



Educational Visits Policy

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1. Provision of Employer Guidance

Glusburn Community Primary School has formally adopted "OEAP National Guidance" as guidance. This guidance can be found on the following web site: <http://oeapng.info/>

It is a legal expectation that employees should work within the requirements of their employer's guidance; therefore Glusburn Community Primary School staff should follow the requirements of "OEAP National Guidance", as well as the requirements of this Policy Statement. Glusburn Community Primary School staff should also follow OEAP NG recommendations.

2. Scope and Remit

The OEAP NG "[Remit and Rationale](#)" clarifies the range of employees whose work requires them to use the guidance. In summary, it applies to employees whose work involves any one of the following:

- direct supervision of young people undertaking experiences beyond the boundary of their normal operational base;
- direct supervision of young people undertaking experiences that fall within the remit of Learning Outside the Classroom;
- facilitating experiences for young people undertaking experiences beyond the boundary of their normal operational base;
- deploying staff who will supervise or facilitate experiences of or for young people undertaking experiences beyond the boundary of their normal operational base;

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the OEAP NG document: "[Underpinning legal framework](#)"

3. Ensuring Understanding of Basic Requirements

Glusburn Community Primary School staff are provided with:

- appropriate guidance relating to visits and LOTC activity;
- employer-led training courses to support the guidance to ensure that it is understood;
- suitable systems and processes to ensure that those trained are kept updated;
- access to advice, support and further training from appointed Advisers that have proven expertise and professional understanding of the guidance, the training and expectations set by current good practice.

The appropriate guidance for the management of outdoor learning and LOTC in North Yorkshire County Council is the OEAP National Guidance web site. North Yorkshire County Council expects establishments and services to have staff trained to the following standards:

- North Yorkshire County Council Educational Visit Coordinator (EVC) training - all North Yorkshire County Council County Council Children's Services establishments are required to have a current, trained EVC in post.
- North Yorkshire County Council Educational Visit Coordinator (EVC) Revalidation - all North Yorkshire County Council Children's Services establishments are required to ensure that their EVC undertakes a formal revalidation from time to time.
- North Yorkshire County Council Visit Leader Training – it is expected that those who lead LOTC activities undertake this training. Currently there is no revalidation requirement, however, to meet LOTC guidance requirements regarding leader competence, leaders must be current in their knowledge of expectations of good practice, so refresher training is strongly recommended.

4. Approval and Notification of Activities and Visits

NYCC encourages all educational establishments to purchase a Service Level Agreement (SLA) for the Educational Visit Advisory and Notifications Service. This will provide access to the web based system EVOLVE

<https://evolve.edufocus.co.uk/evco10/myaccount.asp>

All off-site visits and activities must be notified to the LA through EVOLVE. The system permits entry to be made either as a single one off event or a rolling programme (e.g. a series of events which are largely identical such as a swimming programme, team sports fixtures or a series of curriculum enrichment visits). EVOLVE also facilitates the confirmation of LA approval for those visits that require it. Any addition or change must be notified to the LA as soon as possible by making an amendment to EVOLVE

All Off-Site visits are given formal approval at Full Governing Body meetings and recorded in the minutes for that meeting.

5. Risk Management

The school has a legal duty to ensure that risks are managed by requiring them to be reduced to an "acceptable" or "tolerable" level as elimination of risks may not be practicable. This requires that proportional (suitable and sufficient) risk management systems are in place. The risk management of an activity should be informed by the benefits to be gained from participating.



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Glusburn Community Primary School strongly recommends a “Risk-Benefit Assessment” approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is “acceptable”. HSE endorse this approach through their “Principles of Sensible Risk Management” and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

There is no legal requirement to produce a risk assessment in a particular format; but there is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified for any significant risks i.e. those that may cause serious harm to an individual, or harm several people.

Refer to OEAP NG document: “[Risk management](#)”

6. Emergency Planning and Critical Incident Support

A critical incident is an incident where any member of a group undertaking an off-site activity has:

- either suffered a life threatening injury or fatality;
- is at serious risk;
- or has gone missing for a significant and unacceptable period.

Glusburn Community Primary School is committed to providing emergency planning procedures to support staff in the event of a critical incident.

Refer to OEAP NG document: “[Emergencies and Critical Incidents - Overview](#)”

7. Monitoring

Glusburn Community Primary School ensures that there is sample monitoring of the visits and LOtC activities undertaken by its establishments. Such monitoring is in keeping with the recommendations of LOtC Employer Guidance.

Refer to OEAP NG document: “[Monitoring](#)”

8. Assessment of Leader Competence

OEAP National Guidance provides clear advice regarding the assessment of leader competence. It is an expectation of Glusburn Community Primary School that all visit leaders and their assistants have been formally assessed as competent to undertake such responsibilities as they have been assigned in line with the LOtC guidance.

Leaders are **accountable, confident and competent** to lead the specific visits or activities for which they are approved.

Being **accountable** means that the Leader has been engaged through an appropriate recruitment process, which includes vetting and induction into the establishment’s policies and procedures. The details of this process may depend upon whether the Leader is employed, contracted or acts as a volunteer, but in all cases should be thorough. Regardless of a Leader’s employment status, they should understand the chain of accountability, what is expected of them, and the establishment’s policies and procedures.

Being **confident** includes Leaders having the ability to take charge of a situation while being aware of, and understanding, their abilities, as well as their limitations.

Being **competent** means that the Leader has demonstrated the ability to operate effectively, and has sufficient relevant experience and knowledge of the activities, the group, and the environments in which the visit will take place. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment. It is situational – a leader who is competent in one activity or environment may not be so in another, and it involves breadth as well as depth. *Relevant experience is not necessarily gained by repeating the same thing several times, but by experiencing a range of different activities and environments.*

Refer to OEAP NG document: “[Approval of Leaders](#)”



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9. Role-specific Requirements and Recommendations

OEAP National Guidance sets out clear and detailed responsibilities and functions of specific roles:

Headteacher

- You are familiar with your Employer's policies for outdoor learning, off-site visits and Learning Outside the Classroom.
- All activities and visits comply with this guidance and are notified or submitted for formal approval as required.
- You have ascertained that all leaders are appropriately competent, confident and accountable to carry out the responsibilities they are allocated.
- You have clearly designated either yourself or a suitable member of staff as the EVC and that the designated person meets your Employer's requirements, including undertaking EVC Training as recommended or required.
- Where needed, you have access to expert advice such as from an accredited outdoor education adviser.
- Outdoor learning is included within the process of self-evaluation providing evidence that may support how it contributes towards school improvement and overall effectiveness.
- When you take part in a visit or activity, you and other members of the Visit Leadership Team are clear about your role. If you are not leading the visit, you should follow the instructions of the designated Visit Leader (who should have sole charge of the visit).
- Suitable child protection procedures are in place, including vetting at an appropriate level of all adults including volunteers, helpers and visitors. Decisions need to be made about when these adults are engaged in regulated activity and so should be subject to Disclosure and Barring Service (DBS) checks – see document 3.2g 'Vetting and DBS checks'
- You have assigned sufficient time for leaders to organise activities and visits properly.
- You support an apprenticeship/succession planning culture to ensure sustainable activities and visits and the development of competent leaders and EVCs.
- You support your EVC in ensuring that: all activities and visits are effectively supervised with an appropriate level of leadership, information has been shared with parents and consent has been given if required
- Arrangements have been made for the medical needs and special educational needs of all participants and staff.
- Inclusion issues are addressed.
- Suitable transport arrangements are in place and meet any regulatory requirements.
- Insurance arrangements are appropriate.
- Details related to off-site activities and visits (including personal details of both participants and leaders) are accessible at all times to designated 24/7 Emergency Contacts in case of a serious incident.
- Arrangements are in place for the governing body to be informed of such visits.
- You obtain best value. Consideration must be given to financial management, choice of contractors, and contractual relationships.
- Where charges are made to parents, these are within legal and Employer requirements.
- Proper procedures are in place to account for the visit finances.
- Establishment policy identifies the types of visit that require a preliminary visit by staff.
- Risk Management is proportionate, suitable and sufficient.
- Where the activity or visit involves a third party provider: appropriate checks have been made and assurances obtained; a clear contract is in place setting out what the contractor is to provide; the provider holds sufficient indemnity insurance. See also 4.4h 'Using external providers and facilities'.
- All visits are evaluated against the visit objectives. Evaluation should also cover best value, teaching and learning, quality experiences, addressing issues raised by any incident and informing of future visits.
- There are contingency plans in place to deal with changing circumstances during a visit (Plan B).
- There are suitable Emergency Procedures in place for each visit and your Establishment has an Emergency Plan for off-site visits, including procedures to ensure that parents are appropriately informed in the event of a serious incident.
- Serious incidents are reported to the employer as required by your employer's guidance, meeting the requirements of RIDDOR.



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Educational Visits Coordinator

- Be a champion for all aspects of visits and outdoor learning.
- Challenge colleagues across all curriculum areas to use visits and outdoor learning effectively in order to provide a wide range of outcomes for children and young people and contribute towards school/establishment effectiveness.
- Support/oversee planning so that well considered and prepared arrangements can lead to well-managed, engaging, relevant, enjoyable and memorable visits/outdoor learning.
- Mentor leaders and aspirant leaders, supporting their ongoing development and training and sample monitor their activity to identify any further training needs.
- Ensure that planning complies with your employer's requirements and that the arrangements are ready for approval within agreed timescales.
- Support your Head/Manager and Governors/Trustees in approval decisions so that all those with responsibility have the competency to fulfil their roles.
- Ensure that activity is evaluated against its aims for learning and development, that good practice is shared and any issues are followed up and comply with statutory and employer's requirements.
- Keep your Senior Leadership Team and Governors/Trustees informed about the visits/outdoor learning taking place and its contribution to school/establishment effectiveness. (See also document 5.1d 'Ofsted Inspection and Outdoor Learning' and 3.4p 'Ofsted Inspector').

Visit or Activity Leader

The Visit Leader has overall responsibility for the learning, development and supervision of the participants and the safety of all, including the rest of the leadership team. The Health and Safety at Work etc. Act 1974 places overall responsibility for health and safety with the employer. Employees are required to take reasonable care and to cooperate with their employer by complying with the employer's policy and guidance. The key requirements for leaders are that they must be, competent to lead, confident and accountable, not that they hold a particular post, title or job description. There should always be a single designated leader and, if this role changes, there should be a clear handover.

See section 8 for **Assessment of Leader Competence**.

Assistant Visit leader

- Be sufficiently competent and confident to take over if the Visit Leader is incapacitated.
- Be specifically competent and knowledgeable about establishment and employer policies/procedures, in so far as they affect the responsibilities you have been assigned.
- Ensure that you have been sufficiently involved in the planning and preparation for the activity/visit, including contributing to the organisation of risk management.
- Ensure that you understand the role and responsibilities that you have been assigned and how these integrate with other staff and especially that of the activity/visit leader.
- Ensure that you are clear about any arrangements to hand-over and handback responsibility for supervision between members of staff and to/from any third-party provider.
- Ensure that staff and other supervisors have been appropriately briefed on:
 - 1) the young people making up the group, including age, health characteristics, capabilities, special educational needs, behaviour and any other information that seems relevant in the context of the planned activities.
 - 2) the nature and location of the activity.
- Contribute to the ongoing monitoring of all aspects of the activity/visit, including the quality of any activities provided by a third-party provider.
- Contribute to the evaluation of the activity/visit after the event.



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Helpers (including parents)

Make sure you understand the role, responsibilities and limitations that you have been assigned and how these fit with other staff including the Visit Leader.

- Be competent and confident for the role and responsibilities that you have been assigned.
- Know about establishment and employer policies and procedures, insofar as they affect the responsibilities you have been assigned, and work within these.
- Ensure that you have been briefed about the nature and location of the visit and about the participants (including age, health information, capabilities, special needs, safeguarding and behavioural issues).
- Report any concerns you have during the visit to the Visit Leader/Assistant Leaders as soon as possible.
- Be prepared to contribute to the evaluation of all aspects of the visit, both during and after the event.

If you are a Parent of a young person taking part in the visit, you must be aware of the potential for your parental instincts to compromise the Visit Leader's plans for group management, particularly if there is a serious incident - where you may be distracted by the needs of your own son or daughter, rather than looking to the needs of the whole group. This means that in most situations, unless it is an agreed part of the plan, the Visit Leader should avoid assigning to you a leadership role that gives you direct responsibility for your own child.

Refer to individual OEAP NG documents headed as above.

10. Charges for Off-site Activities and Visits

Glusburn Community Primary School Governors take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996.

General Principles

Schools and local authorities **must not charge** for:

- education provided during school hours.
- education provided outside school hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education.
- transport provided in connection with an educational visit.

It should be noted that 'part of the National Curriculum' is not restricted to learning outside the classroom experiences that are specifically subject based (e.g. geography or science fieldwork) but includes, for example, activities designed to fulfil requirements under the National Curriculum 'inclusion statement'.

Schools and local authorities **may charge** for optional extras, which include:

- education provided outside of school time that is not:
 - a) part of the National Curriculum.
 - b) part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school.
 - c) part of religious education.
- board and lodging for a pupil on a residential visit, except to parents in receipt of certain benefits (broadly equivalent to those which qualify children for Free School Meals).

Definition of "School Time" and "Non-school Time"

Where an activity or visit takes place partly during and partly outside normal school hours, the Education Act 1996 prescribes a basis for determining whether the activity is deemed to take place either "in" or "out" of school hours. This depends first on whether the venture is residential or non-residential.

Single Day (Non-Residential) Activities

A non-residential activity is deemed to take place during school hours if 50% or more of the activity occurs during school hours (including any travelling). Where less than 50% of the activity falls during school hours, the venture is deemed to take place in non-school time. An example might be an activity that requires pupils to leave school an hour or so earlier during the afternoon and which does not end until late in the evening.



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Residential visits

If the number of school sessions taken up by the visit is equal to or greater than 50% of the number of half days spent on the visit, it is deemed to have taken place during school hours (even if some activities take place late in the evening).

Whatever the starting and finishing times of the school day, regulations require that the school day is divided into 2 sessions. A "half day" means any period of 12 hours ending with noon or midnight on any day.

Example 1: Visit during school hours

Pupils are away from noon on Wednesday to 9pm on Sunday. This counts as 9 half days including 5 school sessions, so the visit is deemed to have taken place during school hours.

Example 2: Visit outside school hours

Pupils are away from school from noon on Thursday until 9pm on Sunday. This counts as 7 half days including 3 school sessions, so the visit is deemed to have taken place outside school hours.

Voluntary Contributions

The restrictions on charging do not prohibit the Local Authority or school from seeking voluntary contributions in support of an activity or visit. Such contributions must, however, be genuinely voluntary. Consequently, it must be made clear to parents that there is no obligation to contribute, and students must not be treated differently according to whether or not their parents have made any contribution.

It is important to provide written information to Parents. This should explain the nature of the proposed activity or visit, the likely value in educational terms and the financial contribution per student which would be required if the activity were to take place. The information should emphasise that there is no obligation to contribute and that no student will be excluded because parents are unwilling or unable to contribute. **However, it must be made equally clear whether the activity or visit is likely to be cancelled if there are insufficient contributions.**

There is no limit to the level of voluntary contribution, nor is there any restriction on the way in which such contributions may be used. Thus voluntary contributions may be used to subsidise students of lesser means and to pay the travel and accommodation costs of accompanying teachers.

Summary of Permissible Charges

The extent to which charges may be levied is dependent upon the answers to the following questions:

1. Is the activity or visit regarded as a statutory requirement?
2. Is the activity or visit to be held in school time?

If the answer to either question is "yes", the only charges that may be levied relate to the cost of board and lodging. No charges may be levied for either the travel or the educational activities.

If the answer to both questions is "no", the activity or visit is an "optional extra" and the full cost may be levied. However, any charge made in respect of individual pupils must not exceed the actual cost of providing the activity or visit, divided equally by the number of pupils participating. It must not therefore include an element of subsidy for any other pupils wishing to participate whose parents are unwilling or unable to pay the full charge.

Refer to OEAP NG document: "[Charging for school activities](#)"

11. Consent

Schools are not required to obtain parental consent for curriculum related activities or visits that take place wholly in normal school hours, unless the child is of nursery-age. However, where such activities will take place beyond the school gate, it would be a reasonable expectation that schools should inform parents. This might, for example, be through a school prospectus, website or policy document indicating, in a general way, that certain locations are regularly used as and when deemed appropriate by the school. Or it may be a specific notification via, for example, a newsletter, general information letter, email or text

Consent is required for visits outside normal school hours and for adventure activities, and this consent may be sought either through a one-off blanket process when a child is enrolled at school, through visit-specific consent requests or through a combination of these. Parents should expect to be able to make an informed decision about whether their child should take part in an activity or visit, if it takes place outside normal school hours or involves adventure activities, and that the school will provide full information.



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12. Vetting and Disclosure and Barring Service (DBS) Checks

Glusburn Community Primary School staff who work frequently or intensively with, or have regular access to young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process.

For the purposes of this guidance:

- frequently is defined as "once a week or more";
- intensively is defined as 4 days or more in a month or overnight.

However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people.

The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common sense risk-benefit assessment process has been considered.

Refer to OEAP NG document: "[Vetting and Disclosure and Barring Service \(DBS\) Checks](#)"

13. Requirement to Ensure Effective Supervision

In general terms, the Law does not prescribe activity-specific staffing ratios; but it does require that the level of supervision and group management is "effective". Effective supervision should be determined by proper consideration of:

- age (including the developmental age) of the group;
- gender issues;
- ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc);
- nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions, staff competence.

A useful framework for assessing requirements for ratios and effective supervision is **SAGE**:

- **Staffing**: who is needed/available? The plan must work within the limits of available numbers, abilities and experience.
- **Activities** to be undertaken: what do you want the group to do and what is possible?
- **Group characteristics**: prior experience, abilities, behaviour and maturity, any specific or medical/dietary needs.
- **Environment**: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base. Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions.

Refer to OEAP NG document: "[Ratios and effective supervision](#)"

14. Preliminary Visits and Provider Assurances

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. It is a vital dimension of risk management. Wherever reasonably practicable, it is good practice to carry out a preliminary visit.

15. Inclusion

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every reasonable effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved. Establishments should take all reasonably practicable measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and reflected in establishment policy, thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility through direct or realistic adaptation or modification
- integration through participation with peers

Employers, Heads/Managers, Curriculum Planners, EVCs and Visit Leaders should be aware of the extent to which Inclusion is or is not a legal issue. Under the Disability Discrimination Act 1995, it is unlawful to:

- treat a disabled young person less favourably;
- fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification.



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Behaviour Policy Autumn 2017 extract regarding inclusion:

“It is very rare we exclude a child from a school trip or residential visit and we always strive to make all reasonable adjustments to enable all children to access these opportunities. However, the school reserves the right to not include any child on a trip or residential visit whose behaviour may cause a threat to the safety of themselves and/ or others. The school has a duty of care to all children and so no compromises can be made for children whose behaviour is a concern. Parents will be contacted early in the planning process for trips and residential visits if there is a concern about their child’s behaviour in order to plan the best outcome for all.”

16. Transport

Careful thought must be given to planning transport to support off-site activities and visits. All national and local regulatory requirements must be followed. The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers.

The Visit Leader should ensure that coaches and buses are hired from a reputable company.

Transporting young people in private cars requires careful consideration. Where this occurs, there should be recorded procedures.

Use of private cars (See Appendices)

As a minimum, recorded procedures must address the following:

- Seeking evidence that the vehicle is roadworthy. e.g. MOT certificate where relevant.
- Seeking evidence that the driver holds an appropriate and valid licence.
- Seeking evidence that there is a valid insurance policy covering the intended use. This requires that employees have “business use” cover.
- Ensuring that there is explicit parental consent to transport pupils in private cars and by specified persons.
- Ensuring that drivers properly understand their duty of care in this situation.

The driver of any vehicle transporting children or young people cannot drive and supervise at the same time. Therefore a key judgement needs to be made about the likely behaviour and individual needs of the passengers. If any of the children or young people may require close supervision, then another adult should travel in the vehicle so that the driver is not distracted.

Refer to OEAP NG document: [“Transport general considerations”](#)

Refer to OEAP NG document: [“Transport in private cars”](#)

17. Planning

Planning should reflect the consideration of legal and good practice requirements, ensuring:

- The plan is based on establishment procedures and employer guidance.
- All staff (including any adult volunteer helpers) and the young people to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.
- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained.
- Proportionate assurances have been obtained from any providers (making full use of national schemes that accredit that assurances have already been obtained by credible inspection regimes).
- Designated emergency contact(s) have been identified that will work on a 24/7 basis where required.
- All details of the activity provision are accessible to the emergency contact throughout the period of the activity.
- It is strongly recommended that at a very early stage of the planning process, the provisional staffing team carry out a brain storming exercise in order to identify the benefits and learning outcomes that the activity (or range of activities) might achieve. If the outcomes are to be evaluated with any rigor (an Ofsted expectation), then it will be essential that these outcomes are prioritised, and appropriately targeted. A record of these outcomes will help keep the plan focused and also be a vital part of the risk management process in providing some objectivity in a “Risk Benefit Analysis”. Once the targeted outcomes have been recorded, it will then be possible to identify appropriate on-going review and evaluation strategies, including indicators.
- To reduce bureaucracy and encourage activity, establishments need to take account of the legalities regarding a requirement for formal consent. When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then a formal consent is not necessary. However, in the interests of good relations between the establishment and the home, it is good practice to ensure that those in a position of parental responsibility are fully informed.
- This supports the move towards developing activity-specific policies at establishment level for regular or routine activities. Such policies should be robust and equate to “operational guidance” that makes it clear how the activity should be planned and delivered, meeting all necessary recommendations and requirements, as well as assuring educational quality.



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- The degree of complexity of a particular plan or policy (along with its supporting procedures) will need to reflect the nature and complexity of several variables that can impact on any given activity. These variables can be remembered as “SAGED” as explained below:

Staffing requirements – trained? experienced? competent? ratios?

Activity characteristics – specialist? insurance issues? licensable?

Group characteristics – prior experience? ability? behaviour? special and medical needs?

Environmental conditions – like last time? impact of weather? water levels?

Distance from support mechanisms in place at the home base – transport? residential?



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NORTH YORKSHIRE COUNTY COUNCIL
CHILDREN AND YOUNG PEOPLE'S SERVICE

VALIDATION FOR VOLUNTARY VEHICLE USE

For the use of staff, parents and other volunteers' private vehicles

SCHOOL

Name of Driver	Make and Model of Vehicle	Registration Number

I, the driver of the above vehicle(s), confirm that:

- I have a valid full driving licence suitable for the type of vehicle
- The vehicle(s) has a valid MOT (if required, i.e. the vehicle is over three years old)
- The vehicle(s) is serviced correctly and is roadworthy to the best of my knowledge
- I have current motor vehicle insurance covering the vehicle(s) and myself
- The vehicle(s) is fitted with front and rear seatbelts that I will ensure any children I transport will wear.
- When transporting children under the age of 12, or under 135cm, I will ensure that an appropriate child seat is used/

I understand that I am not covered under the above school's insurance for the use of my vehicle(s).

Under the terms of the Data Protection Act 1998 we must inform you of the following:

By signing this form you are giving your explicit consent to North Yorkshire County Council to process your data. The processing involved will be for the purpose of monitoring health and safety in North Yorkshire County Council in accordance with relevant legislation. This may involve the sharing of information you provide with local regulatory bodies.

I consent to North Yorkshire County Council processing the information detailed in this form. I understand that this will be used by the County Council in pursuance of its purposes and my consent is conditional upon the County Council complying with their obligations under the Data Protection Act 1998.

Signed: Date:

Print Name (in capitals)