

To operate successful and safe visits the Council is required to have staff throughout its structure that take responsibility for the different aspects of leading and assisting on visits.

The following is a guide to the roles and responsibilities of staff, participants, parents and carers and other adults involved. Part 1 is a brief summary; part 2 contains much more detailed information on specific roles.

#### PART 1 - Summary of roles

- **The Role of Senior Officers**  
The chief executive, directors and heads of service are responsible for ensuring a policy is in place that measures up to best national and local practice and is compliant to current legislation
- **The Council**  
As employer the Council is responsible for the actions of its staff whilst acting in the line of their employment. By association this includes the safety and well being of employees and the people in their care on visits. To ensure these responsibilities are met, Aberdeen City Council includes a range of functions within senior management staff to ensure systems are in place for informing, training, supporting and monitoring staff who lead visits.
- **Quality Improvement Officer**  
The person who has an involvement in the educational quality and learning opportunities presented by residential visits and visits abroad.
- **Service Manager**  
For Social Care & Wellbeing, and Communities Team ECS, -the person who has an involvement in the educational quality and learning opportunities presented by residential visits and visits abroad.
- **Directorate Support**  
The team who will provide administration and data management of policy related documents (forms etc).
- **Adventure Aberdeen Team Leader**  
The person who has a lead role for the visits policy, provides specialist advice and consultation on adventurous activities and visits / expeditions abroad.
- **Educational Visits Co-ordinator**  
The person who manages and monitors the day to day functions of the policy and provides training, and advice and guidance to all staff.
- **Head of Establishment**  
The person who has overall responsibility for establishment policy and procedure and who authorises visits from that establishment
- **Visit Leader**  
The person leading the visit, and directing visit assistants
- **Visit Assistant**  
The person / staff / volunteer supervising a sub group of the whole visit group
- **Volunteers**  
Non employees of the establishment who help on a visit with the permission of the Head of Establishment

- **Base Contact**  
The person at the establishment (or at home) who acts as a link between the visit, the parent / carers and the Council
- **Activity Leader**  
The person who is leading the activity element within a visit / activity session. This can be the Visit Leader or another employee from an external agency or internal service
- **Participant**  
The person being led on the Visit
- **Parents / carers**  
The home support who consent to their child taking part and provide relevant information

## **PART 2 - Further detailed information on specific roles.**

### **The Role of Quality Improvement Officer (QIO), Service Manager – Social Care & Wellbeing, and Communities Team ECS**

- Provide support to Heads of Establishment who are required to authorise and monitor visits from their establishment / services. This should not only be for safe practice but also in respect of educational outcomes. Prior to authorisation being given, QIO's are encouraged to discuss foreign visit plans / ideas with the Head of Establishment
- To be notified of residentials (GB) for information purposes.
- Ensure adequate training is available and Heads of Establishment

### **The Role of Directorate Support**

- Receive, acknowledge and store notifications of all reportable visits.
- Maintain data bases of all visits data
- Forward information to QIO's / Service Managers as appropriate.
- Forward information to the Adventure Aberdeen Team Leader as appropriate.
- Act as a back up link between the establishment base contact and the Council

### **The Role of the Adventure Aberdeen Team Leader**

- Advise the Educational Visits Co-ordinator, Council Officers and establishment staff on specialist subject areas related to visits and adventurous activities
- Lead on policy development, monitoring, audit and compliance
- Promote educational visits and outdoor learning / adventurous activities
- Provide or source information on legal, transport, insurance, health and safety, emergency procedures, specialist training, external providers,
- Report to SMT on visits as required,
- Provide (compulsory) consultation on adventurous activity visits / activities.
- Provide (compulsory) consultation on visits / expeditions abroad
- Lead on providing or advising on training courses for establishment staff wishing to lead adventurous activities (CPD programme)

### **The Role of the Educational Visits Co-ordinator**

- Provide advice and guidance to Heads of Establishment, Visit Leaders, accompanying staff, volunteers on procedural matters related to the policy
- Embed the policy and ensure it is updated with any local or national policy or lessons learned
- Provide training materials and courses as required on visits including risk assessments
- Collate data from visit notifications and report to DLT as required.
- Manage monitor and review visits data and ensure its availability for audit / support / CPD and emergency procedures / tests
- Manage the contracts and annual register for external providers of adventurous activities and foreign expeditions.

- Manage the data base of Aberdeen City Establishments adventurous activity leaders and co-ordinate CPD as appropriate
- Support establishments with internal checks of equipment maintained for adventurous activities, bike maintenance, climbing walls, etc.

### **The Role of the Head of Establishment**

The Head of Establishment is expected to follow and implement this guidance to ensure their responsibilities are fulfilled and that off-site visits can occur frequently and regularly and are managed safely. Heads of Establishment should ensure that the Visit Leader is competent to manage and monitor the risks throughout the visit

When authorising the visit the Head of Establishment is agreeing that it meets the establishments and councils expectations for purpose and justification as well as the other elements relating to safety, quality and best value

It is the Heads of Establishment role to:

- Provide a rich and varied programme of opportunities for pupils / young people to learn away from the establishment and that this programme is underpinned by safety systems and educational outcomes and that it should be structured and progressive to gradually develop confidence, independence and responsibility
- Ensure parents are made aware of the Establishment's normal and expected routines for visits and off site learning, specifically concerning consent and information home. Also that signed acknowledgement of the councils terms and conditions is collected from parents at least once per year
- Authorise visits from their Establishment. Heads of Establishment are encouraged to discuss future residential and foreign visit plans / ideas with their QIO. (for visits in the distant future internal establishment procedure may ask for a concept visit plan to be authorised by the head of establishment before further detailed planning is undertaken)
- Submit authorised visit plans to directorate support within the requested timescales
- Receive back from directorate support acknowledgement of visits which are adventurous, residential or abroad
- Receive back consultation comments from Adventure Aberdeen Team Leader for foreign or adventurous visits / activities.
- Act / pass onto the Visit Leader any advice / requests as appropriate.
- Ensure administrative systems are in place to check that this policy is applied to all visits especially with respect to the training and competence of Visit Leaders and that they have the (documented) skills to measure and manage the hazards involved
- Ensure that parents have been appropriately informed
- Ensure adequate first aid provision will be available
- Ensure the Council's policy for administering medicine has been followed
- Ensure travel arrangements are appropriate
- Ensure there is adequate insurance cover in place
- Ensure that an appropriate signed off risk assessment is in place for each visit and that proportionate safety measures are in place
- Ensure that roles and responsibilities of assistants and volunteer helpers are clear and that they have the skills required
- Ensure that ratios of staff to visit participants are adequate
- Ensure appropriate child protection procedures are in place
- Make time and resources available for staff to train and develop their expertise in the skills and knowledge required to organise and lead visits of all types
- That a base contact is established and communication line are clear to all staff
- The emergency arrangements are in place and have been communicated to all those who need to know
- There is a contingency plan, with clear lines of responsibility, which will cover incidents such as adverse weather, travel delays and late return home

### **The Role of the Visit Leader**

Visit Leaders must consult with their head of establishment and where appropriate seek advice from support officers with regards to up-to-date agreements about practise and procedure for visits. Those in charge of visit participants have a common law duty to act as any reasonable prudent parent would and do their best to ensure the health and safety of everyone in the group

It is the Visit Leader's role to:

- Manage all elements of the visit either directly or indirectly
- Prepare and submit a visit plan to the Head of Establishment. (for visits in the distant future internal establishment procedure may ask for a concept visit plan to be authorised by the head of establishment before further detailed planning is undertaken)
- Obtain approval for the visit plan from the Head of Establishment
- Ensure that the visit and activities are suitable for the group, and that they are able to control and lead the participants in the proposed location / site and activity
- Communicate with parents / cares ensuring they have information about the visit (series of visits) and that they have consented to their child going and given emergency contact details / medical / swimming info as appropriate
- Have enough information about the participants to assess their suitability for the visit or be satisfied that their suitability has been assessed and confirmed
- Ensure that an appropriate signed off risk assessment is in place and that proportionate safety measures are in place
- Ensure the ratio of staff to participants is appropriate to the needs of the group
- Ensure that a Base Contact has been appointed and two-way communication will be possible
- Ensure that all accompanying adults, whether employees or volunteers, are given responsibility within their level of competence and have been briefed on the purpose of the visit and their roles and responsibilities
- Ensure that if the event is shared with another group that responsibilities and communication lines are very clear as to who is in control of events at different times
- Be aware of child protection issues and have measures in place to protect children and staff / volunteers as required
- Ensure that appropriate first aid kits and cover are available.
- Ensure the whole group are clear as to who is in charge at any one time. If the group is being led at times by other activity leaders / instructors / tutors, clear handovers must be in place. e.g. at the beginning and end of an activity session, lunch time, snack time
- Ensure that when visit group(s) are being "handed over " to other activity leaders, instructors / tutors (from inside or outside the Council) that matters related to the continuation of the full duty of care have been considered and that they have relevant details of participants with special educational or medical needs
- Ensure all relevant medical / dietary needs of all participants and group leaders have been collected, assessed and provided for
- Arrange for clearly understood delegation in his/her absence
- Make appropriate and adequate preparations for emergencies in conjunction with the Base Contact and ensure that all accompanying group leaders are familiar with these procedures
- Establish an appropriate contingency plan to deal with emergencies, staff illness, and delays
- Carry out dynamic risk management while the visit takes place
- Carry out an evaluation of the visit on return to base to help to inform future visits
- If appropriate, obtain accredited activity leader status from the Adventure Aberdeen Team Leader to lead visits involving adventurous activities. This is required if the Visit Leader is actively leading the adventurous activity themselves

### **The Role of Visit Assistants**

Other staff assisting the Visit Leader are acting on behalf of the Establishment at all times. After the Visit Leader has carefully briefed a visit assistant they can help with the running of the visit / activity and be part of the supervision ratio where competent to do so

They should do their best within their level of experience and training to ensure a successful and beneficial outcome of the visit. assistants have a common law duty to act as any reasonable prudent parent would and do their best to assist the Visit Leader to ensure the health and safety of everyone in the group

As such they must:

- Be made aware of the visit plan and any relevant risk assessments
- Be briefed on and understand the expectations of them and the limits of their responsibilities
- Do their best to ensure the successful and beneficial outcome of the visit especially in terms of Health and Safety of everyone in the group. This will be done by following the instructions of the Visit Leader and helping with control and discipline.
- Be briefed on and understand the educational purpose of the visit, its proposed programme, any adjustments to that (i.e. Plan B's), and the emergency procedures to be followed in the unlikely event of an incident or accident.
- Notify the Visit Leader if they think there is a risk to the health and safety of visit members.

### **The Role of the Volunteer**

Volunteers can play a vital role in the enabling and success of visits. They can help with the running of activities and be part of the supervision ratios where competent to do so. A volunteer's actions are covered by the Councils insurance as long as they are in robust supervision structure and they have been made aware of their role and responsibilities and the limitations of these.

Volunteers should be carefully selected and specifically briefed and prepared for their role. They have the same responsibilities as visit assistants. Some Council services have a volunteer agreement for documenting roles and duties to be undertaken. This is where expectations for a visit could be recorded.

### **The Role of the Base Contact (Establishment)**

Every visit requires a person to be assigned to the role of Base Contact (establishment emergency contact person). This is a responsible person with whom information and emergency contact details are left while the visit is away. This person needs to ensure they are contactable at all times by any of the above mentioned people. The Base Contact provides the primary two-way communication link between the visit, the establishment, families, the council and service providers. As such they must:

- Be contactable by the Visit Leader and parents / carers. In the case of a residential visit they must be contactable by QIO's / Service Managers.
- Keep copies of all information throughout the visit (itineraries, venues, return times, group lists, emergency contacts etc.)
- Be familiar with and prepared to raise an alarm to appropriate officers / services if return times without word from the group etc have expired. This would be in an establishment's normal emergency procedure.
- Be able to contact the Head of Establishment or Senior Establishment staff.

### **The Role of Activity Leaders / Instructors / Tutors / Rangers / Specialists**

In many instances the Visit Leader "hands over" the group to an activity leader / specialist to manage the main purpose for the visit. In this hand over the Visit Leader does not hand over all their delegated responsibilities for the Duty of Care of the visit members and a partnership relationship is in place. The Visit Leader, assistants or volunteers have the responsibility to stop the activity or withdraw individuals if they feel it to be in their best interest. For further information on duty of care see \*\*\*

To be able to do this visit, staff must have a good idea as to what is happening with the group by either being present or being instantly contactable by the activity leader / specialist.

### **Professional activity specialists would be expected to:**

- Conduct activities in accordance with best practice set out by activity National Governing Bodies or best practice guidance of activity professionals
- Work to any specific requests made by the Visit Leader
- Work to Aberdeen City Council's policies of best practice for the safe management of activities (section B of this policy) or their own if they would be classed as a higher standard
- Conduct activities in a safe and professional manner in its widest sense. (See visits / activities with internal council services or external providers \*\*\*)

### **The Role of Visit Participants**

Visit participants must be made aware of the purpose of the visit and its programme. For many visits an agreed code of conduct is useful to set base line behaviour expectation. Where appropriate they should be advised on what to do in the event of emergencies and their role in achieving a beneficial and successful outcome. In particular visit participants must be required to:

- Follow instructions of the Visit Leader and other members of staff including those delivering specialist activities from other Council services or external providers.
- Dress and behave sensibly and responsibly.
- Look out for anything that might hurt or threaten anyone in the group and tell the Visit Leader or other member of staff about it
- Take no unnecessary risks
- If abroad, be sensitive to local dress codes and customs.
- Agree to and follow a code of conduct for the duration of the visit. (being made aware of the Council's terms and conditions for off-site visits / activities may be useful)

Any participant whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit.

Where the visit participant is an adult (18+) they will be expected to sign a self-consenting form V4 declaring that they understand the nature of the visit / activities and agree to taking part and that they are fit and able to do so.

### **The Role of the Parent / Carer**

Parents / Carers have an important role in taking an informed decision on whether any visit / activity is suitable for their child. The Visit Leader must ensure that parents/carers are given sufficient information about the visit / activity and are invited to any briefing sessions.

The Visit Leader should also tell parents / carers how they can help prepare their child for the visit by, for example, reinforcing the visit code of conduct and making them aware of the Council's terms and conditions for all visits.

Parents / carers will be asked to sign an acknowledged understanding of the council's terms and conditions for all visits at least once per year.

Special arrangements may be necessary for parents / carers do not have English as their first language.

Subject to their agreement, parents / carers must:

- Give or refuse consent for their child going on a visit required
- Inform the Visit Leader about any medical, dietary, physical conditions of their child relevant to the visit
- Provide details of where they can be contacted if required.

Parents and carers signing consent for visits with young people (16-18) and adults with additional support needs are required to ensure that, where possible, the young person or adult also sign for their involvement and suitability for the visit / activity.



## 4. IDENTIFYING, DEPLOYING AND SUPPORTING STAFF

The Head of Establishment, who approves all educational visits, should match the demands of the visit to the competence and experience of the individual staff who may be interested in leading / participating.

For **routine and expected visits** in the local area / city or to local facilities, no additional competences over those of a competent professional working on-site should be required.

For **day visits** much will depend upon the visit destination and the supervision demands it provides. Heads of Establishment should decide who is competent to lead, however some staff may need experience of group coach travel and supervising groups in public places.

For **residential** visits Heads of Establishment should decide who is competent to lead. However, staff may need experience of routine and day visits and assisting with residentials before acting as leader.

For **overseas visits**, Heads of Establishments should decide who is competent to lead. However, normally staff will need experience of the above three types of visit and of assisting on and overseas visit before taking the leadership role.

For **adventurous activities** (section B), the Head of Establishment should decide who is competent to lead in terms of professional, teaching and group leadership skills off site. There is a requirement to consult with the Adventure Aberdeen Team Leader before staff lead an activity where technical skills and competences are required. Staff holding valid awards should complete form V7 to register to lead adventurous activities with the council.

The council holds a data base of leaders of adventurous activities see \*\*\*

Heads of Establishment should ensure that a structured and supported induction process is followed and documented as staff undertake their visit leading “apprenticeship” over time. This will in most cases involve monitoring training needs and making the required CPD available and having a mentoring system in place as staff work along side more experienced colleagues on a range of visits.

Specific support for Visit Leaders, in addition to ensuring they have easy access to this policy and guidance, will in most establishments, be direct access to an in-house advice on visits and additional field monitoring by a senior member of establishment staff.

A key area for development of professional skills and competence is the ability of the Visit Leader to make dynamic risk assessments that take account of changing circumstances and events and cause them to respond appropriately.

## 5. VISIT TYPES AND ADMINISTRATION PROCEDURES

### 1. Routine and Expected Visits

Early / primary within school zone or walking distance

Secondary / community within City boundary

- Generic or specific Visit Plan created and authorised / block authorised by Head of Establishment. Establishment tracking system in place
- Generic / block parental consent on V4 (annually / termly) accompanied by a letter with tear off slip (see specimen letter \*\*\*)
- The Council may ask for quantity of these events for standards and quality monitoring

### 2. Day Visits

- Visit plan created, authorised (electronically) by Head of Establishment and submitted no less than 1 week to [ACCvisits@aberdeencity.gov.uk](mailto:ACCvisits@aberdeencity.gov.uk) for registration and acknowledgement
- Letter / info home (see specimen letter \*\*\*)
- Parent / Carer consent on form V4 or letter tear off slip

### 3. Residential Visits (includes camping and sleeping on coaches)

- Visit plan created, authorised (electronically) by Head of Establishment and submitted no less than 4 weeks to [ACCvisits@aberdeencity.gov.uk](mailto:ACCvisits@aberdeencity.gov.uk) for registration and acknowledgement
- ACCvisits inform QIO / Service Manager
- ACCvisits inform AATL if adventurous activities are involved for (compulsory) comment and acknowledgement back and copy in QIO
- Letter info / home (see specimen letter \*\*\*) with information pack if required.
- Parent / Carer consent on form V4 (this may need to be done twice if the visit is a long time in the future)

### 4. Visits Abroad

- Visit plan created, authorised (electronically) by Head of Establishment and submitted no less than 6 weeks to ACCvisits for registration and acknowledgement
- ACCvisits inform QIO / Service Manager
- ACCvisits inform AATL for consultation (compulsory) and acknowledgement back and copy in QIO
- Letter info / home (see specimen letter \*\*\*) with information pack if required.
- Parental consent on form V4 (this may need to be done twice if the visit is a long time in the future)

### 5. Visits involving adventurous activities

- Visit plan created (for one off or series of events), authorised (electronically) by Head of Establishment and submitted no less than 2 weeks to ACCvisits for registration and acknowledgement
- ACCvisits inform AATL for consultation (compulsory) and acknowledgement back and copy in QIO
- Letter info / home (see specimen letter \*\*\*)
- Parental consent on form V4 for one off or series of events.

### 6. Duke of Edinburgh's Award Expeditions

For training events, i.e. activities that are not notifiable D of E events involving green forms follow guidance above for Day, Residential or Adventurous visits.

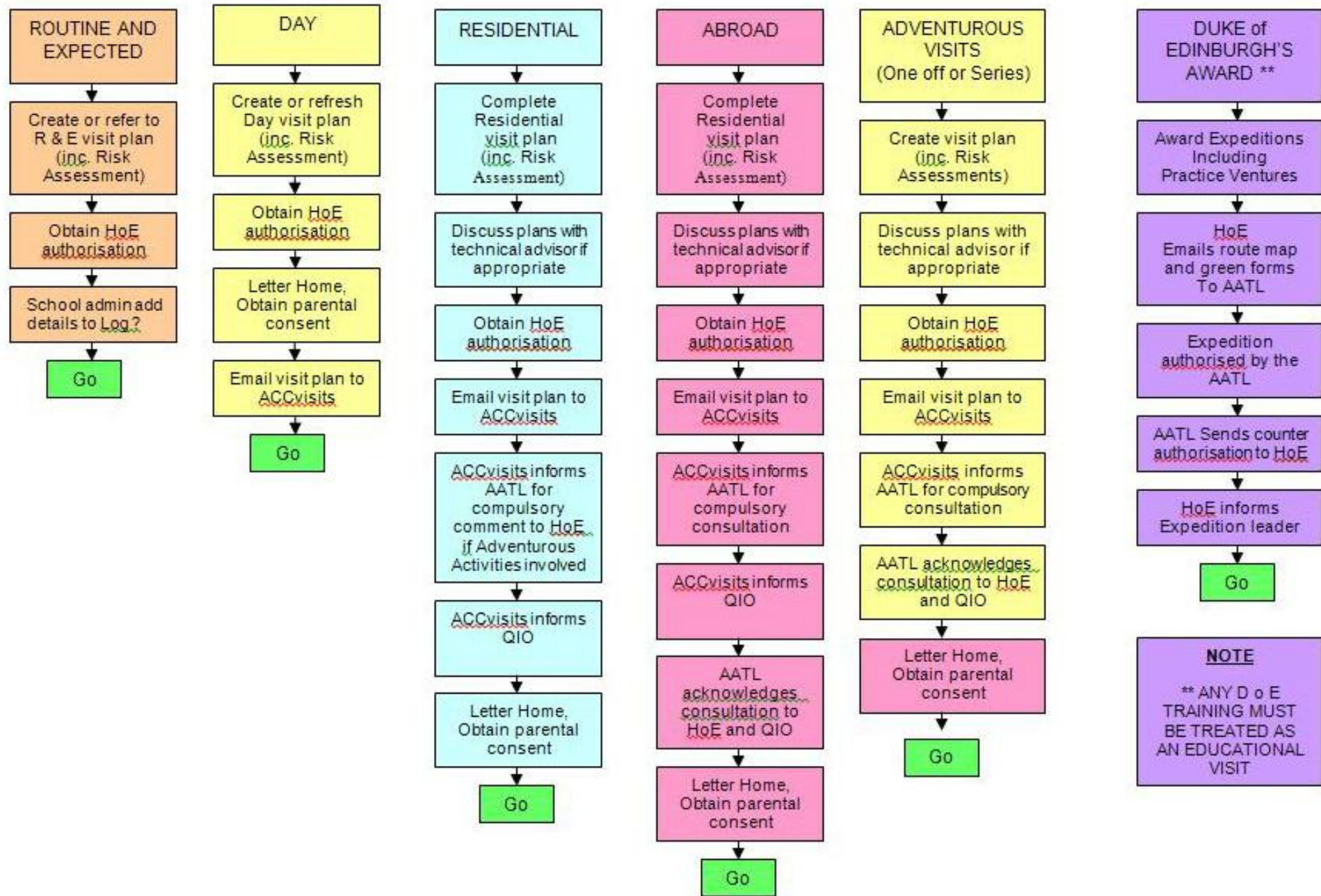
For practice or qualifying expeditions involving green forms;

- Expedition plans (route maps and green forms, not route cards) sent to the Adventure Aberdeen Team Leader (forwarded) from Head of Establishment no less than four weeks before the expedition, preferably by email [jkitching@aberdeencity.gov.uk](mailto:jkitching@aberdeencity.gov.uk). The green form must state who the supervisor for each group is and state their qualification / training for leading groups.

- AATL acknowledges receipt and authorises route sending email to Head of Establishment (who should forward to named D of E leader on letter), AATL copy in D of E Development Officer for info and Visits Co-ordinator for logging

For visits that do not fall within the above categories, advice should be sought from the Educational Visits Co-ordinator.

## PLANNING A VISIT – PROCEDURAL FLOWCHART



## **6. PLANNING VISITS**

### **6.1 Introduction**

Whatever type of visit is being undertaken, a visit to the local park, museum or swimming pool, a residential visit to Europe or an adventurous expedition to Nepal, time given for preparation will ensure good planning, maximise potential benefits of the experience and help minimise the risk from any incidents

The planning process and time taken should be proportional to the activity. More complex visits and activities will require more planning, involve more people and take more time. The head of establishment must satisfy themselves that the person planning the visit is competent and has the necessary level of experience and if appropriate, access to relevant technical advice.

### **6.2 Preparing a visit plan**

A visit plan needs to be in place for all visits. The visit plan outlines who is to do what and when. The amount and content and detail in the Visit plan will be determined by the nature of the visit itself. It is sufficient for routine and expected visit plans to be reviewed and refreshed on an annual basis or where circumstances change significantly.

The visit plan will, as well as managing the safety of the visit, help to ensure a successful and meaningful visit by focussing on the benefits of the activities and clearly setting out the aims and objectives

A visit plan should be thought of in three parts

1. Prior to the visit
2. During the visit
3. Following the visit

The visit plan is the means of internal establishment information and authorisation and for submitting to the Authority if required for consultation, logging, monitoring, support and emergency back up purposes.

Examples of visit plans are in the visit summaries for the different types of visit.

### **6.3 Establishing ratios**

#### **Supervision Ratios**

It is important to have suitable ratios of adult supervisors for any visit. Heads of Establishment and Visit Leaders may use the ratios below as a guide. It is widely recognised that supervision ratios are normally arrived at through the risk assessment process, for this the following must be taken into consideration.

- Sex, age, maturity and ability of the group;
- People with Additional Support Needs;
- The nature of the activity;
- Experience of the adults in off site supervision;
- Duration and nature of the journey;
- Type of accommodation;
- Competence of staff, both general and on specific activities;
- Competence and behaviour of visit participants;
- First aid cover

For visits with an overnight element close regard must be given to ensure adult supervision is appropriate to the male / female composition of the group.

	<b>Day Visits</b>	<b>Residential Visits GB</b>
Under 1 year	1 : 1	Head of Establishment's discretion
1 – 3 yrs	1 : 3	Head of Establishment's discretion
Nursery	1 : 4	Head of Establishment's discretion
P1 – P3	1 : 6	Head of Establishment's discretion
P4 – P7	1 : 12	1 : 10
Secondary Age	1 : 15	1 : 15
Adults	1 : 15	1 : 15
<b>People with Additional Support Needs (ASN)</b>		
At the discretion of the Head of Establishment but not more than those for similar age groups		

When determining staffing levels, Visit Leaders should:

- Recognise that large parties create special supervisory problems and should be sub-divided for activity purposes.
- Be aware that small parties with minimum staffing are very vulnerable to staff illness or accident. This eventuality needs serious consideration at the early planning stage, especially for extended visits and visits abroad.
- Allow for the possible reduction in effectiveness of any member of staff who is accompanied on the visit by a close relation. This may be particularly relevant in an emergency situation.

Where leaders operate alone, the group should be trained and briefed on what action to take in the event of leader incapacitation. An assistant leader, able to look after the group and raise the alarm, should be present if the group would be at significant risk were the leader incapacitated.

For visits to swimming pools read the specific guidance in appendix 1. \*\*\*

Leaders of visits involving adventurous outdoor activities must be familiar with the ratio stated in the adventurous activities section of this policy. Section B

### **Staff briefings**

The Visit Leader will normally wish to involve as many of the accompanying staff as possible in the planning stages of a visit. At least one formal briefing meeting for all staff is desirable prior to the visit.

It may be appropriate for the Head of Establishment to attend this briefing. At this meeting the Visit Leader should ensure that:

- All staff are aware of and support the visit's objectives
- All staff are aware of significant hazards and safety measures to be followed
- All staff understand and accept their responsibilities
- Procedures to be adopted in the unlikely event of an emergency are clearly understood

Occasionally senior staff to the Visit Leader may be included in the party. In such circumstances the overall authority of the Visit Leader should be agreed prior to departure.

## **6.4 Communications with Parents / Carers**

The majority of visits are a normal part of educational provision and are classified as 'Routine and Expected'. For these visits parents should be informed about the range of activities their child might be involved in and it should be explained that parents will be kept informed about the general plans for routine and expected visits. However it should also be explained that they may not be informed every time their child goes off site. This annual / termly communication and (block) consent must include the terms and Conditions that Aberdeen City Council place on all off-site visits

Consent form (V4) should be given to parents termly or annually or at an induction to cover these sort of routine and expected activities and a letter home with a tear off slip can be used as required to inform parents / acknowledge understanding of any specific details as required. See specimen letter with tear off slip \*\*\*\*\*)

All establishments are encouraged to agree with participants and parents the need for adequate outdoor clothing and footwear to be provided for all year round site activity / visits as a normal part of everyday experience

For visits that cannot be classified as Routine and Expected, parents must have been appropriately informed about the purpose, nature and demands of the visit with the appropriate visit letter (see\*\*\*) so they are able to make informed choices about it's suitability for their child, and prepare them appropriately for the experience.

Further guidance on providing information to parents is found within each relevant visit summary chapter.

## **6.5 Parental / Self Consent and Medical Information V4**

The majority of visits are routine and an expected part of educational provision and are referred to within this policy as "routine and expected visits". For this category of visit the process of gathering consent and informing parents should be kept as simple as possible and must not be restrictive. Recommendations for good practice can be found in visit summary \*\*\*\* "Routine and Expected Visits".

Visit specific consent is usually only requested for activities or visits that involve a higher level of safety management. These include

- Some day visits
- Residential visits
- Visits abroad
- Adventure activities
- Where remote supervision is involved

See the appropriate visit summaries for examples of consent forms for these different type of visit.

For routine and expected visits and the majority of day visits, the medical and contact information which has been obtained at the start of the school session (or other appropriate point) is sufficient.

It is recommended that for more complex visits parents are asked to provide an update on any medical issues as part of the visit specific consent.

If parents withhold their consent the participant must not be taken on the visit, this will require the Head of Establishment and Visit Leader to consider other ways for the curricular aims of the visit to be delivered if possible. If parents give a conditional consent, the Head of Establishment will need to consider whether the participant may be taken on the visit or not.

For participants of 16 and 17 years (young person) a degree of self-certification can be exercised; however the Council request a counter signature is gained by parents for visits involving adventurous activities or a residential element.

For over 18 year olds, it is important that participants authorise their participation on the understanding that they have been fully informed of the nature of the visit / activity, the possible demands placed upon them and that they are fit to take part. In cases of adults with special support needs the signature of a parent or carer is required.

Parents / carers must be asked to agree to the participant receiving emergency treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities. If parents / carers do not agree to this, Heads of Establishment may decide to withdraw the participant from the visit given the additional responsibility this would entail for the Visit Leader.

## 6.6 Preparing participants

It is good practice to prepare participants so they understand the aims and nature of the visit. Education beyond the establishment boundary, often where the risks are greater, is an important aspect of young people's development and participants should take part in the planning, implementing and evaluating their own contribution to visits where possible

Consideration should be given to ensuring that participants understand

- The nature and demands of the visit
- The supervision arrangements including which adult is responsible for them at any one time
- The standards of behaviour at all times
- What to do in the event of an accident / incident
- Their role in ensuring the safety of all participants
- The code of conduct.

## 6.7 Preparing participants with disabilities

The Equality Act (2010) places duties on local Authorities not to discriminate against disabled people for reasons relating to their disabilities. The Council has a duty to make reasonable adjustments to ensure that disabled pupils can participate in the school's learning programme as fully as possible.

Establishments must check that all reasonably practicable efforts have been made to include young people with disabilities in Visits. However, this must be balanced against the safety of the individual and other group members and a reasonable compromise sought.

The following factors should be taken into consideration:

- Is the person capable of taking part in and benefiting from the activity?
- Is the person capable of coping with the required level of responsibility that the visit entails?
- Can the activity be adapted to enable the person to participate at a suitable level without diminishing the benefits to others to an unacceptable level?
- Will additional / different resources or insurance cover be necessary?
- Is the person able to understand and follow instructions?
- Is transport / accommodation / venue appropriate for the person?
- Are arrangements in place for taking any required medication? Can sufficient supplies be obtained?

SENSE Scotland and Grounds for Learning have been working on a blog of examples of work they have been doing in the outdoors to support people with additional support needs. The Blog was set up to support people working with those with additional needs in the outdoors. It is a collection of tried and tested ideas by a number of organisations and intended to inspire others. The blog can be found at <http://accessibleoutdoors.blogspot.co.uk>

The Equality and Human Rights Commission has two very useful documents relevant to Equalities with specific sections on visits

- What Equality Law means to you as an Education Provider
- Schools and reasonable Adjustments for Disabled Pupils Scotland

## 6.8 Contact with Parents / Carers during the visit

- A communication system must be established so that parents / carers can contact their child / ward during the visit. This will in most cases involve the Base Contact who will in turn contact the Visit Leader.
- Parents / carers should therefore be aware of the emergency contact arrangements which in most cases will involve contacting the Base Contact.



- Most establishments have designated mobile phones that Base Contacts carry when not in the establishment. The numbers of these phones are given to parents / carers along with the working details of the Base Contact.
- Before the visit, the leader should decide what level of visit to home contact is desirable. This needs to be agreed by all the parties especially if mobile phone protocols are in place. The Base Contact must be well briefed on this arrangement.
- Form V6 'Information held by base contact' should be completed in advance of the visit with copies retained at the establishment and with the base contact while the visit is away.

## 6.9 Supervision

The Visit Leader has overall responsibility for supervision whilst away from the establishment. This responsibility will be shared in many cases with other staff, helpers and how this is done must be clearly identified, with clear handover arrangements and co-ordinated by the Visit Leader. All adults who are in a supervisory role / ratio have a duty of care \*\*\*\* for the group at all times and should know who they are responsible for at any one time

During the visit, the leader should give general consideration to the following:

- Monitor the group and conditions and be prepared to change plans to ensure the success of the visit and / or the safety and well-being of the group.
- Know the group, the particular environment and the resources as far as is reasonably practical. If any of these elements is unfamiliar then the leader will need to be particularly vigilant and may need to modify the activity.
- Understand the effect of likely weather change on the activity.
- Accept that there are some weather conditions and activities which are too dangerous for some people.
- Carry a list / register of all group members that includes emergency contact and medical details if thought necessary
- Ensure the group is directly supervised (except during remote supervision) particularly important when they are mingling with the public and may not be easily identified
- Clearly understand what to do in an emergency and how to call for help, emergency procedures and be able to carry them out.
- Have appropriate access to First Aid.

Each participant should: (where appropriate)

- Know who their leader is at any given time and how to contact him or her.
- Have been given clear, understandable and appropriate instructions.
- Alert the leader if someone is missing or in difficulties.
- Have a meeting place to return to, or an instruction to remain where they are if separated from the group.
- Understand and accept the expected standards of behaviour.
- Carry a note of the address of their accommodation.

## 6.10 Code of conduct

In many instances a pre agreed written code of conduct is useful. This is a good opportunity to apply the establishment's rules or values to a wider context. It should set out acceptable and unacceptable standards of behaviour and the action / sanctions that may be taken as a result of a breach of the code of conduct, including arrangements and costs for returning a person home early as the result of bad behaviour. The importance of sound discipline should not be underestimated; lack of control and discipline has been a common cause of accidents in the past.

Where the behaviour of a person has significant safety implications for themselves or others in the group, then the person should be withdrawn from the activity. On residential visits the leader should consider whether such people should be sent home early.

## 6.11 Drug issues:

As part of the planning process for an educational visit, the Visit Leader should carefully consider issues connected with medicine use and substance misuse. It is good practice to agree rules and sanctions relating to drug issues where appropriate and to include this in the code of conduct.

Issues to consider include:

- Use of medicines; use of tobacco; consumption of alcohol;
- Use / carrying of drugs illegal in the UK or abroad.

### **6.12 Mobile phone protocol:**

Mobile phones can provide a useful link between participants and their parents but can also create difficulties if misused. Clear instructions should be given to participants and parents if the decision is taken for them to take phones; this could be included in the code of conduct.

The Visit Leader may choose to use some of the following techniques when supervising a group

### **6.13 Head Counts**

Regular head counting of participants should take place, particularly before leaving any venue. It is good practice for all Visit Leaders to:

- Consider how participants are readily identifiable, especially if the visit is to a densely populated area. Brightly coloured caps, T-shirts or a school uniform can help identify group members more easily.
- Avoid identification that could put participants at risk e.g. name badges (though some establishments find it useful to provide participants with badges displaying its name with a mobile number to call if required).

### **6.14 Buddy Systems**

Visit Leaders may wish to create a buddy system to involve participants in the head count process. Each participant is paired with a buddy and regularly checks that this buddy is present and is OK. A variant of this is the 'circle buddy' system – the participants form a circle at the start of the visit so that each young person has a left side buddy and a right side buddy. He or she will check on these when asked. Thus two participants are less likely to vanish together and not be missed (as might happen with paired buddies).

### **6.15 Rearranging Groups**

It can be easy to lose people when rearranging groups. In particular:

- When a large group is split into smaller groups for specific activities
- When groups transfer from one activity to another and change leader
- During periods between activities
- When small groups re-form into a large group

It is therefore important that the Visit Leader:

- Clearly takes responsibility for the group when their part of the programme begins, particularly making certain that all group members are present and aware of the changeover.
- Clearly passes on responsibility for the group when their part of the programme is concluded, together with any relevant information ensuring that the group members know who their next leader is.

### **6.16 Down Time Arrangements**

On visits 'downtime' (i.e. times when the group are not directly engaged in the main programmed activities) can create opportunities for social development and relaxation. However, Visit Leaders should note that a high proportion of accidents and problems have occurred during 'downtime'.

Visit Leaders should therefore ensure that participants continue to be properly supervised during downtime before and after activities, including the evenings on residential visits. A group

occupied in planned activity is far safer than a group left to its own devices in an unfamiliar environment. Too much unstructured free time on a residential programme can allow time for mischief, bullying, homesickness and wandering off from the body of the group.

It is good practice to:

- Ensure the group are briefed on, and understand the required standards of behaviour, boundaries and time limits for downtime
- Ensure that all leaders understand that their supervisory role continues in the evening. A rota system may be necessary with some staff not participating in the daytime activities
- Use downtime in the evening or at the beginning of the day to brief the group on the planned activities for the day to come, e.g. specific health and safety issues, meal and break times etc.
- Use down time after activities for individual reflection (diaries) on personal learning outcomes (personal learning plans), and group discussion about the highs and lows of the day
- Apply the advice contained in remote supervision below and adapt as necessary if it is felt reasonable to allow young people some time without close supervision
- Occupy the group with suitable activities in the evening, e.g. craft activities, environmental activities, quizzes, team challenges, led-walks.

When using an external provider on adventurous activity visits a Service Schedule is used to determine the agreed nature of the services to be provided. This document would also be an agreement for areas such as supervision of downtime when an element of this is shared with staff from a contracted centre / accommodation.

### **6.17 Remote Supervision**

Remote supervision is the term used when the leader is not directly present with participants. Remote supervision comes in varying degrees and is used in a variety of circumstances. In its simplest form participants may be given time to look around a museum on their own; at the other end of the spectrum young people may take part in wild country expeditions where they have limited contact with leaders for long periods of time.

Working without immediate supervision can help learners to develop independence and self reliance. When such activity is planned the Visit Leader must be confident that the participants have the appropriate skills to operate without undue risk. It required extra contingencies to be put in place. This should be reflected in the visit plan. See section \*\*\*\* remote supervision and appendix \*\*\*

### **6.18 Behavioural Problems**

Poor behaviour may be reduced by ensuring that all participants are signed up to an agreed code of conduct.

Visits can be a good opportunity for establishment staff to get to know participants away from the confines of the establishment. The different hazards faced whilst away from the establishment will requires them to observe standards of behaviour that are at least as high as, or higher than, in the establishment.

Visits leaders and activity leaders planning to use potentially hazardous environments must consider the risks of taking participants with specific behavioural support needs into these places. This consideration should be tempered by the value and intensity of experience such environments can provide.

It is the very nature of these places that has proved to be beneficial when working with people with behavioural or additional support needs. The adventure and apparent risk call upon individual and group co-operation to ensure the well being of everyone involved.

If before a visit a participant is demonstrating behaviour that suggests strongly that they may not be able to cope with the demands of the visit or could be putting themselves and others at extraordinary risk, the visit leader and the Head of Establishment must risk assess the behaviour

and decide on a course of action.. Significant risks to the individual or the group brought on by inappropriate behaviour, for most part is unacceptable. the Head of Establishment the has authority to withdraw the participants from a visit or activity if required

### **6.19 Illness, Injury or Homesickness**

Illness or injury may require the use of first aid or medical assistance. A doctor or hospital will require access to any medical information you have, along with parental consent to operate on their child if required. In cases of hospitalisation, participants should be accompanied by an adult they know and arrangements made for frequent visits. If possible there should be communication between the local doctor / hospital and the participant's own doctor when a participant returns home. It is important to collect all available data e.g. X-rays, medicines, case notes. When an admission to hospital is undertaken, the hospital / A & E will ask for name, date of birth, address etc of the injured person.

Accidents involving injury to a participant or adult require that the Visit Leader (or other adult at the scene) make a detailed, written record of the circumstances of the incident. These records should be retained on file in support of the report of the incident on return to the establishment. In the heat of the moment it can be difficult to remember to do this, but these 'contemporaneous' notes are of great value afterwards.

[In the unlikely event of a minor or serious accident the Emergency Procedures detailed \*\*\* should be applied.]

If an adult has to give prolonged attention to one group member, the Visit Leader should reassess the supervisory roles of the other adults to ensure that all members of the group know who is responsible for them. Activities may need to be amended until the other adult returns all of his or her attention to the group.

Visit and group leaders should trust their own knowledge of the participants and use their own professional judgement. This may include challenging an activity leader where the Visit Leader's knowledge of the group is superior, or intervening to assist with group management or to prompt a change of plan. There is no simple answer to the question 'who is ultimately in charge?' Sometimes only a court can decide so it is better for leaders to discuss options early in the visit.

Homesickness:

Homesickness requires that the Visit Leader follows a balanced approach that should be explained to parents / carers prior to the visit taking place. It is recommended that all parents / carers and participants are informed that telephone contact with home may not be possible during an visit. Parents / carers should be reassured, however, that they will be contacted over any serious incident or serious and prolonged homesickness. Parental contact with the child may help to reduce homesickness, but, if not, the participant may have to be returned home.

### **6.20 Sending / Going Home Early**

Arising from an emergency, disciplinary or medical incident, the Visit Leader may choose to send an under 16 year old home early. The Visit Leader has the authority to do this and to nominate an adult from the visit to act as an escort.

In this circumstance the Visit Leader must contact the base contact and if appropriate the parents / carers depending upon the circumstances to make arrangements for the visit participant to be taken home or an agreed meeting point.

Arrangements for this eventuality should be discussed at parents' briefings or in information letters home.

The method of return should be the most direct as decided by the Visit Leader. The council will not normally accept responsibility for additional expenses incurred if participants are sent home early.

The declaration on parental consent forms expects parents / carers to meet the costs of this travel if brought about for disciplinary reasons. Where medical or other non-disciplinary reasons are the cause of the early return, the council may accept responsibility for costs not covered by insurance.

## **6.21 Supervision on Transport**

The level of supervision necessary should be considered as part of the planning for the journey. The Visit Leader is responsible for the group at all times including maintaining good discipline. Aberdeen City Council's suggested supervision ratios including supervision on transport is contained within the section supervision ratios. If appropriate passengers should be made aware of emergency doors, alarms, use of facilities, etc.

Factors that the Visit Leader should consider when planning supervision on transport include:

- The level of supervision that will be necessary on double-decker buses / coaches - one supervisor on each deck should be appropriate in normal circumstances
- Contractually Aberdeen City Council is required to provide a leader / escort for every 33 pupils. If a visit risk assessment identifies a participant with specific additional support needs or medical concerns (e.g. epilepsy or may require administration of medication) the Visit Leader would provide additional staff as appropriate
- Booking transport  
The Visit Leader should arrange for seats to be reserved well in advance to ensure that the group can travel together wherever possible
- Safety of participants whilst waiting at pick-up and drop-off points and when getting on or off transport, particularly when using UK vehicles abroad  
Young people should be made aware of safety rules and expected standards of behaviour. Running in front or behind a bus is one of the most common causes of accidents. Where possible Visit Leaders must ensure that vehicles stop kerbside (some European coaches have doors on the driver side and people try to board from the road!)
- Safety while on stops or rests during the journey  
Visit Leaders should plan with the driver sufficient stops at suitable areas when considering the well-being and safety of all group members including the driver. Drivers of buses and coaches must comply with legislation covering maximum periods of driving and minimum rest periods
- Safety of the group in the event of an accident or breakdown  
The group should remain under the direct supervision of the Visit Leader or other visit staff wherever possible. The driver will arrange recovery, however if the Visit Leader feels the Police should be involved to provide additional safety support while broken down they can call the Police (e.g. if it is on the hard shoulder of a motorway or dual carriageway or is blocking or partially blocking a road). In the meantime the Visit Leader should assess whether it is safer to keep the group on board the vehicle or to disembark and wait elsewhere
- Head counts should always be carried out when the group is getting off or onto transport
- Seat belts are the responsibility of the Visit Leader so ensure they are fastened at all times during transportation. The law states that the operator shall take all reasonable steps to ensure that every passenger is notified that he is required to wear a seat belt. The term 'operator' includes not only the owner but, if the bus is in the possession of any other person under an agreement for hire, hire-purchase, conditional sale, loan or otherwise. The rules also contemplate that, irrespective of whoever has possession of the vehicle, there might be one of a variety of people to whom responsibilities can be assigned, for example, a conductor, a courier or a Visit Leader / assistant

- Young people should be made aware that they are not allowed access to the driving area at any time
- Visit Leaders may choose to inspect the interior of a coach before the group board, making note of any, or the absence of any damage, graffiti etc. If possible any concerns should be pointed out to the driver
- Safety on buses, trains, and boats. The Visit Leader should make clear how much or little freedom the pupils have to 'roam'. Misbehaviour is a main cause of accidents on such means of transport. Pupils should be made aware of what to do in an emergency. All baggage should be distinctively tagged. A definite easy recognisable base where a staff member will always be should be established at an airport, ferry terminal ferry / boat, stations. A periodical "all meet here at X o'clock" can help to monitor participants

## **6.22 Supervision in Hotels / Hostels - Residential accommodation**

### **On Arrival:**

Depending on the type of visit, arrival may require considerable patience, flexibility and organisation, even after short journeys

For residential visits it is a good idea to establish a temporary base for participants, luggage and equipment whilst liaison with centre / accommodation staff is made. Ensure introductions are undertaken and a briefing is given relating to (where relevant):

- What they can expect from their visit.
- Security and fire routines including a practice evacuation from bedrooms
- Toilets and other immediately required facilities.
- Room / tent allocation
- Luggage arrangements
- Facilities (including recreation facilities)
- Routines, rules, duties, responsibilities
- Expectations regarding behaviour
- Mealtimes and punctuality
- Staff contact arrangements.

Where problems are perceived with the arrangements, an objective discussion and co-operative approach with the management will normally be effective. If you are unhappy about fire precautions, safety or security arrangements make your point firmly with the management and insist on improvements. In the event of serious concerns remaining, consider the options including abandoning the visit.

Several incidents have occurred on the Continent in recent years whereby intruders have gained access to group accommodation. Visit Leaders should check:

- There is a member of staff present in the area whenever the young people are there.
- In the absence of 24 hour staffing of reception, external doors must be made secure against intrusion and windows closed as necessary to prevent intrusion.
- Procedures for summoning help should the need arise.

## **6.23 Return Journey**

Brief the group about the return journey. If the exact time of departure is uncertain, plan activities that purposefully occupy the group.

Where customs controls are involved, check on duty-free concessions beforehand and inform the group about illegal imports. Failure to conform to customs duty regulations can be costly, time-consuming and embarrassing.

If a significant delay occurs, measures must be taken to inform parents / carers of the delay, to assure them and to give some indication of the expected, amended return time. Your Base Contact will prove invaluable in this eventuality.

## 6.24 Exploratory visits

A Visit Leader needs to be confident that the location and facilities are suitable for their plans. In most cases this will involve a prior exploratory visit. However, in consultation with the Head of Establishment, an experienced Visit Leader with good reason to be confident in their own judgement may decide to use a location that has not been previously visited.

An exploratory visit allows the leader to (as appropriate):

- Identify other suitable options (plan B) in case the original plan has to be abandoned for any reason
- Note potential hazards and the safety measures they will need to introduce to manage risks
- Check timings (local transport, lengths of walks, tides etc)
- Establish local contacts
- Check accommodation, especially for security, fire-hazard and evacuation
- Agree in advance, between Visit Leaders and activity provider the content of the Service Schedule, especially the division of supervisory responsibility
- Obtain information on local services (e.g. places of interest, locations of doctor, hospital, toilets)
- Establish an appropriate emergency action plan in the unlikely even of a serious incident or injury

## 6.25 Supervision Planning and the European Working Time Directive

The Visit Leader when planning supervision levels, timings etc for a residential visit must be aware of the terms of the European Working Time Directive that aims to protect staff and participants. The directive aims to:

- Protect staff from being expected to work unduly long hours without sufficient breaks
- Protect participants from staff who may have been working too long without sufficient breaks

Of most concern in relation to visits are: Working too many hours with resulting exhaustion, leading to impaired decision, making, poor judgement and lack of attention to supervisory issues, returning back in the establishment too soon after the visit in a state of exhaustion

As with all activities the need for planning and risk assessment is required, and this should include ensuring that the staff ratios and clarity around supervision is agreed.

The working time directive states that:

- Staff working longer than six hours should have some sort of break
- Each day (24 hours), there must be a minimum of 11 hours uninterrupted rest
- There must be a full day off (24 hours) in every 7 days
- The average working time for each week does not exceed 48 hours
- Staff should not be working between 11 p.m. and 6 a.m.

It is recognised that due to the nature of residential visits there may be times when staff work more than 48 hours a week, or do not meet the legislated breaks set out by the directive. This should be discussed and agreed with the relevant staff that the following exception of the working time directorate is applicable when supporting the visit:

### Exceptions

The legislation provides flexibility to cover certain exceptional circumstances at work. The key ones are:

- where the worker's activities involve the need for continuity of service ; supervision
- surges of activity, such as inspections or school visits
- unusual and unforeseeable circumstances beyond the control of the employer (including accidents).

If staff cannot receive rest breaks they must be offered an equivalent period of compensatory rest wherever possible. This compensatory rest should be given immediately after the end of the work period where possible. If this is not possible for objective reasons, the Head of Establishment should give staff "such protection as may be appropriate in order to safeguard the workers' health and safety" ..

Visit Leaders must consider ratios of staff to visit participants to allow for staff to take adequate breaks / rests. Visit staff must consider what constitutes a break / rest in terms of their proximity to the group. Heads of Establishment must consider the time of departure and return in terms of rest time after and before normal work.

Visit Leaders must consider night-time supervision in relation to duties next day (especially after the first night!).

### **6.26 Using an External Provider**

The term external provider can include museums, local farms, activity providers, residential centres, tour operators, expedition providers etc. See section C of this policy\*\*\*

### **6.27 First aid**

Access to first aid should part of the visit plan.

For many everyday activities, there is no need for a qualified first aider as there is easy access to professional help and other staff who have been first aid trained. If difficulties in accessing professional help are anticipated then further consideration is required. A suitably stocked first aid kit should be taken on all visits.

All adults in the group should know how to contact the emergency services and have the means to carry it out. The limitations of mobile phones in remote locations must be factored in.

### **6.28 Visits to environments needing specific extra planning (e.g. coast, beaches, rocky shores, harbours, cliff top paths, rivers, lochs etc.)**

See Section 12



## 7. TRANSPORT

### 7.1 Introduction

The Visit Leader must give careful thought to planning transport and ensuring that the travel plan is suitable for the age and nature of the participants. A number of Council and National polices apply that must be complied with.

At the very least, problems with transport can detract from the quality of an visit and have the potential to create critical safety issues. Road traffic accidents are statistically one of the main causes of serious injuries on visits.

Consideration should be given to the following

- The length, nature and complexity of the journey and implications for supervision ( see \*\*\*\*supervision on transport
- Selecting the right mode of transport including the increased use of public transport
- Using a reputable transport provider
- Contingency plans
- The time of year, road conditions and weather
- The needs of any participants with limited mobility

Transport operators are all subject to regulations and inspection. Visit Leaders can use them in the same way as members of the public. There is no requirement to obtain risk assessments from transport providers

### 7.2 Hiring Coaches and Buses

The Visit Leader should ensure that coaches and buses are hired from a reputable company. Aberdeen City Council Public Transport Unit at Marischal College can advise on approved transport companies – Tel: 01224 523760.

Approved operators to ACC have a pool of drivers who have either enhanced disclosure or PVG checks in place and have been cleared for working for children by Aberdeen City Council. Non – approved operators will not have drivers who have current, valid approval from the Council to undertake transport work with children.

When planning a long journey Visit Leaders are recommended to agree a travel plan in advance with the company for stops, rests, access to cafes, services etc.

Most vehicles don't provide bin bags, a roll of plastic bags helps in a number of respects.

Professional operators of buses and coaches are legally required to be licensed. Establishments not using the Council's approved list of operators should enquire, preferably in writing, whether the operators have the appropriate Public Service Vehicle (PSV) operator's license.

When booking transport, the Visit Leader should enquire, preferably in writing, whether seat belts are available for young people. Whilst seat belts must be fitted on coaches that carry groups of children, they are not legally required on buses. Buses where seat belts are not fitted are not normally appropriate for visits involving long journeys.

If any of the group uses a wheelchair, the Visit Leader should enquire, preferably in writing, whether transport used has appropriate access and securing facilities. It may be appropriate to use portable ramps.

## 7.3 Licenses and Permits

All Aberdeen City Council minibuses must have a Section 19 Permit displayed on the windscreen. Establishments can apply to the public transport unit at Marischal College Business Hub 11, Level 2 West, 01224 523760 or the local Traffic Commissioner for a Section 19 permit.

Separate rules exist for all those wishing to take minibuses abroad. The Public Transport Unit can provide further information.

### **Minibus driver licence requirements:**

For more detailed information on submitting candidates for assessment and entry in the Council's register of approved minibus drivers, see appendix \*\*\* (Minibus driver guidance notes for organisers / applicants)

### **Summary of licensing requirements:**

A) Drivers who gained their car driving licences before January 1 1997

Staff with a licence issued before 01/01/97 may drive a minibus without a D1, (PCV) licence. It is good practice for drivers to be trained in a non-PCV course to a standard of driving competence expected by the Local Authority (e.g. MIDAS or RoSPA schemes) if appropriate

B) Drivers who gained their car driving licences after January 1 1997

A D1, PCV licence does not need to be held if all of the following conditions are met:

- The driver must be aged 21 years or over
- The driver must have held a full driving licence for at least two years
- The driver is trained in a non-PCV course to a standard of driving competence expected by the Council (e.g. MIDAS or RoSPA schemes)
- No trailer is to be attached
- No driving outside the UK takes place
- The maximum weight of the vehicle must not exceed 3.5 tonnes
- The driver must be driving in a voluntary capacity (i.e. they receive no payment for driving and driving does not form part of their job description)
- The minibus is used for education or social purposes by a non-commercial body

If one or more of the above conditions is not met the driver must hold a full D1 PCV licence (plus E if they tow a trailer).

Please note: Most minibuses today weigh more than 3.5 tonnes and it is possible that the majority if not all will be above this weight in the future. In the long term it may therefore be necessary for all drivers to hold full D1 PCV licences. This test is costly and can take a number of months to complete but establishments would be well advised to consider investing in D1 PCV training over the coming years.

## 7.4 Private Cars – Parents / Carers and Employees

Many visits are only made possible thanks to the willingness of parents / carers to drive their own, and often other people's children to venues. It is the legal responsibility of the driver to ensure their passengers' safety

This includes:

- Ensuring that front and back passengers wear properly adjusted seat belts
- Having appropriate seating in place for children (including booster seating and seatbelt adjustment devices)
- Ensuring the vehicle is roadworthy, and that they have appropriate licence and insurance cover that includes Business Use for carrying the participants. (this should be checked by the Head of Establishment / Visit Leader)

## 7.5 Transport in the School / Centre Minibus

Many schools / centres use their own minibuses for short, frequent journeys and sometimes for longer trips. Minibuses must comply with the various regulations about construction, fittings and maintenance, seat belts must be provided for each child. Some important regulations are the Minibus (Conditions of Fitness, Equipment and Use) Regulations 1977 and the Road Vehicle (Construction and Use) Regulations 1996.

Fleet services at Kittybrewster can give advice on servicing, maintenance etc. Tel: 01224 489324

### **Establishment Driver:**

Although the Head of Establishment is ultimately responsible for the establishment's minibus, the driver is responsible for the vehicle during the visit. The driver must be qualified to drive a minibus and have a valid licence. The Head of Establishment should consider in-house guidance on a rest period before driving minibuses – particularly for longer journeys. Drivers must always adhere to transport Regulations, and abide by the below code of conduct. See appendix \*\*\*

Aberdeen City Council's minibus driving code of conduct \*\*\*

## 7.6 Minibus Supervision and Driver's Hours

Minibus incidents nationally have highlighted the risks posed by driver fatigue or distraction. It is for Heads of Establishment to make decisions regarding arrangements for specific journeys. In determining the staffing ratio for any journey, establishments should carefully consider the factors that might influence the safety of the driver and passengers

- The length of the journey and time of day when it takes place
- The route and the familiarity of the driver with this route
- The nature of the group (e.g. age / maturity / special needs / behavioural issues) and the level of behaviour management or support they are likely to require during the journey
- The overall workload of the driver during the day or other responsibilities and duties undertaken or planned by the driver(s)

Based on an assessment of these factors, establishments should decide whether:

- A single staff member driving is sufficient (e.g. for short journey with small groups who are unlikely to present any supervision issues)
- Additional staff are required to supervise groups and / or share driving duties during the journey, and if so, how many

## 7.7 Maintenance of the Establishment Minibus

The Head of Establishment (or delegate) will usually be responsible for the establishment minibus. This person, responsible for maintaining the minibus, should:

- Check the vehicle's condition on a regular basis (weekly for minibuses with high usage)
- Ensure proper servicing by the council's repair workshops at Kittybrewster or by a reputable garage
- Maintain the record-of-use book with the service history, insurance and other relevant documents
- Ensure that any member of staff driving the minibus are competent to do so and have undertaken suitable training
- Always be informed before other staff use the school / centre minibus
- Ensure that drivers of the minibus are aware that the vehicle should always be logged in and out

For organising your own transport for visits abroad see Visits Abroad.

## **8. INSURANCE**

### **8.1 Introduction**

The Head of Establishment must ensure, well before the group departs, that adequate insurance arrangements have been made for the visit

Aberdeen City Council currently has off site travel insurance for educational visits, however further insurance may be provided by a tour operator, activity provider or taken out independently with an insurance company.

It is recognised that despite thorough planning and preparation situations can still occur that call for insurance payments to be made. Visit Leaders need to consider what the appropriate level of insurance would be for the planned visit and ensure that parents/carers and all other visit staff (and if appropriate participants) are aware of this information.

It is important that Visit Leaders do not buy unnecessary insurance that is inappropriate to the nature of the visit.

Summary details of the current Aberdeen City Council off-site travel insurance for educational visits can be found in appendix \*\*\*

In addition to the current Aberdeen City Council off-site travel insurance for educational visits, the following explains the Council's position on insurance for its staff and all visit participants.

The council's Public Liability insurance policy would indemnify (insure against) visit participants for an injury or property loss whilst on an visit where the Council is legally found at fault. The policy also extends to indemnify (insure) leaders undertaking voluntary organisation or supervision of games, athletics and other sporting activities, dramatic productions and clubs, camps and journeys and other similar activities which are complementary to but not part of the duties of leaders under their normal contract of service.

### **8.2 Insurance Information for Parents / Carers**

The Visit Leader should write to parents/carers to inform them of the scope of the current Aberdeen City Council off-site visits travel insurance of any insurance cover the establishment is to arrange and to advise them about any additional insurance they may wish to arrange.

To explain the Council's position to parents / carers the following statement must appear on letters or communications before the visit takes place:-

Participants wishing to obtain cover for personal accident and third party liability are advised to contact an insurance company or broker.

This means that if parents / carers wish to insure the actions of their child / ward in terms of injuring somebody or damaging something they should take out extra insurance from a broker.

### **8.3 Insurance Cover for Visits**

Insurance policies are legal documents. They will impose conditions, limit the cover, and exclude certain people or activities. Insurance companies / travel firms can advise on particular types of insurance. However, the following are examples of cover that may be appropriate to many types of visit:

- Employer's liability.

- Public liability.
- Personal accident cover for Council staff, other adults, and participants.
- Costs of medical treatment.
- Specialised risk activities (often excluded from standard policies) and the costs of evacuation for medical reasons when abroad.
- Damage to or loss of hired equipment (check the wording of the hire agreement).
- Programmed and non-programmed activities.
- Transport and accommodation expenses in case of emergency.
- Compensation against cancellation or delay.
- Compensation for loss of baggage and personal effects including money. Legal assistance in the recovery of claims; and failure or bankruptcy of the centre or travel company.

Additional arrangements may be necessary to obtain insurance cover for activities abroad and activities of a potentially hazardous nature. The Visit Leader should scrutinise carefully the list of exclusions in the policy. If there is any doubt about the cover the insurer should be asked for clarification.

The council's approval of external providers of adventurous activities includes the checking of insurance documentation.

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

## 9. SAFETY AND RISK MANAGEMENT

### 9.1 Risk Management and Risk Assessment

Risk management and risk assessment is an integral part of any visit or activity. Aberdeen City Council accepts that there are hazards and risks associated with visits but acts in the knowledge that its staff can manage and reduce these to an acceptable level so the benefits of visits and activities can be gained.

The risk assessment process should be adequate and proportionate, nothing more and nothing less. It should only deal with significant and foreseeable risks

For Visit Leaders the process of writing risk assessments requires them to focus on real risks rather than on those that are trivial or as a result of over protectiveness and put measures into place to reduce that potential to a reasonable level.

All risk assessments must be signed off (electronically agreed) by the Head of Establishment or substitute.

Being involved in risk associated activities helps young people develop their risk awareness and prepares them for their future working lives. Striking the right balance between protecting from risk and allowing them to learn from educational visits has been a challenge for many establishments, but getting this balance right is essential for realising all these benefits in practice.

Risk assessments protect:

- Staff leading visits or activities
- Group members in their charge
- Third parties in the same area who could be affected

The law does not expect us to eliminate all risks, but to take a sensible approach to risk assessment and we are required to protect people 'as far as reasonably practicable'.

The risk assessment process lays the foundation for the building up of best practice, training, and operational procedure so events can take place in a considered and managed way with a robust approach to safety management and due diligence to health and well being.

Many visits and activities involve a number of parties or agencies that will be responsible for different parts of the total risk assessment process. The risk assessment process must be undertaken by all the parties involved for the part they have overall control of.

This division of the process can cause confusion and misunderstandings. Visit and activity leaders should check with other agencies who is responsible for what at different times of the visit or activity. From this it has become a key element of a shared activity that there is a definite hand over of the group to the agency and a hand back when the activity is over.

External Providers of adventurous activities to the Council will have signed a statement and contract saying that all risks have been assessed for the part of the visit for which they are in overall charge

### 9.2 Generic, Dynamic and Specific Assessments

#### **Generic risk assessments:**

These can be used over and over again or for all visit types. What is most important is that the Visit Leader refers to the generic assessments keeping it active and alive and refreshing it where required with extra or new considerations and changes of circumstance. The generic hazards and control measures \*\*\* will help with generic assessments

### **Dynamic assessments**

This is the process whereby we constantly assess hazards as they appear and we act to reduce the risk to an acceptable level. It is understood that in addition to a written risk assessment this is a process that manages hazards on an ongoing basis.

This would be for example where the visit was to the local park and on arrival it was clear that the grass was being cut by tractor mowers. The Visit Leaders would direct the group to stay within specific zones.

It is understood that on visits, opportunities arise to take part in one off non-technical activities e.g. play parks, pedalos, ice skating, sledging, paddling, swimming. In this instance the Visit Leader must make a full assessment of the hazards and the possible risks arising from them. Only after this has been done and the risk rating is low or medium should they allow the activity to go ahead.

It must be remembered here that in such circumstances the parents / carers may not have given permission to take part in this activity. Possibilities like this can be included in the parental information letter or a section of form V\*\*\*.

It must be noted that the majority of serious incidents during visits have occurred during ancillary activities or during 'downtime' somewhere else.

### **Specific risk assessments**

A specific risk assessment can be created for a one off event, activity, activity site or person.

If there are specific hazards associated with an activity site or visit site these can be specifically assessed and measures put in place to manage these.

If the behaviour of a specific person / visit member is such that they may be exposed to an unacceptable level of risk as a result of taking part then a specific assessment could be undertaken.

## **9.3 Risk Assessment (stages 1- 5)**

### **Stage 1**

Once a basic plan has been formed about where to go, how to get there and back, and activities to be undertaken an assessment of the risks that could cause significant harm to those involved must be made.

This assessment would be made by the visit / activity leader with the help of others who might be involved if possible. The overall understanding and acceptance of the assessment by everybody involved is very important especially if contingency plans need to be put in place due to a member of the leaders team becoming ill / injured etc.

### **Stage 2**

If the initial assessment highlights risks that need specific close management (fire evacuation of a person with a disability) or information not available until arrival (e.g. hotel floor plan) then a plan must be made to address these risks when the information becomes available.

You may need to carry out individual risk assessments for visit members with a disability and to comply with the requirements of the Equality Act (2010)

### **Stage 3 - Who and How Many People Might be at Risk**

This part of the process requires the Visit Leader to examine who specifically may be at risk. This may be the leader themselves, helpers or assistant leaders, the group members or other third parties in the area or any combination of these.

Within this examination the visit / activity leader should consider what would happen to the group if it was themselves or another member of the leader team that became injured / unwell etc.

**Stage 4 - What Measures Are Already In Place?**

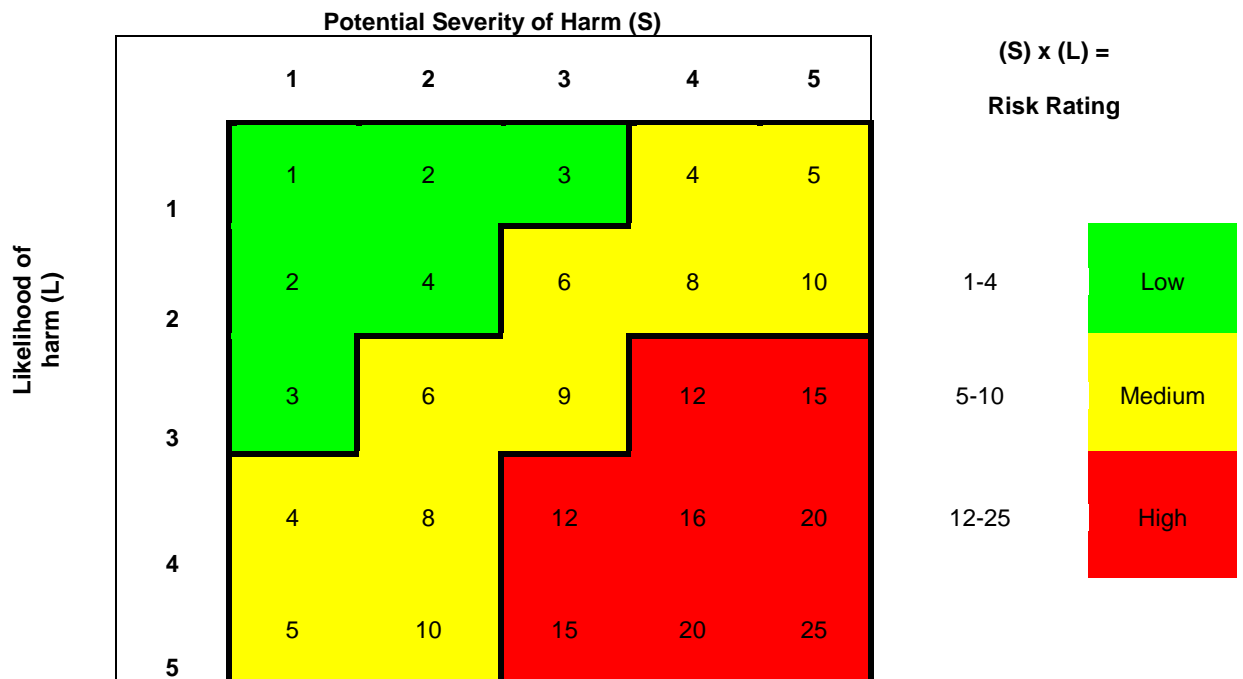
The measures to control the hazards are listed here. The more practical these are the better. In many instances these measures can read like a procedure to help keep the visit safe

**Stage 5 - Assessing the Risk**

This process asks the Visit Leader to assess what the likelihood is of the hazards actually causing harm given all the control measures in place. The numerical assessment is arrived at by multiplying the severity of an injury / accident / harm happening to somebody in the whole group, against the likelihood of it happening. This establishes the risk rating.

**SEVERITY (S) x LIKELIHOOD (L) = RISK RATING (RR)**

The risk rating based on the existing situation **including control measures** present at the time of assessment can be evaluated as follows:



1 – 4	Low	<p><b>Proceed with the visit / activity</b> Review if the circumstances of the visit or activity specifically change.</p> <p>Any small and / or easy methods to improve the overall security or well being of the group in the process of continuous improvement of risk management.</p>
5 – 10	Moderate	<p><b>Proceed with the visit or activity</b> In the knowledge that the control measures in place must be rigorously adhered to and ongoing vigilance of all aspects of safety and security is essential.</p> <p>If the circumstances (traffic volumes, weather, ground conditions, water levels, group behaviour etc) present circumstances that are beyond the leaders training or experience, change the visit or activity plan to one that is more controllable.</p> <p>Continue to examine the hazards and investigate options and possible actions that might bring the risk rating down. Record there possible options and any plans to address them and by when</p>
12 –25	Unacceptable	<p><b>Do not proceed with the visit or activity</b></p>



**STOP!**

Until controls measures are introduced that brings the risk rating down to a Medium level.

An action plan should be created and timescales put in place

#### **9.4 Ancillary Activities (Sledging, Ice Skating etc.)**

Visit Leaders may wish to organise, or permit participation in, ancillary activities that are not central to the visit. Details of ancillary activities that the group might take part in should be included in information sent to parents / carers before the visit and consent gained to take part.

#### **9.5 When Should Assessment Be Reviewed?**

The assessments must be reviewed each time circumstances change significantly enough to warrant a new look at the hazards and risks. All risk assessments should be seen as living and alive.

## **10. EMERGENCIES and INCIDENTS**

### **10.1 Introduction**

Serious accidents and incidents during council visits are extremely rare. Statistically, participants are less likely to have an accident on a visit than when in school or in their own homes. But occasionally accidents can and do happen, even on well-led and organised visits, and emergency procedures are therefore an essential part of planning for any visit.

Careful planning in this area of visits can help avoid the stress of being caught up in a serious incident. On such occasions leaders may need the support, advice and management skills of the Head of Establishment.

Staff in charge of participants during a visit have a duty to keep the participants in their care safe and healthy, they also have a common law duty to act as a reasonably prudent parent would. Staff should not hesitate to act in an emergency and to take lifesaving action in an extreme situation.

This section should assist in the preparation of emergency procedures for council visits over and above normal contingency planning.

## 10.2 Tasks for Visit / Activity Leaders In the Event of Incident / Accident

### Level 1 - Misfortunes

Slightly delayed return to home

Minor "accidents" requiring some attention from the group leader

No medical attention required.

Visit / Activity Leader:

- Assesses and secures situation
- Secures group
- Attends to injured
- Completes accident reporting procedure on return

### Level 2 - Minor Events

Significantly delayed return

Injuries minor but requiring medical attention on return.

Group still able to extract itself and return home without outside help

Visit / Activity Leader:

- Assesses and secures situation
- Secures group
- Contacts Emergency Services
- Attends to injured
- Advises Base Contact
- Completes accident reporting procedure on return

Base Contact:

- Advises parents and / or Head of Establishment
- (If Head of Establishment not contactable, Base Contact contacts Emergency Planning Officer on: office hours 01224 633030 or if no answer / out of hours 01224 620610
- Summons help if required

### Level 3 - Serious Events

Injuries significant but not life-threatening

Part or all of the party requires to be "rescued".

and

### Level 4 - Fatal or Near-Fatal Events

Visit / Activity Leader:

- Assesses and secures situation
- Secures group
- Contacts Emergency Services
- Attends to injured
- Advises Base Contact (if unable to make contact direct call the Emergency Planning Officer on: office hours 01224 633030. or if no answer / out of hrs 01224 620610
- Completes accident reporting procedure on return

Base Contact:

- Summons help if required

Head of Establishment:

- Advises parents and/or senior personnel (QIO / Service Manager, Community Team Leader etc)

Senior Personnel (QIO, Service Manager, Community Team Leader etc):

- Advises Head of Service and Director

Director and Emergency Planning Officer:

- Advise Chief Executive and consider instigation of Council Emergency Management System

### **10.3 General Emergency Procedures**

Depending on the type of visit, Visit Leaders should ensure accompanying staff and participants know what to do initially if something goes wrong or they feel something could go wrong

The Base Contact, who is often the Head of Establishment or another senior member of staff must have the authority to make significant decisions and should be able to respond immediately at the establishment (or from home if out of hours) to the demands of the emergency. It is not good practice for the Base Contact to be the parent of a young person on the visit.

Base Contacts must provide 24 hour per day access by telephone. Their function is to act as a first point of contact with the group and to alert higher authorities if appropriate. Heads of Establishment and Visit Leaders should bear in mind that the contact lines may become busy in the event of an incident and that alternative numbers to ring would be useful.

Many establishments have a number of designated mobile phones only for the purpose of emergency calls. A phone of this type is in the keeping of the Visit Leader and the Base Contact along with a file of relevant contact details. These phones may have important numbers pre-programmed in their address book

Base Contacts would require different amounts of information depending on the type of visit and its destination. See \*\*\*

The tasks for visit / activity leader in the event of an incident / accident should be used as the basis for dealing with incidents. Visit Leaders should use this chart as a basis, but may add other agreed establishment procedures in consultation with other staff involved.

Medical information pertinent to emergency hospital treatment should be obtained using a Parent / Carer Consent Form One copy of this form for each participant in the party should be carried by the Visit Leader if appropriate.

### **10.4 Who Will Take Charge in an Emergency?**

The Visit Leader would usually take charge in an emergency and would need to ensure that emergency procedures are followed and that back-up cover in the role of Base Contact is in place.

If using an external provider it is extremely useful to have the company's emergency number in the phone of the Visit Leader and recorded on the Base contact form.

Activity / leaders / tutors / instructor / guide / specialist

If the group are in the shared care of these professionals it would be normal, in discussion with the Visit Leader or other member of staff with the group to call the emergency services etc so an accurate description of their location can be given. After this they would be responsible for returning the group to a safe environment where the Visit Leader would be able to resume charge

Base Contact's main responsibility is to link the group with the School / Centre, parents / carers and the Council, and to provide assistance as necessary.

Emergency planning officer / corporate communications team

These services of the council need to be involved by the Visit Leader or the Base Contact for level 3 & 4 incidents to ensure the council's emergency systems are activated.

### **10.5 Information and Communication**

- Alert your Base Contact with details of what has happened as soon as practical.
- Do not release names of involved or injured participants other than to official sources such as Police, medical services

- Ensure relevant telephones are staffed and log all call
- Restrict access to telephones until your Base Contact at the establishment has been alerted with details
- Control participant mobile phone use to contain information
- If an emergency occurs abroad, notify the nearest British Embassy or Consulate. Identifying contact numbers for these should be part of preparing for the visit
- It is common for media reporting to be incomplete and/or inaccurate following an incident. To avoid this, leaders and group members must avoid any direct dealings with the media. Media enquiries should be referred asap to ACC Media Team Manager Graham Lawther, glawther@aberdeencity.gov.uk, tel (01224) 523188, duty officer out-of-hours 07801 792825
- No-one in the group should discuss legal liability with other parties, nor sign anything relating to accident liability without clear advice from the council

## 10.6 Administration

The Visit Leader should make every effort to keep an ongoing record of facts relating to the incident: time, date, those involved, what happened and witness details and preserve any vital evidence.

## 10.7 Emergency Procedures for Base Contact

The main factors for the Base Contact to consider include:

- Checking that the Visit Leader is able to manage the emergency or whether they need additional assistance e.g. from emergency services or from the establishment.
- Contacting parents / carers. The Base Contact should act as a link between the group and parents / carers. Parents/carers should be kept as well informed as possible at all stages of the emergency / incident. See critical incident checklist \*\*\*\*
- In the event of a serious injury or fatality, contact should be made with the Police and the emergency planning officer / corporate communication team as soon 01224 523188 or out of hrs duty officer 07801 792852

### After a Serious Incident

The Visit Leader must follow the guidance in the Critical Incident recovery guidance \*\*\* (current work in progress)

# 11. VISIT SUMMARIES, FORMS AND TEMPLATES

## 11.1 ROUTINE AND EXPECTED VISITS

### 11.1.1 Introduction

Aberdeen City Council recognises the need for young people to be regularly involved in outdoor activity and learning. This will involve establishments taking young people off-site on Educational visits.

Many of these visits will be routine, and are an accepted and expected part of the curriculum or centre programme. Within this policy, these types of visits have been termed 'Routine and Expected Visits'. Establishments should ensure that the process for running them is simple (e.g. the use of sign out and sign in books at the establishment reception). Routine and Expected Visits will generally be to local venues, involve easily managed activities, happen on a regular basis and be completed within the normal session times.

For primary and nursery schools Routine and Expected Visits will be, for the most part, within walking distance of the school. However this may extend to locations beyond that if schools have their own easily organised transport.

For secondary schools, community's team groups and groups from Social Care and Wellbeing, Routine and Expected Visits would be within the City boundary. If travelling beyond the city boundary or visit timings are beyond the normal session times this would, in most instances be classed as a one-off day visit

### 11.1.2 Approval

Approval for Routine and Expected Visits is the responsibility of the Head of Establishment.

### 11.1.3 Visit Plans

There should be a collaborative approach within establishments to develop Visit Plans for the range of venues likely to be used on a regular basis. Heads of Establishment should work with staff to develop an agreed approach to travelling on foot, to crossing roads or in the use of transport in and around the city.

Visit Plans should be reviewed regularly and adapted if required. They should be considered as working documents (living templates) that are influenced by any incidents or lessons that have been learned. Sample Visit Plans can be found within the Toolkits section \*\*\*\*

### 11.1.4 Risk Assessment

Heads of Establishment should work with staff to develop risk assessments for the range of venues likely to be used on a regular basis. Routine and Expected Visits are by their nature low risk activities and should be quick and easy to risk assess adopting a common sense approach. Risk assessments should be reviewed on a regular basis. Routine and Expected Visits might include venues such as local shopping centres, park, church, city museums, exhibition centres, etc. Destinations to places where staff or a building is involved, e.g. the local garden centre, local church, exhibition centre, cinema etc are required to carry out a risk assessment of their own premises and activities. They must then implement appropriate measures to ensure that their activities are safe. There is no need for Visit Leaders to request copies of these risk assessments. . It is the Visit Leader's responsibility to assess the significant risks during the whole visit including transport, walking supervision whilst at the venue etc.

Sample risk assessments can be found within the toolkit\*\*\*\*\*. All risk assessments must be on Aberdeen City's standard RA templates.

### 11.1.5 Information for Parents /Carers and Parental Consent

When children join an establishment or group, parents should be informed about the range of activities that are part of the programme or curriculum. Parents should be advised that they will be informed about the general plans for Routine and Expected Visits, but that they will not necessarily be told every time their child goes off-site. Establishments should explain this to parents as part of the induction in to the establishment.

Participants and parents should be informed about the need for adequate outdoor clothing and footwear to be available throughout the year to enable Routine and Expected Visits to become a normal part of everyday experience. Consent for Routine and Expected Visits (including the Council's terms and conditions for all educational visits) should be on an annual basis or at induction if joining the establishment mid-year. If a visit requires any specific arrangements then parents should be informed and a tear off letter of acknowledgement could be used.

#### **11.1.6 First Aid**

Heads of Establishment should work with staff to agree the level of first aid provision that is required for a Routine and Expected Visit. The following factors should be considered;

- How quickly medical care can be accessed
- Any known medical needs

Where the risk assessment determines the risk is low, it may not be necessary to provide a trained first aider. By contrast, if the risk assessment indicates a raised or high level of risk it will be necessary for one or more of the accompanying staff to hold a first aid certificate.

#### **11.1.7 Template visit plans, specimen letters, living template risk assessments**

- Visit plan
- Vist Plan (example)
- Specimen letter home primary
- Specimen letter home secondary.
- Specimen annual block consent form V4
- Living template risk assessments

**V1****VISIT PLAN - ROUTINE AND EXPECTED**

ESTABLISHMENT:

**LEADER:****VISIT TO:**

DATE:

NO OF PUPILS:

AGE RANGE

COST PER HEAD:

Level of experience of accompanying staff: (LOW 1 2 3 4 HIGH )

NAME	LEVEL	NAME	LEVEL

Educational objective of visit:

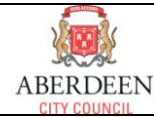
.....  
 .....  
 ...

	ITEMS TO BE PLANNED	DETAILS
1	Information home / consent	
2	Venue research	
3	Staff / participant ratios	
4	Travel / logistics	
5	Equipment / clothing required	
6	Managing the activity	
7	Medical / health considerations	
8	Weather factors	
9	Emergency procedures	
10	External provider (if applicable)	
11	Risk assessment completed	
12	Other	

Visit approved by Head of Establishment:	YES / NO	Signature	Date	Date for review

V1 – Visit plan for visits which are Routine and Expected and covered by annual block consent. This form to be retained in the Establishment.



**V1****VISIT PLAN - ROUTINE AND EXPECTED**ESTABLISHMENT: [Anyschool, Anyroad, aberdeen](#)**LEADER:** [Mr Smith](#)

NO OF PUPILS: 20

**VISIT TO:** [Local park / woodlands](#)

AGE RANGE 10 – 11yrs

DATE: [10.10.13](#)

COST PER HEAD: £0

Level of experience of accompanying staff: (LOW 1 2 3 4 HIGH )

NAME	LEVEL	NAME	LEVEL
<a href="#">J Bloggs</a>	3		
<a href="#">T Bone</a>	4		

Educational objective of visit: ...[To identify and take photos of different tree and plant types for biology project, collect leaves](#)

	ITEMS TO BE PLANNED	DETAILS
1	Information home / consent	<a href="#">Letter Home</a>
2	Venue research	<a href="#">Venue well known to leader and accompanying staff.</a>
3	Staff / participant ratios	<a href="#">1:7</a>
4	Travel / logistics	<a href="#">Walking to park from school</a>
5	Equipment / clothing required	<a href="#">Outdoor clothing, warm and waterproof if cold / wet</a>
6	Managing the activity	<a href="#">Group to stay together whilst traveling to and from park, splitting into 3 groups upon arrival</a>
7	Medical / health considerations	<a href="#">None</a>
8	Weather factors	<a href="#">Forecast to be checked. Children must have appropriate clothing and footwear</a>
9	Emergency procedures	<a href="#">Mobile phones to be carried by each staff member.</a>
10	External provider (if applicable)	<a href="#">N/A</a>
11	Risk assessment completed	<a href="#">YES</a>
12	Other	<a href="#">Bags required for leaf collection.</a>

Visit approved by Head of Establishment:	YES / NO	Signature	Date	Date for review

V1 – Visit plan for visits which are Routine and Expected and covered by annual block consent. This form to be retained in the Establishment.

**Routine and expected / letter home / block consent / primary**

Add Establishment address, badge and other minor adjustments as required.

Dear Parent / Carer,

**Annual Block Consent Form**

Attached to this letter is the Annual Block Consent Form, and a copy of the Aberdeen City Council terms and conditions for Educational Visits.

Upon reading please sign the tear off slip at the base of the terms and conditions and return with the completed Consent Form.

The consent form may already be familiar to you and I would like to explain why we are issuing the form now, and how we plan to use it.

The Annual Block Consent Form attached will be used for all 'Routine and Expected' visits that are an accepted part of the curriculum and take place during the school day. These visits are to local venues within the local school area, involve easily managed activities and happen on a regular basis.

For all visits outwith the local school area, adventurous activities and residential visits individual consent will still be required.

The medical information and contact details that are needed for all visits will be collected from the information provided on the Block consent Form and held at the school.

If any health information or contact details change could you please notify the school.

I would be grateful if you could complete and return the attached form and tear off slip to the school by (insert date)

Yours Sincerely

.....Tear off slip (please return with the Annual block consent form V4).....

ANNUAL BLOCK CONSENT TERM 2013 / 2104

Pupil ..... Date of .....  
Name ..... Birth .....

I confirm that I have read and understood the Aberdeen City Council Educational Visits terms and conditions and will inform the School of any changes to my emergency contact details or my child / ward's medical details.

Signature ..... Name (Block .....  
Capitals) .....

**Routine and expected / letter home / block consent / secondary**

Add Establishment address, badge and other minor adjustments as required.

Dear Parent / Carer,

**Annual Block Consent Form**

Attached to this letter is an Annual Block Consent Form, and a copy of the Aberdeen City Council terms and conditions for Educational Visits.

Upon reading please sign the tear off slip at the base of the terms and conditions and return with the completed Consent Form.

The consent form may already be familiar to you and I would like to explain why we are issuing the form now, and how we plan to use it.

The Annual Block Consent Form attached will be used for all 'Routine and Expected' visits that are an accepted part of the curriculum and take place during the school day. These visits are to local venues within the city boundary, involve easily managed activities and happen on a regular basis.

For all visits outwith the city boundary, adventurous activities and residential visits individual consent will still be required.

The medical information and contact details that are needed for all visits will be collected from the information provided on the Block consent Form and held at the school.

If any health information or contact details change could you please notify the school.

I would be grateful if you could complete and return the attached form and tear off slip to the school by (insert date)

Yours Sincerely

.....Tear off slip (please return with the Annual block consent form).....

ANNUAL BLOCK CONSENT TERM 2013 / 2014

Pupil ..... Date of .....  
Name ..... Birth .....

I confirm that I have read and understood the Aberdeen City Council Educational Visits terms and conditions and will inform the School of any changes to my emergency contact details or my child / ward's medical details.

Signature ..... Name (Block  
Capitals) .....

## Specimen annual block consent form V4

<b>VISIT TO</b>	ALL ROUTINE AND EXPECTED CURRICULAR VISITS	<b>DATE</b>	2013 / 14 YEAR
<b>LEADER</b>	SCHOOL STAFF		

<b>VISIT MEMBER</b>	<b>AGE &amp; D.O.B.</b>
Address	
Parent / Carer name (if applicable)	

<b>EMERGENCY CONTACT INFORMATION</b>			
First option - Name		Tel (home)	
Address		Tel (mobile)	
Second option - Name		Tel (home)	
Address		Tel (mobile)	

<b>SWIMMING – For water based activities and swimming pools</b>
Can the above named person swim YES <input type="checkbox"/> NO <input type="checkbox"/> If yes, how far do you think they can swim .....metres. If they can not swim would they be confident in water with an approved buoyancy aid or life jacket YES <input type="checkbox"/> NO <input type="checkbox"/>

<b>MEDICAL – Please give full and accurate information</b>
Doctors name <input style="width: 40%;" type="text"/> Practice <input style="width: 30%;" type="text"/> Tel <input style="width: 20%;" type="text"/>
Recent medical issues / illnesses / surgery <input style="width: 80%;" type="text"/>
Has your child / ward been in close contact with any contagious diseases?
If yes please give details
Any infections in the last 4 weeks <input style="width: 80%;" type="text"/>
Any current course of medication <input style="width: 80%;" type="text"/>
Any restrictions you would wish to place on emergency treatment:
I authorise all medical and surgical treatment, including X-ray, laboratory, anaesthesia and other medical and/or hospital procedures as may be performed or prescribed by the attending doctor and/or paramedics for my child and waive my right to informed consent of treatment. This waiver applies only in the event that neither parent/carer can be reached in the case of an emergency.
Parent / Carer's signature <input style="width: 60%;" type="text"/> Date <input style="width: 20%;" type="text"/>

<b>PHOTOGRAPHY</b>
Please tick the box If you do not consent to photographs being taken of your child / ward that could be used to promote activities in the Establishment / Council. <input type="checkbox"/>

<b>CONSENT</b>
I, being over 18yrs of age or having parental rights and responsibilities towards the above named person understand the nature of the visit / activities and agree to them taking part and that they are fit and able to do so. By signing this form I agree to Aberdeen City Council's terms and conditions which can be found at ***** and also understand that it is my responsibility to inform the visit leader of any significant changes to the information I have provided about the person named in this form between now and the visit taking place.
Name (Block Capitals) <input style="width: 40%;" type="text"/> Signature <input style="width: 30%;" type="text"/> Date <input style="width: 20%;" type="text"/>
Name (Counter signature for young persons 16 – 18) <input style="width: 40%;" type="text"/> Signature <input style="width: 30%;" type="text"/> Date <input style="width: 20%;" type="text"/>

## Risk Assessment (general)

<b>Line Manager name:</b>		<b>Line Manager signature</b>		<b>Assessment No:</b>	
<b>Date:</b>	<b>Assessed by:</b>	<b>Location:</b>		<b>Review date:</b>	
	<b>Signature:</b>	<b>Activity:</b>			

This is a Live Template of a risk assessment identifying typical hazards and control measures for Routine and Expected visits. Visit Leaders should add specific details relevant to each venue and on a regular basis. Delete elements that are not relevant

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
Vehicular traffic contact. Class walking on pavements adjacent to roads crossing drives, roads; leading to impact injuries	All participants	Adequate staff ratio All staff familiar with route. Clear staff procedures / traffic warning / calming techniques established. Clear briefing / procedupre set for walking as a group <ul style="list-style-type: none"> <li>Leader front and back and at appropriate intervals</li> <li>Group clearly briefed on behaviour / conduct</li> <li>Pairs, hand holding, older pupils on outside next to road</li> <li>Clear hand arm signal Communications established for staff and group</li> </ul>				<b>List specific extra actions to control hazards to a reasonable level</b>	

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		<ul style="list-style-type: none"> <li>• High visibility clothing considered for some poor lighting conditions</li> <li>• Sub division of group considered when crossing roads</li> </ul> Emergency procedures in place.					
Vehicular traffic contact; transporting groups on coaches, service busses, mini busses leading to impact injuries,	All participants	Adequate staff ration Clear staff procedures for group transport Clear briefing for group behaviour on all aspects of travel <ul style="list-style-type: none"> <li>• Getting to vehicle and boarding</li> <li>• Use of seat belts if appropriate</li> <li>• Monitor driving standards</li> </ul> Emergency procedures in place					
(At the venue) Possible hazards include <ul style="list-style-type: none"> <li>• Stairs</li> <li>• balconies</li> <li>• River banks / deep water</li> <li>• Park traffic/ mowers</li> <li>• Litter / broken glass</li> <li>• Used needles</li> <li>• Dogs / horses</li> <li>• Third parties</li> </ul>		Adequate staff ratio Ensure Visit Leader has prior knowledge of site / venue Carry out staff training for new staff Carry out dynamic risk assessment Identify suitable supervision techniques Group clearly briefed on zones, where staff will always be, behaviours, specific hazards, timings etc Have plan B available Emergency sign out / in procedures in place Mobile phones carried with pre loaded					

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		important numbers					
Adverse weather	All participants	Obtain weather forecast if necessary Issue clothing advice and check before visit Carry spare clothing when necessary Have plan B available Emergency sign out / in procedures in place					
Vehicular traffic contact Individuals walking on pavements adjacent to roads crossing drives, roads; catching buses making own way to venues or study site ; leading to impact injuries	Participants	Participants clearly briefed on responsible behaviour and safe conduct / return times, buddy group sizes, Emergency procedures in place Parents aware of self transporting / remote supervision arrangements and timings Sign out / in arrangements as appropriate Venue induction undertaken with group Mobile phones carried with pre loaded important numbers					

## 11.2 ONE-OFF DAY VISITS

### 11.2.1 Introduction

Visits which are a one-off experience or which are not 'Routine and Expected' require additional planning considerations.

One-off Day Visits might include an annual trip to Doonies Farm, Dundee Discovery Point, Edinburgh Science Park, an evening visit to His Majesty's Theatre, etc. and are more likely to extend beyond the normal session time.

### 11.2.2 Approval and notification

Approval for One-off Day Visits is the responsibility of the Head of Establishment. If the destination of the visit is beyond the city boundary notification to the Council is requested by emailing in the Visit Plan.

### 11.2.3 Visit Plans

The Visit Leader is responsible for completing a Visit Plan for a One-off Day Visit. The Visit Plan should outline who is to do what, and when. The amount of content and detail in the Visit Plan will be determined by the nature of the Visit. The Visit Plan will, as well as helping to keep everyone safe, help to ensure a successful and meaningful visit by clearly setting out the aims, objectives and benefits of the activities. A sample plan can be found at \*\*\*\*

### 11.2.4 Risk Assessment

It is the responsibility of the Visit Leader to prepare a specific risk assessment for a One-off Day Visit. Visit Leaders are responsible for recording significant and foreseeable risks specific to their visit. This should take in to account:

- The participants (including leaders and helpers)
- The venue
- The activity
- Getting there
- Time of year

The findings of the risk assessment and the relevant precautions / controls, should be agreed with and understood by all participants including Visit Assistants (and parents where appropriate).

A One-off Day Visit is likely to involve going to destinations both within and outwith the City and usually involve facilities with buildings and staff. These facilities are required to carry out a risk assessment of their own premises and activities. They must then implement appropriate measures to ensure that their activities are safe. There is no need for Visit Leaders to request copies of these risk assessments. Sample risk assessments can be found at \*\*\*\*

**For one-off or day visits involving coastal visits, walking on cliff tops or river banks Visit Leaders are required to undertake an OIL module to ensure they are specifically aware of the hazards associated with these type of environments. See \*\*\*\***

### 11.2.5 Information for Parents / Carers and Parental Consent

For One-off Day Visits specific information has to be provided to parents and should include:

- The aims and benefits
- The venue
- Travel arrangements
- Insurance cover
- Supervision arrangements



For One-off Day Visits which are not routine and expected or involve adventurous activities individual consent is still required. Information to parents would be in the form of an information letter covering the points above. See specimen letter \*\*\*\*

### **11.2.6 Emergency Details**

Visit Leaders should ensure that they carry the following up-to-date information for all participants (including accompanying adults):

- Relevant medical information
- Emergency contact details
- Any other information relevant to the specific visit

This can be obtained from the annually updated information provided to schools. For One-off Day Visits which include outdoor activities or venues with specific considerations it may be appropriate to ask parents for up to date information which may have an impact on the visit (e.g. fear of heights, allergies to animals etc.).

### **11.2.7 First Aid and Medical Facilities**

Heads of Establishment and Visit Leaders need to take the following factors into account when deciding the level of first aid provision that is required on a One-off Day Visit:

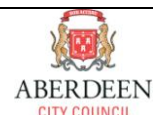
- The type of medical facilities that are available
- How quickly medical care can be accessed
- The age of the participants
- Any known medical needs

Where the risk assessment determines the risk is **low**, it may not be necessary to provide a trained first aider among the accompanying staff. By contrast, if the risk assessment indicates a raised or high level of risk it will necessary for one or more of the accompanying staff to hold a first aid certificate.

It should be noted that there are different levels of first aid training and qualification. See \*\*\*\* first aid

### **11.2.8 Template visit plans, specimen letters, living template risk assessments**

- Visit plan
- Visit Plan (example)
- Specimen letter home
- Specimen letter home (with tear off slip)
- Specimen block consent form V4 for a series of visits / activities
- Living template risk assessments

**V2****VISIT PLAN – DAY VISITS**

ESTABLISHMENT:

**LEADER:****VISIT TO:**

Email:

Tel (school):

Tel (when away)

DATE:

NO OF PUPILS:

AGE RANGE:

COST PER

HEAD:

Does this visit have an adventurous activity as defined by Section B of the Outdoor learning and educational Visits Policy ?

YES\* / NO

Level of experience of accompanying staff: (LOW 1 2 3 4 HIGH )

NAME	LEVEL	NAME	LEVEL

Educational objective of visit:

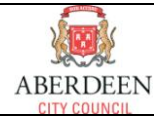
.....  
 .....  
 ...

	ITEMS TO BE PLANNED	DETAILS
1	Departure point and time. Return point and time	
2	Activities	
3	Information home / consent	
4	Venue research.	
5	Staff / participant ratios	
6	Travel / logistics.	
7	Equipment / clothing required.	
8	Managing the activity.	
9	Medical / health considerations.	
10	Weather factors.	
11	Emergency procedures.	
12	First aid provision	

V2 – Visit plan for day visits, activity weeks or a series or programme of activities where there is no residential element.

Annual block, specific block or one-off consent can be used depending on nature of visit.

For all day visits outwith the city boundary or those with an adventurous activity the Head of Establishment to email completed form to ACCvisits@aberdeencity.gov.uk

**V2****VISIT PLAN – DAY VISITS**

13	External provider if applicable. (all details and contact numbers)	
14	Risk assessment completed.	
15	Participants to bring / not to bring	
16	Other	

<b>Visit approved by Head of Establishment:</b>	<b>YES / NO</b>	<b>Signature</b>	<b>Date</b>	<b>Date for review</b>
-------------------------------------------------	-----------------	------------------	-------------	------------------------

**NOTIFICATION TO APPROPRIATE COUNCIL OFFICERS**

\* If this visit has an adventurous activity as defined by Section B of the Outdoor Learning and Educational Visits Policy the council must be notified by emailing a copy of this form to:

[ACCvisits@aberdeencity.gov.uk](mailto:ACCvisits@aberdeencity.gov.uk)

For office use only:

<b>DIRECTORATE SUPPORT</b>	Initials:	Date:
Comments:		
<b>ADVENTURE ABERDEEN TEAM LEADER</b>	Initials:	Date:
Comments:		

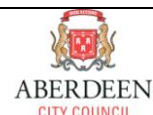
V2 – Visit plan for day visits, activity weeks or a series or programme of activities where there is no residential element.

Annual block, specific block or one-off consent can be used depending on nature of visit.

For all day visits outwith the city boundary or those with an adventurous activity the Head of Establishment to email completed form to [ACCvisits@aberdeencity.gov.uk](mailto:ACCvisits@aberdeencity.gov.uk)

V2

## VISIT PLAN – DAY VISITS



ESTABLISHMENT:	Anyschool, Anystreet, Aberdeen		
<b>LEADER:</b>	J Bloggs	DATE:	10.10.13
<b>VISIT TO:</b>	Edinburgh Museum	NO OF PUPILS:	30
Email:	jbloggs@anyemail.com	AGE RANGE:	14 – 15yrs
Tel (school):	01224 000000	COST PER HEAD:	£10
Tel (when away)	0777000000		

Does this visit have an adventurous activity as defined by Section B of the Outdoor learning and educational Visits Policy ?	NO
------------------------------------------------------------------------------------------------------------------------------	----

Level of experience of accompanying staff: (LOW 1 2 3 4 HIGH )

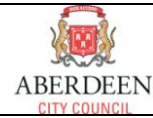
NAME	LEVEL	NAME	LEVEL
T Bone	3	R Smith	5
B Boop	1		

Educational objective of visit: To visit the national Museum of Scotland to carry out project work and research

	ITEMS TO BE PLANNED	DETAILS
1	Departure point and time. Return point and time	Leave Anyschool Carpark 08:00hrs Return Anyschool Carpark 17:00hrs
2	Activities	Museum Visit
3	Information home / consent	Letter Home with consent form
4	Venue research.	Venue researched online, Museum staff to meet us upon arrival at entrance for tour
5	Staff / participant ratios	1:8
6	Travel / logistics.	40 seater Coach with toilet and DVD player from Aberdeen coaches
7	Equipment / clothing required.	School uniform to be worn
8	Managing the activity.	Group to be split into 2 on arrival with 2 members of staff to each group
9	Medical / health considerations.	One pupil with mobility issues, wheelchair available at venue if required
10	Weather factors.	N/A (indoor venue)
11	Emergency procedures.	Base contact informed upon departure. Consent forms taken
12	First aid provision	First aid box to be taken from school. Staff at venue trained in First aid.

V2 – Visit plan for day visits, activity weeks or a series or programme of activities where there is no residential element.

Annual block, specific block or one-off consent can be used depending on nature of visit. For all day visits outwith the city boundary or those with an adventurous activity the Head of Establishment to email completed form to ACCvisits@aberdeencity.gov.uk

**V2****VISIT PLAN – DAY VISITS**

13	External provider if applicable. (all details and contact numbers)	Aberdeen Coaches for transport. Museum staff for tour
14	Risk assessment completed.	YES
15	Participants to bring / not to bring	Snacks for journey , Packed lunch and spending money (maximum £5)
16	Other	Parents to be informed on route if arrival back at school is delayed

<b>Visit approved by Head of Establishment:</b>	<b>YES / NO</b>	<b>Signature</b>	<b>Date</b>	<b>Date for review</b>
-------------------------------------------------	-----------------	------------------	-------------	------------------------

**NOTIFICATION TO APPROPRIATE COUNCIL OFFICERS**

\* If this visit has an adventurous activity as defined by Section B of the Outdoor Learning and Educational Visits Policy the council must be notified by emailing a copy of this form to:

[ACCvisits@aberdeencity.gov.uk](mailto:ACCvisits@aberdeencity.gov.uk)

For office use only:

<b>DIRECTORATE SUPPORT</b>	Initials:	Date:
Comments:		
<b>ADVENTURE ABERDEEN TEAM LEADER</b>	Initials:	Date:
Comments:		

V2 – Visit plan for day visits, activity weeks or a series or programme of activities where there is no residential element.

Annual block, specific block or one-off consent can be used depending on nature of visit. For all day visits outwith the city boundary or those with an adventurous activity the Head of Establishment to email completed form to [ACCvisits@aberdeencity.gov.uk](mailto:ACCvisits@aberdeencity.gov.uk)

### **Day Visits / information letter to Parents / Carers**

For visits where the visit leader and Head of Establishment wish to collect parental consent and medical details etc. on a V4 form. This would always be used for adventurous activities, visits and activities at venues that need specific planning and preparation, and swimming.

Add Establishment address, badge and other minor formatting adjustments as required.

Dear Parent / Carer,

#### **Visit to: ??**

I have arranged a (class / group) visit to (venue) on (date),

The purpose of this visit is (aims and benefits).

The details are as follows:

Visit Leader	
Destination / Venue	
Date of Visit	
Activities*	
Time of departure	
Expected time of return	
Transport arrangements	
Cost	
Food and Drink arrangements	
Clothing required	
Items to bring / not to bring	
Other relevant information	

\*Further information on these activities can be found in section B of the Educational Visits policy online at ?

If you have any questions regarding this visit please or if you are willing to be an accompanying parent helper please contact me on telephone number, email address.

Please refer to the Aberdeen City Council terms and conditions for Educational visits which can be found online at ? and complete the attached consent form (V4) and return to the Visit Leader before (insert date).

Yours Sincerely

**Day Visits / information letter to Parents / Carers (With tear off slip)**

For visits where the visit Leader and Head of Establishment wish to use the establishment records or information gathered on the annual block consent form in addition to a consent tear off slip.

Add Establishment address, badge and other minor formatting adjustments as required.

Dear Parent / Carer,

**Visit to: ??**

I have arranged a (class / group) visit to (venue) on (date),

The purpose of this visit is (aims and benefits).

The details are as follows:

Visit Leader	
Destination / Venue	
Date of Visit	
Activities*	
Time of departure	
Expected time of return	
Transport arrangements	
Cost	
Food and Drink arrangements	
Clothing required	
Items to bring / not to bring	
Other relevant information	

\*Further information on these activities can be found in section B of the Educational Visits policy online at ?

If you have any questions regarding this visit please or if you are willing to be an accompanying parent helper please contact me on telephone number, email address.

Please refer to the Aberdeen City Council terms and conditions for Educational visits which can be found online at ? and complete the attached consent form (V4) and return to the Visit Leader before (insert date).

Yours Sincerely

.....tear off slip.....

VISIT TO: ..... DATE:.....VISIT LEADER:.....

Participant name ..... Date of Birth .....

I give my consent for child to go on the above detailed visit and confirm that I have read and understood the Aberdeen City Council Educational Visits terms and conditions and will inform the School of any changes to my emergency contact details or my child's medical details.

Signature ..... Name (Block Capitals) .....

## Specimen block consent form V4 for a series of visits / activities

<b>VISIT TO</b>	<b>ACTIVITY WEEK VENUES</b> (list here) <b>Or VENUE FOR A SERIES OF ACTIVITIES</b>	<b>DATE</b>	<b>ENTER DATE RANGE</b>
<b>LEADER</b>	<b>LIST ALL LEADERS</b>		

<b>VISIT MEMBER</b>	<b>AGE &amp; D.O.B.</b>
Address	
Parent / Carer name (if applicable)	

<b>EMERGENCY CONTACT INFORMATION</b>			
First option - Name		Tel (home)	
Address		Tel (mobile)	
Second option - Name		Tel (home)	
Address		Tel (mobile)	

<b>SWIMMING – For water based activities and swimming pools</b>
Can the above named person swim YES <input type="checkbox"/> NO <input type="checkbox"/> If yes, how far do you think they can swim .....metres. If they can not swim would they be confident in water with an approved buoyancy aid or life jacket YES <input type="checkbox"/> NO <input type="checkbox"/>

<b>MEDICAL – Please give full and accurate information</b>		
Doctors name	Practice	Tel
Recent medical issues / illnesses / surgery		
Has your child / ward been in close contact with any contagious diseases?		
If yes please give details		
Any infections in the last 4 weeks		
Any current course of medication		
Any restrictions you would wish to place on emergency treatment:		
I authorise all medical and surgical treatment, including X-ray, laboratory, anaesthesia and other medical and/or hospital procedures as may be performed or prescribed by the attending doctor and/or paramedics for my child and waive my right to informed consent of treatment. This waiver applies only in the event that neither parent/carers can be reached in the case of an emergency.		
Parent / Carer's signature		Date

<b>PHOTOGRAPHY</b>
Please tick the box If you do not consent to photographs being taken of your child / ward that could be used to promote activities in the Establishment / Council. <input type="checkbox"/>

<b>CONSENT</b>				
I, being over 18yrs of age or having parental rights and responsibilities towards the above named person understand the nature of the visit / activities and agree to them taking part and that they are fit and able to do so. By signing this form I agree to Aberdeen City Council's terms and conditions which can be found at ***** and also understand that it is my responsibility to inform the visit leader of any significant changes to the information I have provided about the person named in this form between now and the visit taking place.				
Name (Block Capitals)		Signature		Date
Name (Counter signature for young persons 16 – 18)		Signature		Date



## Risk Assessment (General)

<b>Line Manager name:</b>		<b>Line Manager signature</b>		<b>Assessment No:</b>	
<b>Date:</b>	<b>Assessed by:</b>	<b>Location:</b>		<b>Review date:</b>	
	<b>Signature:</b>	<b>Activity:</b>			

This is a Live Template of a risk assessment identifying typical hazards and control measures for One-off Day Visits. Visit Leaders should add specific details relevant to each venue and on a regular basis. Delete elements that are not relevant.

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
Vehicular traffic contact. Class walking on pavements adjacent to roads crossing drives, roads; leading to impact injuries	All participants	Adequate staff ratio All staff familiar with route. Clear staff procedures / traffic warning / calming techniques established. Clear briefing / procedupre set for walking as a group <ul style="list-style-type: none"> <li>• Leader front and back and at appropriate intervals</li> <li>• Group clearly briefed on behaviour / conduct</li> <li>• Pairs, hand holding, older pupils on outside next to road</li> <li>• Clear hand/arm signal Communications established for staff and group</li> </ul>				List specific extra actions to control hazards to a reasonable level	

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		<ul style="list-style-type: none"> <li>• High visibility clothing considered for some poor lighting conditions</li> <li>• Sub division of group considered when crossing roads</li> </ul> Emergency procedures in place. (list any other specific control measures here)					
Vehicular traffic contact; transporting groups on coaches, service buses, mini buses leading to impact injuries	All participants	Adequate staff ration Clear staff procedures for group transport Clear briefing for group behaviour on all aspects of travel <ul style="list-style-type: none"> <li>• Getting to vehicle and boarding</li> <li>• Use of seat belts if appropriate</li> <li>• Monitor driving standards</li> </ul> Emergency procedures in place					
(At the venue) Possible hazards include <ul style="list-style-type: none"> <li>• Stairs</li> <li>• Balconies</li> <li>• Activities</li> <li>• River banks / deep water</li> <li>• Park traffic / mowers</li> <li>• Litter / broken glass</li> <li>• Used needles</li> <li>• Dogs / horses</li> </ul>	All participants	Adequate staff ratio Ensure Visit Leader has prior knowledge of site / venue Carry out staff training for new staff Carry out dynamic risk assessment Identify suitable supervision techniques Group clearly briefed on zones, where staff will always be, behaviours, specific hazards, timings etc Have plan B available Emergency sign out / in procedures in					

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
<ul style="list-style-type: none"> <li>Third parties</li> </ul> List possible result of hazard		place including mobile phone policy					
Adverse weather leading to minor or significant cold / heat injuries	All participants	Obtain weather forecast if necessary Issue clothing / snacks/ sun cream advice and check before visit Carry spare clothing when necessary Have plan B available Emergency sign out / in procedures in place					
Activities provided by External Provider (list activities and possible result of hazards if appropriate)	All participants	Adventurous activity provider on approved Register for current year. Reputable provider of activity, assurances made. Has provided detailed and suitable programme (list specific control measures if appropriate)					
Difficulties of access to information in an emergency; leading to communication breakdown	All participants	List of participants and V6 left with Base Contact List of participants and required Medical details and medicines carried by Visit Leader Mobile phones carried with pre loaded important numbers					

## 11.3 Residential Visits

### 11.3.1 Introduction

A residential experience can be an extremely valuable learning opportunity and should be part of the progressive outdoor learning experiences provided for young people. Residential Visits include any form of overnight stay regardless of the type of accommodation (including sleeping on coaches).

### 11.3.2 Approval and Notification

Residential Visits should be approved by the Head of Establishment before Registration with the Council by sending in a Visit Plan. The relevant QIO or Service Manager will be informed

### 11.3.3 Visit Plans

The Visit Leader is responsible for completing a Visit Plan for a Residential Visit. The Visit Plan should outline who is to do what, and when. The amount of content and detail in the Visit Plan will be determined by the nature of the visit. The Visit Plan will, as well as helping to keep everyone, safe, help to ensure a successful and meaningful visit by clearly setting out the aims, objectives and benefits of the activities. A sample plan can be found \*\*\*\*

### 11.3.4 Risk Assessment

It is the responsibility of the Visit Leader to prepare a specific risk assessment for a Residential Visit. Visit Leaders are encouraged to involve the participants in this process as much as possible. The residential establishment is required to have risk assessments in place for their own premises. There is no need for Visit Leaders to request copies of these risk assessments.

Visit Leaders are responsible for recording significant and foreseeable risks specific to their visit. This should take in to account:

- The participants (including leaders and helpers)
- The venue
- The accommodation (in terms of how it affects the group)
- The activity
- Getting there
- Time of year

The findings of the risk assessment and the relevant precautions / controls, should be agreed and understood by all participants including Visit Assistants (and parents where appropriate).

As part of the risk assessment careful consideration has to be given to establishing Leader: Participant ratios. Various factors could affect the ratios during a visit such as staff or participant illness, or the need to provide 1:1 supervision. It is the responsibility of the Head of Establishment and Visit Leader to ensure that adequate levels of supervision can be maintained in these circumstances. Sample risk assessments can be found at \*\*\*\*

### 11.3.5 Supervision

Residential Visits entail additional requirements for supervision. Consideration has to be given to the following:

- Establishing ratios (taking in to account the need to provide 24 hour responsibility)
- Gender of the accompanying staff
- Vetting accompanying adults
- Periods of remote supervision

Further information can be found on these points in Chapter \*\*\*\*.

Supervision during a Residential Visit will require a range of supervisory techniques. Heads of Establishment should ensure Visit Leaders have sufficient knowledge and experience to

carry out the very varied role that Residential Visits demand. The Visit Leader and accompanying staff should allow sufficient time in the planning stage to discuss the supervision arrangements. Consideration should be given to a supervision rota, with identified hand-over arrangements, to ensure that it is clear at all times who has supervisory responsibility. This should be co-ordinated by the Visit Leader.

#### **11.3.6 Information for Parents / Carers**

For Residential Visits specific information has to be provided in writing to parents and should include:

- The activities and the learning objectives
- The venue
- Domestic and sleeping arrangements
- Medical provision
- Supervision arrangements
- Travel arrangements
- Insurance cover
- Code of conduct

In addition to written information Heads of Establishment and Visit Leaders should consider holding a meeting where these points can be discussed. The nature of the visit, the age and experience of the participants and the length of visit will affect this decision. Communication with parents should include making them aware of procedures for dealing with misbehaviour or behaviour that gives Visit Leaders cause for concern.

#### **11.3.7 Parental Consent**

Parental consent has to be obtained for a Residential Visit using consent form V4. Detailed information has to be provided regarding the visit to enable parents to give informed consent. Parents should be reminded of some of the relevant elements of the Council's terms and conditions that they are asked to sign annually

#### **11.3.8 Preparing Participants**

It is particularly important for a Residential Visit to ensure that participants are adequately prepared. Sufficient time should be given to enable participants to be informed and hold discussion about:

- The aims and benefits of the visit
- The nature and demands of the visit
- The domestic and sleeping arrangements
- The supervision arrangements, including which adult is responsible for them
- The standards of behaviour expected at all times and the subsequent sanctions
- What to do in the event of an accident/incident
- The individual's role in ensuring the safety of all participants

If for any reason a participant has to return home early participants, parents and accompanying staff should agree in advance how this will be carried out.

#### **11.3.9 Points to Consider about Accommodation**

In the planning stage the Visit Leader should consider whether the accommodation:

- Fits with the aims and objectives of the visit
- Suits the needs and requirements of all participants (including disabled access)
- Is suitable for the gender mix of the group
- Provides adequate security and privacy for all participants
- Complies with appropriate safety standards for the nature of the visit
- Prior to the visit the Visit Leader should if possible / appropriate:
- Make a prior visit

- Obtain a floor plan showing the location of the group's rooms. Ideally the rooms should be close together with the leaders' quarters located to enable adequate supervision
- Allocate rooms to participants

On arrival the Visit Leader should:

- Carry out a fire drill as soon as possible to ensure all participants are aware of the lay-out of the accommodation and its fire precautions / exits
- Check the accommodation to ensure it is safe and fit for purpose
- Check for any potential hazards (balconies, electrical connections, access to other rooms etc.) and if necessary establish control measures to deal with these. Where the hazards are extreme or cannot be managed adequately consideration has to be given to insisting on alternative accommodation
- Ensure all participants are aware of the system to ensure their overnight security
- Ensure participants are aware how to obtain assistance if required during the night

### **11.3.10 Emergency Details**

On a Residential Visit it is important that the Visit Leader has adequate knowledge and information about participants to ensure their well-being. Parents should be given the opportunity to pass on relevant information on the consent form and by more informal approaches.

The Visit Leader should ensure that they carry up-to-date information for all participants (including accompanying adults) on the following:

- Relevant medical information
- Emergency contact details
- Any other information relevant to the specific visit

It is essential that this information is shared with accompanying adults, and External Providers, where appropriate.

For Residential Visits which include outdoor activities or to environments needing specific extra planning it may be appropriate to ask parents for information which may have an impact on the visit (e.g. fear of heights, allergies to animals etc.). This information should be supplied by the parent on the consent form V4.

### **11.3.11 First Aid and Medical Facilities**

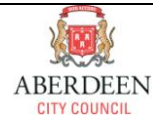
The aims and objectives of the visit can influence the degree of risk that parents and participants will find acceptable. For example parents of a primary aged pupil going on a Residential Visit could reasonably expect similar access to medical care as their child would have at home. By contrast, the parents of an older child taking part in an unaccompanied walking expedition in a remote area would accept that access to medical care is limited. When considering the location of a Residential Visit it is an important part of the risk assessment to consider:

- The type of medical facilities that are available
- How quickly medical care can be accessed
- The aims and objectives of the visit
- The age of the participants
- Any known medical needs

Heads of Establishment and Visit Leaders need to take these factors into account when deciding the level of first aid provision that is required. Where the risk assessment determines the risk is low, it may not be necessary to provide a trained first aider among the accompanying staff. By contrast, if the risk assessment indicates a raised or high level of risk it will necessary for one or more of the accompanying staff to hold a first aid certificate.

### **11.3.12 Template visit plans, specimen letters, living template risk assessments**

- Visit plan
- Vist Plan (example)
- Specimen letter home for primary and secondary
- Living template risk assessments
- Specific Living template risk assessments for visits abroad

**V3****VISIT PLAN – RESIDENTIAL VISITS  
(+ ABROAD)**

ESTABLISHMENT:

Tel (school) :

Tel (when away) :

Email:

DEPARTURE DATE:

RETURN DATE:

**LEADER:****VISIT TO:**

NO OF PUPILS:

AGE RANGE:

COST:

Does this visit have an adventurous activity as defined by  
Section B of the Outdoor Learning and Educational Visits Policy?

YES\* / NO

Level of experience of accompanying staff: (LOW 1 2 3 4 HIGH )

NAME	LEVEL	NAME	LEVEL

Educational objective of visit:

.....

.....

...

.....

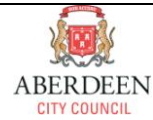
.

	ITEMS TO BE PLANNED	DETAILS
1	Information home / consent	
2	Staff / participant ratios	
3	Activities	
4	Venue / Location research	
5	Travel / logistics	
6	Accommodation	
7	Programme	
8	External provider if applicable (all details and contact numbers)	
9	Base Contact	
10	Insurance	
11	Equipment / clothing required	
12	Managing the activity	

V3 – Visit plan to be used for all residential visits (inc Abroad). One off consent is required for a residential visit.

Head of Establishment to email completed form to [ACCvisits@aberdeencity.gov.uk](mailto:ACCvisits@aberdeencity.gov.uk)



**V3****VISIT PLAN – RESIDENTIAL VISITS  
(+ ABROAD)**

13	Medical / health considerations	
14	Weather factors	
15	Emergency procedures	
16	First aid provision	
17	Participants to bring / not to bring	
18	Risk assessment completed	
19	Other	

I confirm that satisfactory planning and preparation has taken place for this visit. I have checked that all reasonable steps have been taken to ensure the safety and wellbeing of participants.

**Residential Visit  
approved by Head of  
Establishment**

**Signature**

**Date**

**NOTIFICATION TO APPROPRIATE COUNCIL OFFICERS**

Upon approval the council must be notified by emailing a copy of this form to:  
[ACCvisits@aberdeencity.gov.uk](mailto:ACCvisits@aberdeencity.gov.uk)

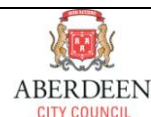
ACC has a compulsory consultation system for all residential visits abroad and those with adventurous activities, a return email confirming receipt will be sent.

For office use only:

<b>DIRECTORATE SUPPORT</b>	Initials:	Date:
Comments:		
<b>ADVENTURE ABERDEEN TEAM LEADER</b>	Initials:	Date:
Comments:		

V3 – Visit plan to be used for all residential visits (inc Abroad). One off consent is required for a residential visit.

Head of Establishment to email completed form to [ACCvisits@aberdeencity.gov.uk](mailto:ACCvisits@aberdeencity.gov.uk)

**V3****VISIT PLAN – RESIDENTIAL VISITS  
(+ ABROAD)**

ESTABLISHMENT:	Anyschool	<b>LEADER:</b>	Mrs Smith
Tel (school) :	01224 00000	<b>VISIT TO:</b>	Austria (skiing)
Tel (when away) :	004477700000	NO OF PUPILS:	20
Email:	anybody@anymail.com	AGE RANGE:	14 – 16 yrs
DEPARTURE DATE:	10.02.14	COST:	£600
RETURN DATE:	17.02.14		

Does this visit have an adventurous activity as defined by Section B of the Outdoor Learning and Educational Visits Policy?	<b>YES</b>
-----------------------------------------------------------------------------------------------------------------------------	------------

Level of experience of accompanying staff: (LOW 1 2 3 4 HIGH )

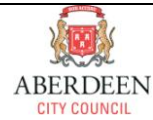
NAME	LEVEL	NAME	LEVEL
F Kendall	5	Mrs Smith	4
D Cameron	1		

Educational objective of visit: Annual ski trip to Austria (Solden) to learn new skills and experience a high mountain environment.

	ITEMS TO BE PLANNED	DETAILS
1	Information home / consent	Parents night 10.11.13 Info pack sent home with consent form
2	Staff / participant ratios	1:7 Travel, Hotel. 1:10 with ski instructor during lessons
3	Activities	Alpine Skiing Sledging (après ski)
4	Venue / Location research	Ms kendall went on an inspection visit in January 2013 to Hotel and area.
5	Travel / logistics	Flight from Aberdeen to Innsbruck Coach from Innsbruck to resort
6	Accommodation	Small hotel on 2 floors, we have exclusive use (no other guests)
7	Programme	5 Days skiing, See attached info pack for evening activities.
8	External provider if applicable (all details and contact numbers)	Snowtraxx Holidays, 5 City Street, Edinburgh Contact : Mr Murphy Tel (24hrs) 0131 111 0000 Resort 00 33 111 300000
9	Base Contact	School base contact to carry mobile at all times whilst visit is away.
10	Insurance	Specific insurance included in the price
11	Equipment / clothing required	Ski Clothing, including hats, gloves, goggles. See info pack for kit list
12	Managing the activity	1 Staff member will be with each ski group during the day. 1 staff member to float between groups. Group will remain

V3 – Visit plan to be used for all residential visits (inc Abroad). One off consent is required for a residential visit.

Head of Establishment to email completed form to ACCvisits@aberdeencity.gov.uk

**V3****VISIT PLAN – RESIDENTIAL VISITS  
(+ ABROAD)**

		together at all other times in Hotel and evening activities.
13	Medical / health considerations	Medical forms to be completed by parents and tour operator notified
14	Weather factors	Pupils to be briefed each morning on weather forecast and clothing checked.
15	Emergency procedures	Base contact established and all leader numbers, tour operator numbers and hotel numbers passed on.
16	First aid provision	Ms Kendall and ski instructors all first aid qualified. First aid kit to be taken on visit.
17	Participants to bring / not to bring	See info pack
18	Risk assessment completed	YES
19	Other	

I confirm that satisfactory planning and preparation has taken place for this visit. I have checked that all reasonable steps have been taken to ensure the safety and wellbeing of participants.

**Residential Visit  
approved by Head of  
Establishment**

**Signature**

**Date**

**NOTIFICATION TO APPROPRIATE COUNCIL OFFICERS**

Upon approval the council must be notified by emailing a copy of this form to:  
[ACCvisits@aberdeencity.gov.uk](mailto:ACCvisits@aberdeencity.gov.uk)

ACC has a compulsory consultation system for all residential visits abroad and those with adventurous activities, a return email confirming receipt will be sent.

For office use only:

<b>DIRECTORATE SUPPORT</b>	Initials:	Date:
Comments:		
<b>ADVENTURE ABERDEEN TEAM LEADER</b>	Initials:	Date:
Comments:		

V3 – Visit plan to be used for all residential visits (inc Abroad). One off consent is required for a residential visit.

Head of Establishment to email completed form to [ACCvisits@aberdeencity.gov.uk](mailto:ACCvisits@aberdeencity.gov.uk)

**Residential visits / information letter home / primary and secondary**  
Add Establishment address, badge and other minor formatting / contextual adjustments as required.

Dear Parent / Carer,

**Residential Visit to: ??**

I have arranged a (class or year) visit to (venue) for (number of days).  
The purpose of this visit is (aims and benefits).

The details are as follows:

Visit leader	
Destination	
Date of Visit	
Accommodation details	
Activities*	
Date and time of departure	
Date and time of return	
Transport arrangements	
Cost	
Food and Drink arrangements	
Clothing required	
Items to bring / not to bring	
Other relevant information	

\*Further information on these activities can be found in section B of the Educational Visits policy online at ?

Further information will be sent out to you in a detailed information pack, however

If you have any initial questions regarding this visit please contact me on telephone number, email address.

Please read the Aberdeen City Council terms and conditions for Educational Visits which can be found online at ? and complete the attached consent form (V4) and return to the visit leader before (insert date)

Yours Sincerely

## Risk Assessment (General)

<b>Line Manager name:</b>		<b>Line Manager signature</b>		<b>Assessment No:</b>	
<b>Date:</b>	<b>Assessed by:</b>	<b>Location:</b>		<b>Review date:</b>	
	<b>Signature:</b>	<b>Activity:</b>			

This is a Live Template of a risk assessment identifying typical hazards and control measures for Residential Visits. Visit Leaders should add specific details / re- fresh, relevant for each Residential Visit planned. Delete elements that are not relevant. Elements of the Routine and One-Off day Visits may be relevant for parts of a Residential Visit

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	<b>Severity</b>	<b>Likelihood</b>	<b>Risk rating</b>	What further action (s) needs to be taken to reduce risk	By whom and by what date
<b>Transporting group members</b>  Getting on and off transport / other moving vehicles Inappropriate behaviour Third parties and retail opportunities at rest breaks Driver behaviour, timings , speeding, road conditions	All participants	Ensure <ul style="list-style-type: none"> <li>Adequate staff ratio</li> <li>Getting on and off transport is supervised</li> <li>Clear procedures for behaviour</li> <li>Rest breaks are supervised</li> <li>Regular head counts are carried out</li> <li>Driving standards monitored</li> </ul>				<b>List specific extra actions to control hazards to a reasonable level</b>	

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
<p><b>In the accommodation</b></p> <p>Inadequate fire precautions / facilities  Inadequate overnight security / building security  Unsuitable accommodation  Down time supervision inadequate</p>		<p>Ensure</p> <ul style="list-style-type: none"> <li>• Adequate staff ratio</li> <li>• Dynamic risk assessment is carried out on arrival (balconies etc)</li> <li>• Fire procedures and facilities</li> <li>• Fire practice carried out</li> <li>• Suitable gender segregation</li> <li>• Down time supervision adequate</li> <li>• Night time security systems are in place</li> <li>• Group briefings on zones, no go areas and activities, relations with third parties</li> </ul>					
<p><b>Around the residential venue</b></p> <p>Contact with local / on site traffic  Down time supervision inadequate  Inadequate management of on site activity facilities, ponds, swimming pool, climbing walls, the bar,</p>	<p>Group members</p>	<p>Ensure:</p> <ul style="list-style-type: none"> <li>• Prior knowledge of the venue if possible</li> <li>• Adequate staff ratio</li> <li>• Dynamic risk assessment carried out</li> <li>• Assess any dangers from traffic, car parks, roads</li> <li>• Identify suitable supervision techniques, all staff briefed</li> <li>• Code of behaviour explained and monitored</li> </ul>					

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
<p>Programme of activities by External Provider</p> <p>Risk assessments are the Provider's responsibility</p>	<p>All participants</p>	<p>Ensure:</p> <ul style="list-style-type: none"> <li>• If adventurous activities Register checked</li> <li>• Programme has been agreed on service schedule</li> <li>• Provider is aware of any relevant medical issues</li> <li>• Provider competent to look after welfare of group</li> <li>• Clear handover at start / finish of session</li> <li>• If not adventurous activity, insurance checked??</li> </ul>					
<p>Programme of activities led by establishment staff</p> <p>Unclear plans</p> <p>Deficient supervision</p> <p>Deficient equipment</p> <p>Risks not properly assessed and managed</p> <p>Inadequate supervision</p>	<p>All participants</p>	<p>Ensure:</p> <ul style="list-style-type: none"> <li>• Clear plans exist for all activities and participants / staff.</li> <li>• Dynamic risk assessments undertaken</li> <li>• All staff trained for tasks performed</li> <li>• All equipment used in fit condition and checked by appropriate person</li> <li>• Supervision arrangements established</li> <li>• Code of behaviour explained</li> <li>• Meeting times / places clearly established</li> </ul>					

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		<ul style="list-style-type: none"> <li>Emergency procedures in place</li> </ul>					
<p>Adverse weather</p> <ul style="list-style-type: none"> <li>Effect on transport</li> <li>Effect on programme</li> </ul>	All participants	<p><b>Transport</b></p> <ul style="list-style-type: none"> <li>Weather and conditions monitored</li> <li>Dynamic risk assessments undertaken</li> <li>Consider effects of weather on travel. Abandon if weather too extreme</li> </ul> <p><b>Programme</b></p> <ul style="list-style-type: none"> <li>Clothing / equipment advice issued and on the day checks made</li> <li>Spare clothing carried if appropriate</li> <li>Have plan B available</li> </ul>					
Difficulties of access to information in an emergency; leading to communication breakdown	All participants	<p>Base Contact available 24/7 with list of participants, programme, itinerary, home / Council / service provider contacts etc on V6</p> <p>Visit Leader hold list of participants, home contact numbers, medical details, medicines as required</p>					



What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		Mobile phones carried with pre loaded important numbers					

## **11.4 VISITS ABROAD**

### **11.4.1 Introduction**

This section compliments the general guidance for Residential Visits contained within this policy and is specific to visits abroad, however Visit Leaders must also be familiar with the section on Residential Visits

Establishments who wish to organise a self run or external provider led overseas adventurous expedition that involves a specific aim involving adventurous activities / trekking or remote locations must contact the Adventure Aberdeen team leader at least six months before the proposed departure date.

Most visits abroad have either a cultural or activity theme. Visits with a cultural theme in most cases will use one of a range of foreign tour operators. Aberdeen City Council does not hold a list of approved providers of this type of operator, consequently there are no contracts in place with the associated assurances. In these situations Visit Leaders must be extra vigilant to arrangements and contracts and ensure the company is ATOL and ABTA bonded

Visits abroad involving adventurous activities, watersports, snowsports, adventurous expeditions etc, must use an operator on the council's approved list of suppliers. Note that a contract already exists between the council and the operator so no new contract / conditions of booking etc. should be signed by the school. In this situation the service schedule should be used to agree services, costs, arrangements etc.

A Head of Establishment or Visit Leader may decide to organise a visit abroad without the help of an outside body. This model of operation falls under Directive 90/314/EEC. This is implemented in the UK by the Package Travel, Package Holidays and Package Tours Regulations 1992 (The Package Travel Regulations).

These regulations apply to packages sold or offered for sale in the UK. They define a package as a combination of any two of: accommodation, transport, or other tourist services not ancillary to transport. Most package arrangements come within scope of the regulations unless they are 'occasional' or part of an educational course programme as compared with a leisure activity such as skiing.

### **11.4.2 Approval and Notification**

Approval for visits abroad should be given initially by the Head of Establishment who then consults with the Adventure Aberdeen team leader who can contribute to the overall safety of the visit

This is done by the Head of Establishment forwarding a Visit Plan to the Council for registration. This will be registered and forwarded to the adventure Aberdeen team leader who will respond to the head of establishment with any recommendations / comments.

At this point the Head of Establishment can give final approval to the Visit Leader to go ahead

### **11.4.3 Visit plans**

The Visit Leader is responsible for completing a Visit Plan for a Visit abroad. The Visit Plan should outline who is to do what, and when. The amount of content and detail within the Visit Plan will be determined by the nature of the Visit. The Visit Plan will, as well as helping to keep everyone safe, help to ensure a successful and meaningful visit by clearly setting out the aims, objectives and benefits of the activities.

In some instances the Head of Establishment may request an initial visit plan for visits abroad at the early planning stage (that would be registered with the Council) to be followed up by a more detailed plan at a later stage (not registered with council). A sample of a visit plan for abroad can be found \*\*\*\*

### **11.4.4 Risk assessment**

It is the responsibility of the Visit Leader to prepare a specific risk assessment for a Visit Abroad. Visit Leaders are encouraged to involve the participants in this process as much as possible.

Visit Leaders are responsible for recording significant and foreseeable risks specific to their visit. This should take in to account:

- The participants (including leaders and helpers)
- The venue (traffic, local customs, drugs, food and drink etc)
- The accommodation (foreign hotels, swimming pools, balconies, fire standards, security etc)
- The activity (handovers from instructors, free time / down time, ancillary activities: ice skating, sledging, pedalos, swimming,etc)
- Getting there and back
- Time of year (clothing, weather)

The findings of the risk assessment and the relevant precautions / controls, should be agreed and understood by all participants including Visit Assistants

As part of the risk assessment, careful consideration has to be given to establishing the leader participant ratios. Various factors could affect the ratios during a visit such as staff or participant illness, or the need to provide 1:1 supervision. It is the responsibility of the Head of Establishment and the Visit Leader to ensure that adequate levels of supervision can be maintained in these circumstances. Sample risk assessments can be found at \*\*\*\*

For ancillary activities, sledging, ice skating, swimming etc. that are not central to the visit Visit Leaders may permit participation following consultation with other staff to consider the risks involved and undertake a dynamic risk assessment.

Details of ancillary activities that the group might take part in should be included within information sent to parents / carers before the visit and consent gained to take part.

It must be noted that the majority of serious incidents during visits have occurred during ancillary activities or during 'downtime'.

#### **11.4.5 Supervision ratios**

Supervision during a visit abroad requires a range of supervisory techniques. Heads of Establishment should ensure Visit Leaders have sufficient knowledge and experience to carry out the very varied role that Visits Abroad demand. The Visit Leader and accompanying staff should allow sufficient time in the planning stage to discuss the supervision arrangements. Consideration should be given to a supervision rota, with identified hand-over arrangements, to ensure that it is clear at all times who has supervisory responsibility. This should be co-ordinated by the Visit Leader.

For visits abroad the recommended ratio of adult Visit Leaders to a group of under 16-year-olds is 1:10. This is regarded as flexible, subject to the nature of the visit, the maturity of the group and the experience of the leaders. The Visit Leader or other competent staff must determine the actual ratio for the visit

#### **11.4.6 Information for parents / carers and parental consent**

For Visits Abroad specific information has to be provided in writing to parents and should include:

- Cost and methods of / and timescale for payment
- Passports / visas
- The activities and the learning objectives
- The venue
- Domestic and sleeping arrangements

- Medical provision
- Supervision arrangements
- Travel arrangements
- Insurance cover
- Code of conduct

In addition to written information Heads of Establishment and Visit Leaders should consider holding a meeting where these points can be discussed. The nature of the visit, the age and experience of the participants and the length of visit will affect this decision.

The Visit Leader and Head of Establishment may choose to issue an initial consent form V4 in the early planning stages, to be followed up by a reissue to collect up to date medical and emergency contact information

Parental consent must be from both parents for visits outside the UK. Written consent from both parents exercising parental responsibilities and rights is required. More information on this can be obtained from the Family Information Service [fis@aberdeency.gov.uk](mailto:fis@aberdeency.gov.uk)

#### **11.4.7 Preparing Participants**

Thorough preparation of participants for an overseas visit will contribute immensely to enjoyment, educational value and safety. Issues to consider will include:

- Language - even a few common phrases will help.
- Relevant legal differences and the consequences of breaking these laws.
- Cultural differences such as dress codes, rules, local customs, behavioural norms and attitudes to drugs and alcohol.
- In some countries the risks associated with tap water, ice cubes, and some foods, such as unpeeled fruit and raw vegetables, need to be explained.
- Money – how to carry money and valuables discreetly (e.g. money belts). If larger amounts of money will be needed, it is advisable to take travellers' cheques or arrange to use an ATM. N.B. in some countries it can be very difficult to change travellers' cheques.
- Communication - differing telephone systems, the cost of using mobile phones abroad, simple phrases, carrying a phrase book.
- Card with useful information e.g. accommodation address, action to take in an emergency.

#### **11.4.8 Dealing with Emergencies and Emergency Details**

The recommendations given in EMERGENCIES & INCIDENTS (see \*\*\*\*) are of particular importance for visits abroad and Visit Leaders should check that adequate arrangements are made. All group members should be made aware of these procedures.

An emergency plan for the visit should consider action in case a member of staff or a young person becomes incapacitated or has to leave the visit.

#### **11.4.9 Health**

Visit Leaders need to be aware that some diseases are more prevalent in some countries than in others and should know what action to take should a member of the group become infected.

Many of the health problems of participants on longer visits are caused by a lack of food, liquid or sleep and issues associated with hot climates.

The Visit Leader should take this into account at the planning stage and take measures to prevent these risks. If appropriate, parents / carers should be asked to provide suitable factored sun protection cream and sun hats / glasses. Visit Leaders may issue group

members with sun cream unless parents / carers have indicated that their child has a specific allergy to sun cream.

Group members should be advised about the dangers of over-exertion in the heat and of dehydration. In warm climates it is important to keep fluid levels high, and wear loose, lightweight clothing – preferably made of cotton or other natural fibres.

For questions about vaccines and inoculations The Visit Leader must consult with the travel agent or a GP at least 4 months prior to the visit. Some courses of vaccination can take several weeks.

#### **11.4.10 Reciprocal European health insurance**

UK residents may be entitled to free medical treatment or at a reduced cost when temporarily visiting a European Union (EU) country. To obtain treatment, participants and staff will need to take a European Health Insurance Card (EHIC) with them. These can be applied for, free of charge, from the nearest post office. Refer to the NHS Direct and FCO websites for up to date information on medical and other issues for the country you intend to visit.

It is advisable to have access to a contingency fund as sometimes treatment must be paid for in advance and money has to be claimed back later. ATMs may offer the most secure way to access a contingency fund.

#### **11.4.11 Administration / Communications**

The type of visit will determine what is taken in the way of documentation. Visit Leaders must take the following

- Travel tickets, passports and visas.
- Medical papers, e.g. European Health Insurance Card (EHIC) and significant medical histories.
- Parent/carer consent forms and permission for the Visit Leader to authorise emergency treatment on parents/carers' behalf.
- The telephone numbers and addresses, at home and in the establishment, of the Head of Establishment and establishment Base Contact.
- Details of insurance arrangements and the company's telephone number.
- The name, address and telephone number of the group's accommodation.
- Location of local hospital/medical services (if appropriate)
- A copy of the contract with the centre/hotel etc.
- Copies of important documents, including serial numbers of travel documents, passports etc, be and kept separately in the event of loss of originals. It is good practice to have scanned copies of these saved in an online dropbox or USB flashdrive.

Copies of most of the above information should be left at the establishment for the duration of the visit. Establishment emergency contact arrangements must ensure accessibility to such information at all times via the Base Contact during the visit and to the council's emergency planning unit / corporate communications

It is the Head of Establishment's responsibility to ensure this information is available at all times and arrangements are in place for contacting the Base Contact. This is particularly important if the visit takes place when the establishment is closed.

#### **11.4.12 Insurance and legal (Graeme C to check this section)**

Travel insurance is vital for all visits abroad.

Zurich Municipal, the council's insurers, offers Schools travel insurance. A number of other insurance companies also offer this as an integral part of the visit package. Organisers are strongly advised to:

- Check the detail of such insurance.
- Check the suitability of such policies, where in doubt, contact the council's insurance officer at Resources Management Service of the council at Balgownie. 01224 814856 sshaw@aberdeencity.gov.uk
- Advise parents/carers of the detail of the cover.

#### **11.4.13 Visas / passports**

Personal identification is required in many countries and for visits this is usually in the form of an individual passport and in some cases a visa. Visit Leaders must check, well in advance of the visit, the current requirements with regard to individual and / or collective passports. Visit Leaders are strongly advised to check the validity of individual passports well before departure (if they need to be renewed, which can take several weeks) and to ensure their safety during the visit.

Visit Leaders should bear in mind that, if travelling using a collective passport, they would need to obtain a temporary travel permit from the local British Embassy / Consulate for any young person who needs to return home early from a visit.

Some countries have an immigration requirement for a passport to remain valid for a minimum period (usually at least six months) beyond the date of entry to the country. Therefore, leaders will need to ensure that passports are in good condition and valid for at least 6 months at the date of return. This is a requirement of the country concerned, not the UK Passport Service. Any questions should be addressed to their Consulate or Embassy.

An emergency plan for the visit should consider action in case a member of staff becomes incapacitated or has to leave the visit. If the country visited requires a visa, is there a back up member of staff ready to travel and in possession of a visa?

#### **11.4.14 Nationality**

If the group includes young people whose national or immigration status or entitlement to a British passport is in doubt, it is advisable to make early enquiries of the Home Office's Immigration and Nationality Directorate concerning the requirements of the immigration rules and the right of re-entry.

Young people who are not nationals of any EU member state may need a visa to travel from the UK to another member state. However, they may receive visa exemption if they are members of a School / Centre group. Details and forms are available from the Central Bureau for Educational Visits and Exchanges.

Young people other than EU nationals may require a separate passport and may need to use separate passport control channels from the rest of the group.

#### **11.4.15 Care Orders and Wards of the Court**

If a child is subject to a care order, foster parents will need to ensure that the council consents to any proposed visit. If a pupil is a ward of court, the Head of Establishment should seek advice from the court in relation to school / centre journeys and activities abroad well in advance.

#### **11.4.16 Other information**

The Department of Trade and Industry - for the regulations governing tour operators; <http://www.legislation.gov.uk/uksi/1992/3288/contents/made>

The Schools and Group Travel Association (SAGTA) is an independent association with a members' code of good conduct and safety rules. Tel: 01989567690

Alternatively, there are voluntary bodies established to promote school journeys, such as the School Journey Association; <http://sjatours.org/>

Heads of establishment or Visit Leaders who decide to arrange travel independently should seek the advice and help of the Foreign and Commonwealth Office's (FCO) Travel Advice Unit. The Unit's purpose is to help intending travellers to avoid trouble

abroad. It can provide information on threats to personal safety arising from political unrest, lawlessness, violence etc. <http://www.fco.gov.uk/en/travel-and-living-abroad/>

#### **11.4.17 Exchange Visits**

Exchange visits can provide valuable and often unique experiences for young people to experience other cultures, develop new friendships and broaden their horizons and knowledge. Staying with a host family gives young people a first hand opportunity to use their language skills in a real context.

Exchange visits differ from other visits in that young people spend most of their time with host families and are, therefore, not always under the direct supervision of council staff. Expectations and assurances should be established for all parties involved (young people, teachers/youth workers, host families and establishments) and these must be fair and reciprocal wherever possible.

The following issues should be considered by leaders and staff when planning an exchange visit:

- Are families and young people carefully matched with regard to issues such as gender, diet, religious belief, special needs etc ?
- Are families known to the host establishment and have they been confirmed as suitable?
- Are contingency plans in place to allow a young person to be moved at short notice?
- Has consideration been given to the safety and well-being of the young people during travel, and does this include appropriate drivers and transport whilst with the host family?
- Are young people and host families aware of emergency procedures including access to a 24 hour contact number?
- Do leaders have daily contact with all young people and do young people have an agreed 'keyword' which they can use which means 'I want you to visit me immediately'?
- Will young people have access to a phone and/or can they use a mobile phone to call or text messages if necessary to staff?
- Have young people been briefed about personal safety?
- Does work experience feature as part of the exchange and if so, has an assessment been made by an appropriate person about any significant hazards the work environment may present ?
- Does the council's policy for work experience cover work experience abroad?
- Have acceptable and unacceptable activities on 'family days' been discussed and has parent/carer agreement been sought prior to the visit if necessary?

Careful matching of exchange partners is central to successful visits and host families should be confirmed as suitable by the host establishment. Factors to consider include:

- Code of conduct.
- House rules.
- Home visit checks.
- Sleeping arrangements.
- Family activities.
- Transportation including drivers.
- Providing information to, and receiving information from host families.

Disclosure checks, or equivalents if they exist overseas may help to supplement this process but should not be used to replace it.

If the host establishment or placing agency does not have appropriate measures in place for carrying out checks to ensure the health, safety and welfare of young people on the exchange, the Visit Leader should seek further assurances and/or reconsider whether the visit should take place.

## 11.5 ADVENTUROUS ACTIVITIES

### Using an External Provider

#### 11.5.1 Introduction

Adventurous activities should form part of the natural progression of outdoor learning opportunities offered to young people. They can contribute greatly to the personal and social development of an individual as well as increasing their understanding of risk management. Adventurous activities can be part of any category of visit and reference should be made to the relevant procedures within each specific type of visit. If planning a visit which will include an adventurous activity, the Visit Leader must consult with the Adventure Aberdeen Team Leader.

#### 11.5.2 Approval and Notification

Where adventurous activities are part of a visit or establishment activity, approval should be given initially by the Head of Establishment who then consults with the Adventure Aberdeen Team Leader who can contribute to the safety of the adventurous element.

This is done by the Head of Establishment sending in a visit plan to the Council for registration. This registration may be for a one off activity, a residential including adventurous activities or block of activities.

The Adventure Aberdeen Team Leader will respond back directly to the Head of Establishment with any recommendations before the Head of Establishment gives their final approval for the activity to go ahead. See \*\*\*\* for timescales for registrations to the Council.

#### 11.5.3 Register of Providers of Adventurous Activities

Aberdeen City Council groups, from any service, must only enter into a contract with a provider of adventurous activities that are on the Council's Register of External Providers See\*\*\*\*. This annually updated register lists contacts and agreed activities that can be provided. The contract also ensures the wider service elements of a provider, accommodation, transport, etc are addressed.

#### Service Schedule

Visit Leaders wishing to raise concerns about any aspect with a contracted provider should contact the Educational Visits Co-ordinator \*\*\*\*

#### Specific Activity Information for Visit Leaders and Accompanying Staff

Visit Leaders or accompanying staff taking groups of young people to providers of adventurous activities are not expected to be familiar with best practise and recognised standards of delivery. With this in mind section B of this policy has been written to help staff be more aware of the standards of good quality adventurous activity provision. Staff are encouraged to look at this section before accompanying the group.

See section C of this policy \*\*\*\*

#### 11.5.4 Licensing

Under some circumstances providers of Adventurous Activities to young people are required to hold a licence. The Visit Leader needs to be aware that some activities fall "within scope of the licence" and that anyone who provides these activities must be inspected by the Adventure Activity Licensing Service and hold a current licence. Details of licences and their validity can be found on the HSE website. During inspections the Inspector must be satisfied that appropriate safety measures are in place for the provision of the specified licensed adventurous activities. The Visit Leader does not need to make any further checks.

#### 11.5.5 Establishment-led Adventurous Activities

Aberdeen City Council encourages and supports establishments delivering their own adventurous activities.

Visit Leaders wishing to organise and deliver their own Adventurous Activities must:



- Be on the Council's Register of Leaders of adventurous activities. This supported register ensures appropriate CPD is provided
- Be fully conversant with relevant chapter in section B of this policy
- Prepare the relevant risk assessments
- Ensure that group supervision is in line with advice provided on their training and / or assessment courses.

#### **11.5.6 Visit Plans**

The Visit Leader is responsible for completing a Visit Plan for a Visit with an adventurous activity element. The Visit Plan should outline who is to do what, and when. The amount of content and detail in the Visit Plan will be determined by the nature of the Visit and the activities involved. The Visit Plan will, as well as helping to keep everyone safe, help to ensure a successful and meaningful visit by clearly setting out the aims, objectives and benefits of the activities. A sample plan for a visit with an adventurous activity can be found \*\*\*\*

#### **11.5.7 Risk Assessment**

It is the responsibility of the Visit Leader to prepare a specific risk assessment for a Visit involving adventurous activities. Visit Leaders are encouraged to involve the participants in this process as much as possible. Residential centres and activity providers are required to have risk assessments in place for their own premises and activities. There is no need for Visit Leaders to request copies of these risk assessments.

Visit Leaders are responsible for recording significant and foreseeable risks specific to the aspects of the visit they are directly responsible for. This could take in to account:

- Getting there and back
- The venue (if self lead activity)
- The activity (if self lead activity)

The findings of the risk assessment and the relevant precautions / controls should be agreed and understood by all participants including Visit Assistants (and parents where appropriate).

As part of the risk assessment careful consideration has to be given to establishing Leader : Participant ratios. Various factors could affect the ratios during a residential visit such as staff or participant illness, or the need to provide 1:1 supervision. It is the responsibility of the Head of Establishment and Visit Leader to ensure that adequate levels of supervision can be maintained in these circumstances. Sample risk assessments can be found at \*\*\*\*

#### **11.5.8 Emergency Details**

On a Visit involving adventurous activities it is important that the Visit Leader has adequate knowledge and information about participants to ensure their well-being. Parents should be given the opportunity to pass on relevant information on the consent form and by more informal approaches.

The Visit Leader should ensure that they carry up-to-date information for all participants (including accompanying adults) on the following:

- Relevant medical information
- Emergency contact details
- Any other information relevant to the specific activity

It is essential that this information is shared with accompanying adults, and External Providers, where appropriate.

For Residential Visits which include outdoor activities or venues with specific considerations it may be appropriate to ask parents for information which may have an impact on the visit (e.g. fear of heights, allergies to animals etc.).

#### **11.5.9 Information for Parents / Carers and Parental Consent**

For any visit which involves adventurous activities specific information has to be provided in writing to parents and should include:

- The activities
- The venue
- Medical provision
- Supervision arrangements
- Travel arrangements
- Insurance cover

Parental consent (one off or block) has to be obtained for any visit or series of visits which involves adventurous activities. Detailed information has to be provided regarding the visit in order to enable parents to give informed consent.

#### **11.5.10 Preparing Participants**

It is particularly important for any visit which involves Adventurous Activities to ensure that participants are adequately prepared. Participants should be informed about:

- The nature and demands of the visit
- The supervision arrangements, including which adult is responsible for them
- The standards of behaviour expected at all times
- What to do in the event of an accident / incident

The Visit Leader should ensure that:

- The aims and objectives of the visit are clear
- The planned activity matches the age and ability of the participants
- The participants are adequately trained for the venture

#### **11.5.11 Remote Supervision during Adventurous Activities**

Remote supervision is the term used when the Visit Leader is not directly present with participants. Working without immediate supervision can help learners to develop independence and self-reliance.

If Remote Supervision is used as a part of the delivery of Adventurous Activities the Visit Leader and / or the instructor should have significant experience in the relevant activity. Advice can be sought from the Adventure Aberdeen Team Leader.

Visit Leaders remain responsible for participants even when not in direct contact with them. They should not underestimate the challenges of remote supervision. It requires extra planning and contingencies to be put in place. This should be reflected in the Visit Plan.

See \*\*\*\* for specific guidance on remote supervision

#### **11.5.12 Adult (18+) groups including staff and corporate groups**

Visits or activities organised for adults:

An visit / activity organised for a group of adults has all the same elements as for children and young people. The leader still has a duty of care for those in the group however the group members have an increased responsibility for their own well being and actions.

All adults must be informed of the nature of the activity, what will be expected of them and be given the opportunity to declare any relevant medical or personal information that would be useful to the leader.

Emergency contact details must be held by the leader and a Base Contact if appropriate. All adults are required to sign a participation statement that details insurance information, agreeing that they are fit and able to take part.

Operational procedure for adult groups undertaking adventurous activities will be based upon the guidance in Section B of this policy .

#### **11.5.13 Adult Groups without an Activity Leader**

Groups of adults participating in activities without a qualified activity leader (typically a 50+ walking group from a Community Centre) are able to do so as long as safeguards are in place and seen to be working.

The Council has a duty of care to the adults and this is exercised by supporting, monitoring and overseeing the groups as they go about their activities.

In such circumstances adults are primarily retaining responsibility for themselves, whilst accepting a mutually agreed level of shared responsibility as a group.

The Head of Establishment or Management Committee should authorise operational procedures and ensure arrangements are in place to:

- Ensure the activity is participatory rather than instructional
- Ensure participants are well informed and within their competence level
- Ensure participants are appropriately equipped
- Ensure participants have signed to effect that they are fit to take part
- Have a named leader on each activity who acts as "co-ordinator" and ensures leader or group are carrying equipment as directed by section B of this policy for hill walking leaders
- Have on every occasion a Base Contact who knows the plan for the activity, and has a list of participants and has emergency contact details for everybody
- Ensure the Base Contact has a return time and knows what to do if the group are late back
- Have First Aid training within the group to an appropriate level.

Where young people accompany their Parent / Carer on such an activity it is acceptable for them to participate under these arrangements, as no transfer for responsibility of care occurs.

#### **11.5.14 Adventurous activity equipment in Establishments**

Establishments who own technical activity equipment and Personal Protective Equipment (PPE) for use by staff/activity participants must ensure that this is maintained according to manufacturers' recommendations of care and lifespan and that a record is kept of regular maintenance checks. The Adventure Aberdeen Team Leader can advise on this.

Equipment owned by establishments must have service records that show the following information (including bikes):

- Date purchased
- Discard date (shelf life or use life as per manufacturers guidelines)
- Checking policy (e.g. monthly, every 6 months, every time used)
- Who checks the equipment (this must be a qualified person)

If an establishment is exploring the options for accessing equipment including buying it, advice should be sought from the Adventure Aberdeen Team Leader.

Specifically for fleets of bikes see \*\*\*\*

#### **11.5.15 Hiring Equipment**

If equipment is hired from an Adventure Activity Licensed Provider (AALS) or a reputable retail outlet all of the above can be assumed to be in place.

Where technical equipment is hired or loaned from an unlicensed provider it **MUST** be assessed and designated “fit for purpose” by an appropriately qualified person. Advice should be sought from the Adventure Aberdeen Team Leader.

## **12. DUKE OF EDINBURGH'S AWARD EXPEDITIONS**

### **12.1 Introduction**

The expedition element of the Duke of Edinburgh's Award scheme offers extremely valuable opportunities for progressive learning and developing the skills for independence, resilience and teamwork.

### **12.2 Approval and notification**

Approval for Duke of Edinburgh's Award expeditions is the responsibility of the Head of Establishment who consults with the Adventure Aberdeen Team Leader who can contribute to the safety of the overall expedition.

This is done by the Head of Establishment either:

- Emailing electronic green forms and route maps to [jkitching@aberdeencity.gov.uk](mailto:jkitching@aberdeencity.gov.uk)
- Or signing and dating the bottom of the front page of a paper copy in a space of choice. This paper copy is either sent in with route maps by post or handed into the Adventure Aberdeen Base at Fairley Road.

The route map should have the expedition route marked clearly on it with campsites indicated.

The Adventure Aberdeen Team Leader will respond back directly by email to the Head of Establishment with any comments before the H of E gives their final approval for the expedition to go ahead.

The AATL will copy in (in most circumstances if all matters are in order) the Expedition Leader / Supervisor or person who created the green form, the Duke of Edinburgh Award Support Officer for information and the Educational Visits Co-ordinator who will log the details for record keeping and emergency uses.

Training day walks and events that involve visiting remote places as described in Hillwalking \*\*\*\* must be treated as an adventurous activity with a visit plan being forwarded to \*\*\*\* .  
Training events involving overnight camping must be classed as a residential visit \*\*\*\*

For Practice and Qualifying Duke of Edinburgh's Award expeditions, green forms and route maps should be submitted (as described above) no less than four weeks before the expedition,

IN SUMMARY – If the D of E green forms are being submitted to the Adventure Aberdeen Team Leader then no other notification is required to the Authority

Other notifications

Notification to Expedition Area Co-ordinator (if assessor required) 6 weeks

Notification to Expedition Area Co-ordinator (if no assessor required) 4 weeks

### **12.3 Visit Plans**

Unless the Head of Establishment specifically requests a visit plan for internal establishment information / authorisation purposes then no visit plan is required. The green form is seen to satisfy this requirement.

### **12.4 Risk Assessment**

It is the responsibility of the Expedition Leader / Supervisor to prepare a specific written risk assessment for Duke of Edinburgh's award expeditions. Supervisors are responsible for

recording significant and foreseeable risks specific on the expedition. This should take in to account:

- The participants age, maturity, experience and training
- The venue / route, altitude, water crossings etc.
- The activity, exhaustion, heavy packs, blisters, cooking with stoves, water quality, e-coli, remoteness, etc.
- Getting there, transport to and from the start point
- Time of year, temperature, prevailing weather, ground conditions, ticks etc

The findings of the risk assessment and the relevant precautions / controls, should be agreed with and understood by all participants and adults involved. The more the group is involved in drawing up the risk assessment the more valuable the expedition becomes to the participants

## 12.5 Supervision

Expedition Leaders / Supervisors of D of E groups must be trained / accredited to be on the ground they are on. Aberdeen City Council staff must be registered on the Adventure Activities Leader data base, managed by the Adventure Aberdeen Team Leader. See\*\*\*\*

In most cases this training will be Lowhills or a Mountain Leader award. Staff with other awards must contact the AATL to ensure their training is appropriate

Ventures are increasingly using alternative methods to walking based expeditions. Under each individual adventurous activity listed within this policy it explains what is involved in these different means of transport.

Companies (external providers) contracted to act as supervisors will be required to hold the appropriate national governing body award for the ground they are on. These companies must have a contract with the Council and be on the Councils register of external providers \*\*\*\*

The Head of Establishment and the Expedition Leader / Supervisor must be satisfied that all supervisors hold the appropriate level of group management skills and experience. The Adventure Aberdeen Team Leader will comment on the technical skills required for the intended route when details are submitted.

The skills required to remotely supervise groups must not be underestimated. A specific set of guidance for remotely supervising groups is within this policy at \*\*\*. Expedition leaders / supervisors must be familiar with these guidelines.

An integral part of the Duke of Edinburgh's Award scheme is the ability of the young people to complete an expedition on their own. To reach the stage of acting independently, they must have acquired the necessary techniques, with sufficient experience, confidence, physical ability and judgement. The training given must be sound and thorough with careful judgement being made before the leader can withdraw. Even then, withdrawal from direct supervision should be a gradual and progressive process. A staged progression may develop as follows:

1. Accompanying groups (direct, close supervision);
2. Shadowing groups;
3. Checking at various times and venues (remote supervision);
4. Occasional contact via pre-arranged locations and methods.

The Supervisor continues to be responsible for the group even when direct supervision has been withdrawn. Supervisors must be familiar with the specific guidance in this policy on remote supervision \*\*\*

The D of E Expedition Guide recommends that groups should complete expeditions without external help. However, where a route potentially places a group in technically difficult terrain then supervision by an appropriately qualified leader may be acceptable. Routes requiring

supervision for safety reasons should not become the norm since they would then fall outside the expectations of the Award.

Where essential, supervision must:

- Be undertaken by someone with a council leader accreditation or a contracted contractor with the relevant National Governing body qualifications
- Be restricted to those parts of the route which are outside the technical experience of the group e.g. on or adjacent to sharp ridges, very steep ground or crossing rivers
- Be of an absolute minimum and provided only to ensure the safety of group members.
- Be discreetly done by 'shadowing',

Special considerations involving water:

Fording streams and rivers is sometimes required on routes through the mountains. This is a potentially high-risk activity. Even ankle-deep fast flowing water can be enough to knock someone off their feet and, when combined with the effects of wearing a large rucksack, can lead to serious consequences. Groups should be briefed on the hazards during training and routes should be selected to avoid stream or river crossing, except in the most obviously benign circumstances.

Swimming at camp sites should be discouraged. Supervisors should follow the guidance given within the policy on swimming in natural waters.

## 12.6 The role of expedition staff

An **Expedition Leader**, In most circumstances, co-ordinates a group of Supervisors who work together to look after a number of groups. The expedition leader has overall responsibility for the safe outcome of the venture and reports to the Head of Establishment.

The **Supervisor** has responsibility on the ground for their group. It is their responsibility to ensure the health and safety of the group. This is a responsible position that involves decision making on behalf of the groups and liaising with the Expedition Leader / Base Contact if an emergency arises.

Supervisors in major emergencies may have to devolve responsibility to the emergency services. Supervisors will need the competency and experience to understand the nature of an incident, procedure required to resolve the problem.

Supervisors will determine the nature and extent of close and remote supervision based on the experience of the group and nature of the terrain.

**Assessors** ensure that all conditions and requirements for the Award are met. The assessor should make no decisions that effect the expedition. However, a supervisor would be wise to accept advice from an assessor, especially when local knowledge is involved. In some circumstances the assessor and the supervisor can be the same person

During the expedition a Base Contact will be appointed. See\*\*\*

## 12.7 Preparing of participants

The Duke of Edinburgh's Award puts a huge emphasis on developing and preparing participants so they can operate on expeditions without direct supervision. This preparation is mostly training groups with the skills for independent travel and camp craft. After this training the Head of Establishment and the expedition leader / supervisor must be satisfied that the group have the necessary skills to be independent before direct supervision is withdrawn.

The training of groups must include what to do in an emergency situation and how to find help or raise an alarm.

## **12.8 Information for Parents / Parental Consent**

Parents must be specifically informed of expedition plans in writing and should include:

- The activities and the learning objectives
- A packing list
- The venue / route
- Domestic and sleeping / camping arrangements
- Supervision arrangements
- Travel arrangements and times
- Insurance cover
- Code of conduct

Parental information letter V\*\*\* and consent form V4 for residential visits should be used

## **12.9 Emergency details and situations**

Expedition Leaders / Supervisors should ensure that they carry the following up-to-date information for all participants (including accompanying adults):

- Relevant medical information
- Emergency contact / Base Contact details
- Any other information relevant to the venture

Groups must have information with them on how to raise an alarm or find help. A mobile phone with pre-programmed numbers will help in this situation. Such phones with the group must only be used in an emergency and can be, for example wrapped in bubble wrap, sealed with tape then drawn on with permanent marker.

## **12.10 First Aid and Medical Facilities**

Duke of Edinburgh's Award groups must be trained in basic first aid to be able to deal with emergencies they could encounter. The risk assessment process will highlight the sort of injuries that could be sustained.

The expedition leader must consider the following when drawing up the supervision plan for the group

- How quickly medical care can be accessed
- The age, maturity, training and trustworthiness of the participants
- Any known medical needs

Any incident during an expedition, which resulted in injury, must be reported to the Council by contacting the Duke of Edinburgh's Award Support Officer as soon as possible after the incident.



## **13. VISITS AND ACTIVITIES AT VENUES THAT NEED SPECIFIC PLANNING AND PREPARATION**

### **13.1 Introduction**

Coastal visits: beaches, rocky-shores, paddling, harbours, cliff top walks

Most young people thoroughly enjoy the opportunity to visit coastal areas or paddle in natural waters – particularly in warm weather. These areas as well as being hugely enriching present specific hazards that need to be considered in the planning process and they require careful judgement and vigilance.

Beach visits are to be encouraged for the wealth of experiences to be found there. Some beaches have rocky shores elements at their edges that in themselves require special consideration. In some locations easy access to rocky shores without beaches can be found which need significant management and judgement to be used safely

Harbours present a range of interest from cultural industrial and historical perspectives. They do however in most cases involve deep water and precipitous edges that need to be managed.

Cliff top walks offer spectacular views of scenery and bird life and often link beaches and easy access routes. Like harbours, cliff top paths present planning and group management challenges that need to be very carefully considered.

Paddling in the sea on a coastal visit has huge benefits to visit participants and is almost inevitable if the weather is warm. Due to the constantly changing tides and sands paddling needs to a planned activity that draws on staff's full understanding of the hazards involved and how these should be managed

Visit Leaders should be aware that many of the incidents affecting young people have occurred by or in the sea. The Visit Leader should bear the following points in mind when assessing the benefits and risks of a coastal activity:

### **13.2 Approval**

All coastal visits should be approved by the Head of Establishment. For visits to rocky shores that do not have a beach element this should be classed as an adventurous activity. For this the Head of Establishment must consult with the Adventure Aberdeen Team Leader before final approval.

The Head of Establishment must be confident that the Visit Leader has the knowledge and experience to lead a visit to a beach with its associated activities.

Before giving final approval for a coastal visit involving beaches, rocky shores adjoining beaches, paddling, cliff top walks or harbours, Heads of Establishment must ensure that the Visit Leader has the necessary knowledge, experience and supervisory skills to manage the hazards involved.

Visit Leaders taking groups to beach locations or using rocky shore environments adjacent to beaches must complete the coastal visit OIL training module \*\*\*\*

### **13.3 Visit Plans**

The Visit Leader is responsible for completing (refreshing) a visit plan for a visit to a coastal location. See visit plans for routine and expected and one off day visits.

### **13.4 Risk assessment**

The Visit Leader must ensure there is a risk assessment in place for a visit to a coastal area. See \*\*\*\* and risk assessments for routine and expected and one off day visits.

Involvement of the group in the risk assessment process is a fundamental part of training young people to manage hazards and is strongly encouraged. Local sources of information such as the coastguard, harbour master, lifeguard or tourist information office can provide valuable information and advice on the nature and location of hazards specific. Knowledge of the coastal location from previous use or an inspection visit is extremely important to managing the hazards listed below.

Specifically on coastal visits, hazards from the following must be managed if appropriate

**Beaches and rocky shore fringes:**

- Broken glass / dog mess/ beach litter / sharp rocks / shells
- Cold wind, wind chill on paddlers
- Too much sun masked by a cool breeze.
- Strong waves / currents
- Slippery rocks leading to impacts / deep rock pools
- Ill-defined boundaries
- Being lost in the crowd
- Jelly fish stings
- Flying sand in the eyes
- Thrown stones
- Strangers

**Harbours and coastal paths:**

- Precipitous edges
- Deep water
- Trip hazards from tied up boats (ropes)
- Moving vehicles
- Fishing equipment / boxes / fuel tanks

### **13.5 Supervision on beaches, rocky shores fringing onto a beach and paddling**

Establish a weather forecast on the day. The weather on the day will make a big difference as to how a group of young people should be managed on a beach. Wind speed and direction will determine levels of communication, flying sand, size of wave temperature and general enjoyment.

Whilst planning the visit establish from either the WEB, the newspaper or the coastguard what the tide will be doing on the day. Local knowledge of a beach will help to establish how much room there will be on the beach when the tide is high.

On arrival, establish a base on the beach to which members of the group may return if separated. The Visit Leader should check the beach for glass / dog mess and tide wash hazards / litter, sand bars that could be surrounded by an incoming tide or large waves, other beach users.

The Visit Leader and other staff must ensure a toilet request system is established and that consideration has been given to getting changed and use of cameras.

Set very clear boundaries to start with including proximity to the waters edge. Some old PE equipment can be used to do this, small cones, a bib on a spade etc. These boundaries can be changed later once initial excitement has worn off and staff have had an opportunity to "test the waters".

Set very clear behaviours e.g., no throwing sand or stones, keep an eye out for your and your buddies safety, when the whistle blows come back to here, don't get led away by somebody you don't know, avoid dogs.

The Visit Leader may wish to consider establishing some whistle blow or hand signals for participants and staff to aid communications.

Gently sloping beaches are safer than steeper ones. Gentle slope beaches create waves with little energy at the waters edge. Steep sandy but especially shingle beaches can, especially with an offshore wind create dumping waves that can draw small people into the water into currents.

If a rocky shore fringes the beach set initial boundaries for use or not, e.g. don't go more than a cars length from the sand, don't climb anything.

Rock pooling should be a supervised activity. (Scrambling over the rocks for its own sake should be avoided - this requires specialist skills and judgement). A culture of care for living things can create a careful, gentle approach. Rock pool areas are inherently slippery so care of footing and movement in general must be exercised. Slow, low, crab like movement will help. Rocky shores that have had a bit of time to dry are less slippery.

Paddling should be a supervised activity. The Visit Leader must be satisfied that the nature of the sea / waves is not hazardous to paddlers and that the waves are not strong enough to knock participants off their feet or draw them out to sea. This should be tested one way or another. Very clear physical boundaries must be set and instructions as to how deep to go. Ankle or shin deep will lead to knees getting wet, knee deep will lead to skirts, shorts swimmers etc getting wet. Paddling is generally understood to be below the knee

Supervision should be close enough to talk (rather than shout) to paddlers and be able to reach a paddler in a couple of moments if needs be. Groups of other paddlers are best avoided if possible so counts are easy. Paddlers leaving the waters edge in ones or twos should be assigned into another leader's responsibility with a clear handover.

Jelly fish will cause excitement and possible distress. Any stings can be alleviated with the use of vinegar. Sachets as found in cafes in the first aid kit are useful on beaches. Surfers or surf kayakers can be a hazard if they come into close into the paddlers

### **13.6 Supervision on harbours and cliff tops**

Both harbours and cliff top walks involve places to fall off and deep water. Supervision consequently needs to be close and direct. This role needs experience and supervision ratios need to be established taking experience of accompanying staff into consideration

Establish a weather forecast on the day. This will help determine wind direction and strength and if ground conditions will be wet and slippery or dry and grippy. Strong winds, especially offshore, would require a plan B.

On arrival (or before) establish small groups and supervisors. On a cliff path it is easier to supervise a distant small group walking with a gap between the other groups. The Visit Leader should consider asking staff to appoint a back (responsible) person. Leading from the back, so the whole group can be seen all the time, may work better with a responsible person at the front.

At a harbour site locate any buoys or other public safety equipment and any specific hazards; vehicles, loaders, trip hazards etc that come and go. The Visit Leader should discuss a dynamic risk assessment and resulting actions with all the supervisory staff.

Set very clear behaviours to reduce pushing, overtaking on narrow paths, throwing stones, being too close to precipitous edges, interfering with piles of nets, fish boxes etc. Participants should be responsible for making sure their shoes laces are tied and that they are not carrying coats / bags etc in a way that could be tripped over.

Distance from edges can be managed by using easily understood lengths, a person, a cars length etc. It is good practise to point out things of interest while the group are standing still rather than on the move.

During snacks, breaks, lunch etc the group should be located in a safe place with staff located between the group and the hazard (edges). The Visit Leader and other staff must ensure a toilet request system is established that doesn't let participants go wandering off looking for an out of site space.

### **13.7 Information for Parents / Carers and parental consent**

Parental consent has to be obtained for visits to coastal areas. This can be for Routine and Expected visits or one-off visits depending upon the normal curricular functions of the establishment.

### **13.8 Visits to other water margins**

Visits to other water margins, loch sides, river banks and beaches, burns, ponds present many opportunities for learning and enriching the curriculum. They also present significant hazards that need to be managed or avoided.

The Head of Establishment and Visit Leader must carefully consider the suitability of the venue and the level of competence required to supervise the participants safely and effectively.

When selecting a suitable venue the Visit Leaders should consider:

- The likelihood of someone falling in.
- The seriousness of falling in. Factors influencing seriousness include:
  - a. Depth and temperature of the water and air (note: sudden and unexpected Immersion in cold water has a rapid and dramatic effect on the body's systems and will often impair people's ability to reach safety).
  - b. Current - is the current strong enough to knock someone off his or her feet? (fast flowing water doesn't need to be deep to do this – ankle deep may be enough). If so, where would the current take them?
  - c. Presence of underwater or bank hazards (e.g. tree roots, shopping trolleys, rocks, sharp objects).
  - d. Water quality (e.g. bacteria from chemicals, sewage, dead animals or other causes). Can groups wash their hands in clean water prior to eating if required?
  - e. How easy would it be to rescue someone who has fallen in or who is in difficulty?
    - i. Could they get themselves out easily?
    - ii. Could they be reached safely e.g. with a towel, a stick, a piece of clothing, a length of floating rope or any public safety equipment available?
    - iii. Could someone wade in to get them without putting him or herself in danger?
  - f. How does the venue change according to current and past weather conditions?
  - g. Is the venue subject to rapid changes in water levels? When and why do these happen? How would these effect your chosen location?
  - h. Are there clearly recognisable 'cut-off' points which can be identified (e.g. river level height indicator) to help the Visit Leader decide whether or not
  - i. The visit should go ahead or be stopped? Can the Visit Leader clearly recognise if conditions are suddenly changing during the visit? Can they get the group to safety if conditions require it?
  - j. Has the venue changed in character recently? (Remember: just because it was safe on the last visit doesn't mean it will be safe for the next one).
  - k. Planned swimming in natural waters presents many issues and requires staff to be experienced and well trained. See Swimming in Natural Waters chapter in section B of this policy.

If planned paddling in natural waters is to be part of a visit the Visit Leader must be aware of the hazards involved with this from the sections above, also that the water quality of flowing natural waters in and around the Aberdeen is not high and that river bed debris / litter is in no short supply.

Visit Leaders must consider the use of buoyancy aids and robust grippy footwear if young people are working / spending time on river banks that could present hazards from deep flowing water. These can be sourced from Adventure Aberdeen. Visit Leaders may wish to discuss plans and venues with the adventure Aberdeen Team Leader

### **13.9 Farm Visits**

Farms can provide an exciting opportunity for young people to learn about rural life and food production but can also be places of relatively high risk. Careful planning and good on-site management is vital. Visit Leaders should ensure that they, other staff and the young people in their care engaged in these activities take the relevant precautions listed below and inform parents/carers accordingly.

Zoonosis infections (e.g. Weil's disease) are a risk to visitors to farm sites. Zoonosis infections are transmitted by contact, directly or indirectly, with the faeces or urine of some animals or by the drinking of contaminated water. Leaders should ensure that all supervisors and children are informed of the precautions to be taken.

Such infections are relatively rare but can be serious. Most are treatable with antibiotics. Symptoms of infection may include flu-like attacks, headache (often persistent), vomiting, muscle pain, diarrhoea and abdominal pain. Parents/carers should be briefed to inform the establishment and arrange for their child to see a doctor if they develop any of the above symptoms in the days or weeks following an visit to a farm.

Visit Leaders should check the provision at the farm to ensure that:

- Eating areas are separate from those where there is any contact with animals
- There are adequate clean and well-maintained washing facilities
- There is clear information for visitors on the risks and precautions to take
- There is adequate trained adult supervision wherever young people might come into contact with animals
- All young people wash their hands thoroughly as soon as possible after touching animals and before any eating and drinking
- Shoes are cleaned and then hands are washed on leaving the farm.

Visit Leaders should never let participants:

- Place their faces against animals
- Put their hands in their mouths after touching or feeding the animals
- Eat or drink while going round the farm
- Sample any animal foodstuffs
- Drink from taps other than in designated public areas
- Touch animal droppings – if they do then wash and dry hands
- Play in the vicinity of, or ride on, tractors or other machinery unless part of an 'approved' ride
- Play in the farm area (other than designated play areas), or in other areas that are out of bounds such as grain storage tanks, slurry pits etc.

### **13.10 Play barns / Soft play areas**

Play barns and child soft play areas, can provide exciting space to play for children from birth to 12 years. They offer opportunities for children to participate in exciting physical play within a confined environment. The play areas are designed to minimise the risk of harm or injury to children through the use of padded covers, playmats and impact absorbing safety floors. Features may include ball pits, slides, tubes, rope bridges, maze puzzles, footprint trails etc.

Careful planning and good on-site management is vital. Staff should ensure that the exit point is monitored at all times, and remain vigilant to the activities being undertaken throughout the entire session.

### **13.11 Forest Schools**

The Forestry Education Initiative has developed the Forest School idea that has been run for a number of years in Scandinavia, Wales and England. For further information see [http://www.foresteducation.org/forest\\_schools.php](http://www.foresteducation.org/forest_schools.php) Forest School programmes can take a variety of forms to suit the group's abilities and available sites. Activities would normally include shelter building using tarpaulins or natural materials, using tools, making small fires and use of storm kettles.

Forest School aims to deliver outcomes to promote self esteem, team working and healthy living as well as providing educational opportunities on a regular basis in the outdoors in all weather conditions. All activities are risk assessed in advance to take account of site situation / conditions, weather, client group and activities.

Only qualified Level 3 Forest School leaders would be leading these activities or at least are managing the session overall. The level 3 training is an Open College Network accredited qualification, see [http://www.foresteducation.org/forest\\_schools.php?page=6](http://www.foresteducation.org/forest_schools.php?page=6)

### **13.12 Aberdeen City Ranger Service**

The Ranger Service of the City Council is based at Loriston Loch Farm in the south of the City. The service works with school and community groups in a variety of locations across the City. The ranger team can deliver a wide range of environmental activities. See appendix \*\*\*\* for a full list of activities

### **13.13 Aberdeenshire Ranger Service**

The Ranger Service of Aberdeenshire has a variety of operation bases. Rangers leading activities in high or remote places must be appropriately qualified to do so. Advice on this can be sought from the Adventure Aberdeen Team Leader.

### **13.14 Fairgrounds and theme parks**

Visit Leaders must seriously consider the educational merit of visits to fairgrounds and theme parks before offering them to would be participants.

If going ahead with these activities, Visit Leaders must ensure:

- Parents / Carers are aware of the types of rides activities that will be available
- Relevant medical information is collected e.g. epilepsy, vertigo, motion sickness etc.
- Dynamic risk assessments are undertaken on arrival as to best manage the group
- Remote supervision methods applied if necessary including meeting points and times, where to find help at any time
- Codes of safe conduct are agreed.

### **13.15 Paint Ball and Shooting**

Paintball:

The Council does not endorse paintball shooting activities where participants are targets.

Shooting / clay pigeon / targets:

Visit Leaders should seriously consider the moral and ethical implications of these activities before offering them to would be participants.

If going ahead with this activity, Visit Leaders should establish that:

- Parents / Carers are aware of exactly what the activity will be.
- The maturity of the group is compatible with the levels of discipline required when fire arms are present.
- The group are aware that if codes of safe conduct are not followed all activity will stop.
- Shooting activity providers must be an accredited external service provider of the council.

### **13.16 Quad Bikes**

Quad biking is a popular activity often offered as part of a multi activity programme at Activity Centres. As with all motor sports involving groups of participants it can involve significant exposure to hazards from speed, collision, rolling and crushing.

If, after careful consideration as to the appropriateness of quad biking activities, Visit Leaders overseeing groups taking this activity must:

- Ensure the provider is an accredited as an external service provider by the Council
- That Parents / Carers are aware of exactly what the activity will be
- The maturity of the group is compatible with the levels of discipline required when using quad bikes
- The group are aware that if codes of safe conduct are not followed all activity will stop.

### **13.17 Airborne flying activities and parachute jumps**

Aberdeen City Council would not normally endorse visits that involve flying activities or parachute jumps. However, specific cases would be considered on individual merit and Visit Leaders should contact the Adventure Aberdeen Team Leader.

### **13.18 Small commercial vessels (certified)**

Vessels bearing a 'Small Commercial Vessel Certificate' (commonly used by the Royal Yachting Association on behalf of the Marine Safety Agency) have been thoroughly inspected in respect of the vessel, its equipment, safety arrangements and the competence of the Skipper. The Certificate will specify the capacity of the vessel and its class (range from port) and should be displayed in the wheelhouse of the vessel.

Such vessels may be used with groups of young people in the company of a Teacher, Youth Worker, Social Worker etc who should confirm that the vessel is to be deployed within the scope of the Certificate.

### **13.19 Fieldwork**

Field work can provide a very rewarding opportunity for school students to expand their understanding of practical aspects of curricular studies.

It is recognised that Council establishments frequently use field trips and field work to enhance their curricular work. Field work sites can be in both the rural and urban environments and each with their own hazards and risks. Careful planning and good activity management is vital.

School staff should ensure that they and the participants in their care engaged in field studies take the relevant precautions listed below and inform parents/carers accordingly.

Visit Leaders visiting field work sites in environments for which the council would normally approve leaders must contact the Adventure Aberdeen Team Leader if they are not approved. See HILLWALKING

Before the visit, Field Study Leaders should:

- Discuss with land-owners and occupiers (if appropriate), to work on the site and be clear about access rights and restrictions on access and activities. See legal section; access
- Choose sites with care, avoiding sites of Special Scientific Interest and Nature Reserves (unless these specially cater for education groups) and seek resilient areas
- Ensure that everyone is familiar with appropriate codes of conduct, such as the Outdoor Access Code
- Consider child protection issues carefully, particularly in areas where there is open public access
- Ensure they follow the guidelines relating to remote supervision.

During the field work if young people will be operating away from direct staff supervision leaders should ensure that:

- All participants have appropriate clothing and footwear for the activity and conditions
- they maintain a degree of supervision, appropriate to the nature of the group
- They carry first-aid and emergency equipment appropriate to the environment and activity and that they know how to use this equipment
- Disruption of the environment, e.g. by collection of plants, rocks etc. is kept to an absolute minimum or prohibited. Members of the party should be encouraged to record by sketches, photographs etc.
- The behaviour of the group does nothing to damage the attitude to field studies held by site owners or the general public, and to this end make
- Sure that all members of the group recognise the need for good behaviour and courtesy in all their contacts with the public.

## Field Work by Senior Students in their Own or School Time

In some instances senior students (16-18) independently undertake field work in their own or school time. In this instance the establishment must satisfy themselves that there are no hazards present that the student could not easily assess and control themselves.

Heads of Establishment, through delegated responsibilities, must ensure that students working in the field away from supervision:

- Are doing so with the knowledge and agreement of the students parents / carers
- Are aware of appropriate clothing and foot wear
- Are aware of, and how to avoid any hazards that might be present
- Are preferably with other students or being remotely supervised by staff or parents especially in terms of return time
- Use mobile phones to keep in touch with remote supervisors.

### **13.20 Remote supervision**

These principles apply particularly to remotely supervised groups while undertaking adventurous activities such as the qualifying expedition section of the Duke of Edinburgh's Award but are also relevant to fieldwork, 'downtime' and other times when groups are not directly supervised by a leader.

Activity undertaken without direct leader supervision can be a powerful learning experience for participants but must not be undertaken lightly. Such activities:



- Should be run by a suitably qualified and experienced leader, familiar with the area and with a good knowledge of the group
- Should form a natural progression to the programme of study. Participants should be at a stage to cope with and benefit from such experience
- Should be at a level of difficulty below that which would be appropriate for the same participants operating in a led situation
- Require appropriate participant maturity, levels of training and experience
- Require a system for frequent staff checks on the welfare and behaviour of participants
- Should be included in information to parents / carers.

Remotely supervised activities should never be used as a means to overcome staffing shortage.

Visit Leaders should note that the skills, knowledge and qualifications of the leader overseeing a remotely supervised group should normally be greater than those required by leaders overseeing a directly supervised group in the same activities / environment.

Leaders should recognise that they remain responsible even when the group is operating independently and should set arrangements accordingly.

## Management of Remotely Supervised Groups

The leader should be sufficiently qualified and experienced to determine that the training, skills and abilities of the individual members of the group are appropriate to the activity undertaken.

- Basic ground rules regarding behaviour, mutual support, out-of-bounds areas etc. must be established and agreed with the group when on an expedition, or in remote environments where there is a significant risk of benightment away from shelter, remotely supervised groups must carry (and have had instruction in the use of), emergency bivouac equipment (or tents), including spare food and clothing appropriate to the conditions.
  - Routes chosen must reflect the experience and fitness of the group and the loads being carried
  - If a trained first aider or emergency services cannot reach the group quickly following an incident, it is recommended that members of the party are first aid trained and carry a first aid kit
  - Clear, concise, written instructions for emergency action and emergency telephone contacts should be available to all members of the group
  - Emergency telephone numbers should be permanently manned. Leaders should note that mobile phones cannot be relied upon to give adequate coverage in many remote areas unless a reconnaissance has shown otherwise
- 
- All young people wash their hands thoroughly as soon as possible after touching animals and before any eating and drinking
  - Shoes are cleaned and then hands are washed on leaving the farm.

Visit Leaders should never let participants:

- Place their faces against animals.
- Put their hands in their mouths after touching or feeding the animals.
- Eat or drink while going round the farm.
- Sample any animal foodstuffs.
- Drink from taps other than in designated public areas.
- Touch animal droppings – if they do then wash and dry hands.

- Play in the vicinity of, or ride on, tractors or other machinery unless part of an 'approved' ride.
- Play in the farm area (other than designated play areas), or in other areas that are out of bounds such as grain storage tanks, slurry pits etc.

## 14. APPENDICES

### 14.1 Terms and Conditions for Educational Visits

This information is issued annually and should be kept on record. It can also be found online at: [www.?](http://www.aberdeencity.gov.uk/AdventureAberdeen/About/adventure_about.asp)

#### **Insurance information**

Aberdeen City Council provides off-site activities travel insurance cover for all insured persons (pupils, teaching staff, youth workers, support staff, adult volunteers, helpers, assistants and other authorised children) of participating schools and community groups whilst on organised visits outside the designated school boundaries. Further details can be found within the policy summary (appendix 13 of the Educational Visits Policy) which can be found online at:

[http://www.aberdeencity.gov.uk/AdventureAberdeen/About/adventure\\_about.asp](http://www.aberdeencity.gov.uk/AdventureAberdeen/About/adventure_about.asp)

Participants wishing to obtain cover for personal accident and third party liability are advised to contact an insurance company or broker. If the Visit Leader takes out additional insurance, you will be informed.

The following are the conditions of declaration by **parents/carers**.

I having parental rights and responsibilities towards my child/ward named on the consent form (V4):

- Understand that under the Act of Legal Capacity (Scotland) 1991, a young person (16-18 year old) may give consent for their involvement in the visit. However, it is encouraged that a counter-signature be provided by those with parental rights and responsibilities. A space is provided on the consent form (V4) for this.
- Have read the information issued concerning the visit and the statement of insurance.
- Understand the nature of the activity/activities to be undertaken and consider the above named person fit to take part.
- Understand that the visit has been risk assessed and every effort will be made to minimise risk. Nonetheless I acknowledge that a totally risk free environment is unrealistic and in signing the parental consent form I accept that a degree of risk remains.
- Will meet reasonable expenses incurred in replacing or repairing property, furnishings, goods or equipment damaged due to misbehaviour or disobedience which would not be covered by the Council's or the visit insurance.
- Will meet any costs for travel in the event of the above being taken home due to misbehaviour or disobedience.
- Understand that any deposit paid may not be returned should the above named be withdrawn from the visit for disciplinary reasons.
- Understand that if the above named is unsuccessful in securing a place on the visit, any deposit paid will be returned.
- Understand that the visit will take place according to Aberdeen City Council's educational visits policy, which can be found online at [www.aberdeencity.gov.uk/AdventureAberdeen](http://www.aberdeencity.gov.uk/AdventureAberdeen)

#### **Data Protection**

The personal information collected on these forms is recorded on computer, stored securely and processed only for the purpose of educational visits. Aberdeen City Council (ACC) will process this information fairly and lawfully and in accordance with the Data Protection Act 1998.

For the purposes of processing the personal information ACC is the Data Controller. The nominated representative of the Data Controller is the City Solicitor. You have a right to obtain details of the personal information which ACC holds about you. Such a request should be made in writing and go to the Head of the Establishment organising the visit.

## 14.2 V forms

- V1 Visit Plan Routine and Expected
- V2 Visit Plan Day Visits
- V3 Visit Plan Residential Visits
- V4 Consent, medical information and emergency contacts
- V5 Authorisation of foreign travel
- V6 Base contact information
- V7 Registration to lead adventurous activities
- V8 Terms and conditions for educational visits

<b>V1</b> <b>VISIT PLAN - ROUTINE AND EXPECTED</b>	 <b>ABERDEEN</b> <small>CITY COUNCIL</small>
-------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------

<b>ESTABLISHMENT:</b> <b>LEADER:</b> <b>VISIT TO:</b> <b>DATE:</b>	<b>NO OF PUPILS:</b> <b>AGE RANGE:</b> <b>COST PER HEAD:</b>
-----------------------------------------------------------------------------	--------------------------------------------------------------------

Level of experience of accompanying staff: (LOW 1 2 3 4 HIGH )

NAME	LEVEL	NAME	LEVEL

Educational objective of visit: .....



	ITEMS TO BE PLANNED	DETAILS
1	Information home / consent	
2	Venue research	
3	Staff / participant ratios	
4	Travel / logistics	
5	Equipment / clothing required	
6	Managing the activity	
7	Medical / health considerations	
8	Weather factors	
9	Emergency procedures	
10	External provider (if applicable)	
11	Risk assessment completed	
12	Other	

Visit approved by Head of Establishment:	YES / NO	Signature	Date	Date for review
------------------------------------------	----------	-----------	------	-----------------

V1 – Visit plan for visits which are Routine and Expected and covered by annual block consent. This form to be retained in the Establishment.

V2	<b>VISIT PLAN – DAY VISITS</b>	 <b>ABERDEEN</b> <small>CITY COUNCIL</small>
----	--------------------------------	---------------------------------------------------------------------------------------------------------------------------------------

<b>ESTABLISHMENT:</b> <b>LEADER:</b> <b>VISIT TO:</b> Email: Tel (school): Tel (when away)	<b>DATE:</b> <b>NO OF PUPILS:</b> <b>AGE RANGE:</b> <b>COST PER HEAD:</b>
-----------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------

Does this visit have an adventurous activity as defined by Section B of the Outdoor learning and educational Excursions Policy?	YES* / NO
---------------------------------------------------------------------------------------------------------------------------------	-----------

Level of experience of accompanying staff: (LOW 1 2 3 4 HIGH )

NAME	LEVEL	NAME	LEVEL

Educational objective of visit: .....

.....

	ITEMS TO BE PLANNED	DETAILS
1	Departure point and time. Return point and time	
2	Activities	
3	Information home / consent	
4	Venue research.	
5	Staff / participant ratios	
6	Travel / logistics.	
7	Equipment / clothing required.	
8	Managing the activity.	
9	Medical / health considerations.	
10	Weather factors.	
11	Emergency procedures.	
12	First aid provision	

V2 – Visit plan for day visits, activity weeks or a series or programme of activities where there is no residential element. Annual block, specific block or one-off consent can be used depending on nature of visit.  
 For all day visits with the city boundary or those with an adventurous activity the Head of Establishment to email completed form to ACCvisits@aberdeencity.gov.uk

<b>V3</b> <b>VISIT PLAN – RESIDENTIAL VISITS (+ ABROAD)</b>	 <b>ABERDEEN</b> <small>CITY COUNCIL</small>
----------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------

<b>ESTABLISHMENT:</b> Tel (school): Tel (when away): Email: DEPARTURE DATE: RETURN DATE:	<b>LEADER:</b> <b>VISIT TO:</b> NO OF PUPILS: AGE RANGE: COST:
---------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------

Does this visit have an adventurous activity as defined by Section B of the Outdoor Learning and Educational Excursions Policy?	<b>YES* / NO</b>
---------------------------------------------------------------------------------------------------------------------------------	------------------

Level of experience of accompanying staff: (LOW 1 2 3 4 HIGH )

NAME	LEVEL	NAME	LEVEL

Educational objective of visit: .....

.....

	ITEMS TO BE PLANNED	DETAILS
1	Information home / consent	
2	Staff / participant ratios	
3	Activities	
4	Venue / Location research	
5	Travel / logistics	
6	<u>Accommodation</u>	
7	<u>Programme</u>	
8	External provider if applicable (all details and contact numbers)	
9	Base Contact	
10	Insurance	
11	Equipment / clothing required	
12	Managing the activity	
13	Medical / health considerations	

V3 – Visit plan to be used for all residential visits (inc Abroad). One off consent is required for a residential visit.  
 Head of Establishment to email completed form to ACCvisits@aberdeencity.gov.uk

V4

## CONSENT, MEDICAL INFORMATION AND EMERGENCY CONTACTS FORM



<b>VISIT TO</b>	<b>DATE</b>	
<b>LEADER</b>		

<b>VISIT MEMBER</b>	<b>AGE &amp; D.O.B.</b>	
Address		
Parent / <u>Carer</u> name (if applicable)		

EMERGENCY CONTACT INFORMATION			
First option - Name		Tel (home)	
Address		Tel (mobile)	
Second option - Name		Tel (home)	
Address		Tel (mobile)	

<b>SWIMMING – For water based activities and swimming pools</b>
Can the above named person swim <u>YES</u> <input type="checkbox"/> <u>NO</u> <input type="checkbox"/> If yes, how far do you think they can swim ..... <u>metres</u> . If they can not swim would they be confident in water with an approved buoyancy aid or life jacket <u>YES</u> <input type="checkbox"/> <u>NO</u> <input type="checkbox"/>

MEDICAL – Please give full and accurate information			
Doctors name	Practice	Tel	
Recent medical issues / illnesses / surgery			
Has your child / ward been in close contact with any contagious diseases / If yes please give details			
Any infections in the last 4 weeks			
Any current course of medication			
Any restrictions you would wish to place on emergency treatment:			
I authorise all medical and surgical treatment, including X-ray, laboratory, anaesthesia and other medical and/or hospital procedures as may be performed or prescribed by the attending doctor and/or paramedics for my child and waive my right to informed consent of treatment. This waiver applies only in the event that neither parent/ <u>carer</u> can be reached in the case of an emergency.			
Parent / <u>Carer's</u> signature		Date	

PHOTOGRAPHY
Please tick the box if you do not consent to photographs being taken of your child / ward that could be used to promote activities in the Establishment / Council. <input type="checkbox"/>

CONSENT			
I, being over 18yrs of age or having parental rights and responsibilities towards the above named person understand the nature of the excursion / activities and agree to them taking part and that they are fit and able to do so. By signing this form I agree to Aberdeen City Council's terms and conditions which can be found at "*****" and also understand that it is my responsibility to inform the excursion leader of any significant changes to the information I have provided about the person named in this form between now and the excursion taking place.			
Name (Block Capitals)		Signature	Date
Name (Counter signature for young persons 16 – 18)		Signature	Date

PARENTS / CARERS PLEASE RETURN THIS FORM TO EXCURSION LEADER



V5

## AUTHORISATION OF FOREIGN TRAVEL



ESTABLISHMENT:

LEADER:

VISIT TO:

DATES:

## + Details of Visit Member

NAME:	
PARENT / CARER NAME	
ADDRESS	
TEL (Home)	
TEL (Mobile)	
Email	

## Passport Information

Does the visit member have their own passport?	
If yes, what was the country of issue	

Where eligible, the above named visit member may be included in a collective passport\*. Please provide the following details. (N.B. Visit members who are 18 years or over will require their own passport.)

Date of Birth		Country and Place of Birth	
Nationality			
If born abroad, Name, place and date of birth of the mother			
If born abroad, Name, place and date of birth of the father			
Does the child have parents born in the UK or naturalized or registered as a citizen?			
If you have answered No were there any restrictions on the mother or father's stay in the UK when the child was born?			
Citizenship of	Father	Mother	
If your child is included on a non EU passport, please provide the following information			
Country of issue		Passport Number	
Date of Issue		Date of Expiry	

For visits involving overseas travel, the written consent of both parents is required (see - Notes for Parents on next page)

Signature		Date	
Relationship to child			
Signature		Date	
Relationship to child			

\*UKPA issues 2 different collective passport questionnaires, 1 for children born in the UK, and the other for children born outside the UK

V5 – This form to be sent home and returned to the excursion leader. All information given will be treated with confidence and disposed of according to data protection legislation.

V6 <b>INFORMATION HELD BY BASE CONTACT</b>	 ABERDEEN CITY COUNCIL
-----------------------------------------------	-----------------------------------------------------------------------------------------------------------------

Full details of the visit should be retained at the establishment and with the base contact while the visit is away

VISIT TO	Date(s):	
Address, Times, Places.		
VISIT LEADER		
Tel (mobile)	email	
OTHER STAFF		
Tel (mobile)		
BASE CONTACT	email	
Tel (school, mobile)		
ESTABLISHMENT SENIOR STAFF		
Tel (Home, mobile)		
Useful information on contact times		

TRAVEL COMPANY		
Contact Person	email	
Tel (office & Mobile)		

+

RESIDENTIAL / ABROAD		
Destination Contact	email	
Telephone details		
Education Officer	email	
Telephone details		
Alternative Contact		

Council emergency contact details / corporate communications	
<b>01224 633030</b> (daytime)	<b>01224 693350</b> (out of hours)
Contact details for British Embassy or consulate	
Tel	

CHECK SHEET (Attach if applicable)

1.	Itinerary (including contingency plans)	
2.	V-forms (including individual consent forms)	
3.	A copy of contract / service schedule with the hotel etc. if appropriate	
4.	Copies of travel insurance and medical documents	
5.	A list of group members and their details	

V6 – This form contains the emergency contact details to be retained by the establishment base contact whilst the visit is away. A copy of this form should be carried by the excursion leader and accompanying staff.

V7

## REGISTRATION TO LEAD ADVENTUROUS OUTDOOR ACTIVITIES



In order to lead adventurous activities with Aberdeen City Council groups approval must be gained from the Adventure Aberdeen Team Leader.

For the most part it is the activities in section B of this policy that leaders need to be approved to lead. It does not include low level local walks or non-technical team challenge activities.

This approval is current for one year and subject to annual review.

The leader will need to demonstrate their competence either by certification or by demonstration and that they have a sound grasp of the risk assessment process for the activities to be lead.

Please forward a copy of this form to the Adventure Aberdeen Team Leader either by letter, email or fax.

NAME	
Address	
Place of work	
Work Tel No	
Email	
Post held	

Activity / activities for which approval to lead is being sought	
Relevant national governing body or in-house training awards to lead these activities.	
	Date gained
First aid award held	
Expiry date	

Referee (To be completed by either the Head of Establishment or Senior management)			
Referee name		Post held	
Tel		Email	
Signature		Date	

**Important note** Referees are not required to confirm applicant's technical; competence to lead these activities; this will be assessed by the Adventure Aberdeen Team Leader.

### RETURN THIS FORM TO:

Jonathan Kitching, Adventure Aberdeen Team Leader, Adventure Aberdeen, Fairley Road, Kingswells, Aberdeen, AB15 8PZ.

Or email: [jkitching@aberdeencity.gov.uk](mailto:jkitching@aberdeencity.gov.uk) FAX: 01224 745879

V7 – This form must be submitted in order for ACC staff to gain approval to lead adventurous outdoor activities.

This information is issued annually and should be kept on record. It can also be found online at: [www.aberdeencity.gov.uk](http://www.aberdeencity.gov.uk)

#### **Insurance information**

Aberdeen City Council provides off-site activities travel insurance cover for all insured persons (pupils, teaching staff, youth workers, support staff, adult volunteers, helpers, assistants and other authorised children) of participating schools and community groups whilst on organised visits outside the designated school boundaries. Further details can be found within the policy summary (appendix 13 of the Educational Visits Policy) which can be found online at:

[http://www.aberdeencity.gov.uk/AdventureAberdeen/About/adventure\\_about.asp](http://www.aberdeencity.gov.uk/AdventureAberdeen/About/adventure_about.asp)

Participants wishing to obtain cover for personal accident and third party liability are advised to contact an insurance company or broker. If the Visit Leader takes out additional insurance, you will be informed. The following are the conditions of declaration by **parents/carers**.

I having parental rights and responsibilities towards my child/ward named on the consent form (V4):

- Understand that under the Act of Legal Capacity (Scotland) 1991, a young person (16-18 year old) may give consent for their involvement in the visit. However, it is encouraged that a counter-signature be provided by those with parental rights and responsibilities. A space is provided on the consent form (V4) for this.
- Have read the information issued concerning the visit and the statement of insurance.
- Understand the nature of the activity/activities to be undertaken and consider the above named person fit to take part.
- Understand that the visit has been risk assessed and every effort will be made to minimise risk. Nonetheless I acknowledge that a totally risk free environment is unrealistic and in signing the parental consent form I accept that a degree of risk remains.
- Will meet reasonable expenses incurred in replacing or repairing property, furnishings, goods or equipment damaged due to misbehaviour or disobedience which would not be covered by the Council's or the visit insurance.
- Will meet any costs for travel in the event of the above being taken home due to misbehaviour or disobedience.
- Understand that any deposit paid may not be returned should the above named be withdrawn from the visit for disciplinary reasons.
- Understand that if the above named is unsuccessful in securing a place on the visit, any deposit paid will be returned.
- Understand that the visit will take place according to Aberdeen City Council's educational visits policy, which can be found online at [www.aberdeencity.gov.uk/AdventureAberdeen](http://www.aberdeencity.gov.uk/AdventureAberdeen)

#### **Data Protection**

The personal information collected on these forms is recorded on computer, stored securely and processed only for the purpose of educational visits. Aberdeen City Council (ACC) will process this information fairly and lawfully and in accordance with the Data Protection Act 1998.

For the purposes of processing the personal information ACC is the Data Controller. The nominated representative of the Data Controller is the City Solicitor. You have a right to obtain details of the personal information which ACC holds about you. Such a request should be made in writing and go to the Head of the Establishment organising the visit.

