

# DEPARTMENT OF EDUCATION, SPORT AND CULTURE

RHEYNN YNSEE, SPOYRT AS CULTOOR



## Guidance

Educational Visits  
and Overnight Stays



**Isle of Man**  
Government

*Reiltys Ellan Vannin*

## Glossary

**Adults other than teachers** means all adults who do not hold a recognised teaching qualification but who may help on a visit with the permission of the Headteacher.

**Department** means the Department of Education, Sport and Culture (DESC) including schools, UCM, Villa Gaiety and MSR.

**DESC Educational Visits Advisor (EVA)** provides a point of contact for advice and support at DESC.

**DESC Educational Visits and Overnight Stays Guidance Document (EVOG)** is a document to provide guidance on planning and recording educational visits.

**Educational Visits Co-ordinator (EVC)** means the person a school or youth club must nominate to help staff plan and manage educational visits and liaise with the Department where appropriate.

**Educational Visits Leader (EVL)** means the adult responsible for organising an educational visit.

**Governors** is the term used for governing bodies, management committees or any group who exercise a management function for DESC.

**Headteacher** includes all principals, centre heads, youth officers and staff who are in charge of a DESC establishment or unit.

**Parents** is the term used to describe parents, carers or guardians.

**PSC** means Public Service Commission

**Pupils** is the term used to describe all children, young people and students for whom the Department has responsibility.

**Effective Supervision** is the term used to ensure that a trip or visit has an appropriate staffing level to supervise participants effectively

**Teachers** is the term used to describe teachers, instructors, peripatetic employees, youth workers and others who are employed by DESC/PSC within a school or employed in a professional capacity elsewhere.

**Visit** is the term used to describe an activity that takes place off the school site.

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## 1. Introduction

- 1.1 The value of educational visits is widely acknowledged and the Island's establishments provide a great variety of opportunities of benefit to young people. Activities can range from local visits during lesson time through to adventurous activities, residential courses and foreign travel. Often, these experiences will be remembered as a high point in a person's school life. The vast majority of educational visits pass entirely without incident or injury. However, working with young people out of school and youth centres brings significant additional responsibilities. Vigilance is required at all times and even the most experienced Educational Visit Leaders should never become complacent.
- 1.2 Good management and health and safety go hand in hand. This guidance booklet, Educational Visits and Overnight Stays, (EVOG) alongside the formal Educational Visits and Overnight Stays Policy (EVOP), has been deliberately written as a planning document and monitoring aid, to ensure high standards of health and safety.
- 1.3 The Educational Visits and Overnight Stays Policy and this guidance document are meant to be enabling. It is not the intention that soundly planned activities should be curtailed because there is some residual risk that cannot be ruled out.
- 1.4 In health and safety law, the Department cannot relinquish certain statutory obligations in respect of monitoring and control. In most cases, it is sufficient for establishments simply to follow the Policy and this guidance and monitor their own performance. However, the Department must be made aware of every trip through the Evolve system if it is not to risk being negligent itself.
- 1.5 The principles described are intended to cover all types of visit. However, there is a world of difference between taking a group of closely supervised younger children for an environmental studies lesson in a local park and taking older groups on adventure activities on water or in the mountains. The level of risk assessed will determine the level and type of precaution most appropriate for a particular visit.
- 1.6 This document should be read in conjunction with the DESC guidance booklet, Safety in Outdoor and Adventurous Activity, the OEAP National UK Guidance and additional advice from the UK Health and Safety Executive. Information can also be accessed from <http://www.hse.gov.uk/education/school-trips.htm>

## Effective Date

This document is effective from DD/MM/YYYY. It will be kept under review and updated at least \*insert review period e.g. annually, every two years, etc.\*



## 2. Statement from the Policy

- 2.1 It is Department policy that schools make appropriate prudent provision for activities off site. In this context, prudence involves balancing the educational benefits of proposed activities against the risks that may be present.
- 2.2 The information contained in the Policy and this guidance document are intended to help demonstrate what the Department considers to be an adequate approach to control of risk.
- 2.3 The aim is to achieve the control of risk wherever possible, without having to resort to overbearing and bureaucratic measures or reporting to the Department.
- The **principles** discussed in the Policy and in this document are to be adopted for all visits. If there are queries or difficulties the school should resolve them through discussion with the Education Visits Advisor at DESC.
  - Overview of arrangements for off-site activities to be held at **Senior Management level** in the relevant setting.
  - A nominated person for off-site visits in each setting to be identified to the Department in order to assist communication and updating. This person will be called the Educational Visits Coordinator (EVC) and must have validated training to ensure competence to review school trips and visits. Every school or setting must have a trained EVC to offer trips or visits.
  - Compliance with the procedures for the notification and recording of visits.

## 2.4 Ensuring Visit Safety

The general principle for checking proposals for visits includes:

- the ratio of supervising adults to pupils
  - the competence of the leaders
  - the actual activity
  - the ability of the group
  - where it is to be undertaken
  - the distance and complexity of the trip or visit
  - all travel arrangements connected with the trip
  - residual risks associated with the visit having been assessed.
- Staff  
Staff  
Activity  
Group  
Environment  
Distance  
Travel
- 2.5 Health and Safety Law requires that activities are appropriately monitored, but this monitoring needs to be proportionate to the general level of risk to be expected. Therefore the Department will adopt the following policy for checking visits: **All visits will be notified using the [EVOLVE online registration system](#)**. Schools will be able to access additional EVA support at DESC which will also include school visits to discuss provision and share good practice.

## 3. Responsibilities

- 3.1 Overall responsibility cannot be delegated and in Health and Safety Law. However, in practice individual people or groups can be given authority to act on behalf of the parent organisation. For the specific terms of reference which a person or organisation is given and agrees to, then individuals can be held accountable.



- 3.2 The allocation of responsibilities is a fundamental part of the discharge of the legal duty of care owed to those affected by the activity. When accidents occur, part of the cause can often be attributed to failures and misunderstandings associated with the allocation and communication of responsibilities. The notes that follow are intended to show broadly what should be expected of key people or groups. This is not an exhaustive list and there is scope for adjustment to take account of local circumstances.
- 3.3 Although the text necessarily separates out individual responsibilities, the success and safety of a visit is dependent on coordinated teamwork. It should be a key responsibility of management to see that arrangements link together effectively.

### 3.4 The Department

The responsibilities and powers of the Department are detailed in the Education Act 2001 and its associated Regulations. The Department will:

- map out an approach designed to ensure the health and safety of everyone affected, so far as is reasonably practical
  - aim to ensure that the arrangements it makes work in practice
  - collect the experiences of schools to facilitate an assessment of quality and value for money of training providers
  - share positive experiences and learn from mistakes
  - expect to be consulted on visits which involve unusual or higher than normal risk.
- 3.6 Specific duties of the Department are detailed in the EVOP Policy but include:
- having a good understanding and knowledge of the legal responsibilities and the practical difficulties facing school groups in all venues or environments including the lower risk ones
  - support the monitoring of educational visits carried out by the Department's establishments; this will include the EVA visiting establishments to discuss provision.
  - reviewing policies and procedures in the light of lessons learnt and sharing good practice more widely
  - monitoring the work of Educational Visit Coordinators (EVC) (see below) in establishments, through EVA support, to help to identify training needs and appropriate levels of competence.
  - requiring establishments to meet the necessary standards for notification and assessing the risks
  - notifying establishments of the minimum adult : pupil ratio.
  - ensuring that EVCs, group leaders, other establishment staff and adults involved in educational visits are considered as competent in their specific tasks
  - ensuring that training is available for those who need that competence
  - ensuring that those involved with visits have up to date DBS certificates
  - making sure that arrangements are in place for informed parental consent.

- 3.7 The Department might seek and obtain the advice of other people, in whatever sector, who are competent in assessing the risks of a particular activity or type of visit.

### 3.8 The Governing Body

Governing Bodies, under their articles of government, have a responsibility for the general direction of the curriculum in their establishment. This extends to visits and journeys. Accordingly the Governing Body should be notified of adventurous visits or those of a higher or more complex risk, eg off-Island and residential, and wherever possible be informed of any off sites visits.

### 3.9 The Headteacher

Headteachers should ensure that all educational visits have a clear and appropriate educational purpose and are properly authorised in accordance with the policy.

- 3.10 The Headteacher is required to authorise **all visits**. This should be conditional upon adequate attention having been given to:

- planning, organisation and event time-tabling
- competence, experience and suitability of visit leaders.
- consideration should be given to staff attending an appropriate education visit leaders' course.
- capabilities and suitability of accompanying staff and other helpers;
- leaders' knowledge of local circumstances to be experienced during the visit
- group size, age, aptitude and experience of pupils
- safeguarding issues
- medical needs of all members of the party and first aid provision
- supervisory ratios
- assessment of health or safety risks inherent in the project
- foreseeable emergency action and contingency plans which may be necessary
- insurance
- financial and travel arrangements
- informing parents of risks and safeguards and obtaining their approval;
- effective communication arrangements with establishment base, especially in the event of a critical incident
- careful consideration of the visit by the establishment EVC.

These considerations are part of the online Evolve notification and approval system.

- 3.11 The Headteacher should review operating arrangements at least annually with staff that directly implement the policy or undertake visits. This review should provide the basis for a report to the Governing Body. A log of all activity relating to a specific establishment can be produced by Evolve.

### 3.12 The Educational Visits Coordinator

All schools must nominate a member of staff as Educational Visits Coordinator (EVC). However, in smaller schools and settings this may be the headteacher or leader. This person would be a focus for necessary information and advice for EVLs and keep everyone up to date with relevant requirements. The EVC would be the routine contact for dialogue with the Department and receive any advice or information it may issue. Where the Headteacher has delegated responsibilities for approval of a visit to the EVC, overall responsibility remains with the Headteacher and it is the Headteacher who must authorise the visit when it appears in the Evolve on-line system.

### 3.13 General Functions of the EVC

The functions of the EVC are to:

- liaise with the Department to ensure that educational visits meet the Department's requirements, including those of risk assessment
- support the Headteacher, manager and governors with approval and other decisions
- assign competent people to lead or otherwise supervise a visit
- assess the competence of leaders and others proposed for a visit. This may include reference to accreditations from an awarding body. It may also include practical observation or verification of experience
- organise the training of leaders and other adults going on a visit. This will commonly involve training in the use of the online notification and approval system or specific training for Educational Visits Leaders and other training such as risk assessment, first aid, hazard awareness etc
- organise thorough induction of leaders and other adults taking pupils on a specific visit
- make sure that appropriate DBS checks are in place as necessary for adults on trips
- work with the group leader to obtain the consent of parents and to provide full details of the visit beforehand so that parents can consent on a fully informed basis
- organise the emergency arrangements and ensure there is an emergency contact for each visit. This should be someone who is not taking part in the visit
- review systems and, on occasion, monitor practice

### 3.14 The Educational Visit Leader

The Educational Visit Leader (EVL) will have overall responsibility for the supervision and conduct of the visit and hence for the health and safety of the group. In particular the EVL will:

- start the online notification and approval form
- attach/upload an initial risk assessment and plan, preferably based on a visit to site, or at least up-to-date site information. Apart from health and safety, this assessment/plan should take account of child protection, financial risks, conduct and behaviour

- ensure that the activities comply with regulations and Department policy and guidance
- identify the adult staff and helpers needed, ensure that the ratio of pupils to supervisors is effective and appropriate.
- ensure that all accompanying adults, whether employees or volunteers, will be able to carry out allotted roles competently
- ensure that group leaders are aware of their responsibilities and that any accompanying adults are also briefed
- supervise and support group leaders
- make appropriate and adequate preparations for emergencies and ensure that all accompanying leaders are familiar with these procedures
- arrange for routine contingencies, including first aid, and for clearly understood delegation in his/her absence and appropriate supervision when the group is sub-divided
- during the visit:
  - meet the objectives of the visit
  - ensure the overall maintenance of order and discipline
  - make adequate arrangements for the safety and well-being of all pupils and accompanying adults at all times
  - consider stopping the visit if the risk to the health or safety of the pupils is unacceptable, and have in place procedures for such an eventuality
  - ensure the group leaders have details of the school contacts, accompanying adults and the pupils in their care
  - review the visit and advise the Headteacher when adjustments must be made.

3.15 Teachers or adults who assume direct responsibility for a number of children during the visit must be made aware of and agree to the expectation of them on the visit. It is important that school staff are managed and supported. In particular, a teacher, or other adult, assuming direct responsibility for a number of children during the visit, must recognise his or her responsibility for:

- maintaining order and discipline
- safeguarding the health, well-being and safety of those children
- supervising any access that accompanying adults have to children
- informing the EVL of any relevant incidents affecting pupils in his or her care.

### **3.16 Accompanying Adults other than Teachers**

It is essential that all accompanying adults are made aware of and agree to the expectations of them. In particular they must:

- understand their relationship to other group members and the part they are to play during the visit
- appreciate the limits and levels of their responsibilities if acting in any supervisory capacity and appreciate the principle of 'in loco parentis' may apply, although there is an expectation of a greater level of care from teachers than from voluntary helpers
- undertake vetting through the Disclosure and Barring Service as

appropriate. Advice is available from the Human Resources office.

Volunteers who will be assisting with visits involving an overnight stay and direct pupil supervision must have an appropriate DBS certificate.

### 3.17 Parents and Pupils

Parents have rights to information in connection with visits but they also have responsibilities. The school should provide a summary of the activities which may be experienced and how it proposes to deliver them safely as part of the briefing for parents.

- 3.18 Accordingly, parents must:
- disclose information about a student's emotional, psychological and physical health. This must be made as easy and confidential as possible so that parents will be encouraged to give, rather than withhold information
  - provide appropriate clothing, food, etc, in line with pre-arranged briefings
  - provide details of where they can be contacted in an emergency or if a party has to return earlier than planned. Arrangements for pick up and set down are just as important as rendezvous points during the visit. Pupils could be put at risk if parents/guardians fail to co-operate.
- 3.19 Pupils themselves should take part in the assessment of risks and deciding appropriate precautions for the visit.
- 3.20 A key factor that could endanger a party is a failing in the anticipated level of reliability, common sense, trustworthiness and concentration of pupils.
- 3.21 Contingency plans are necessary for pupils who turn up without specified kit or whose behaviour endangers other group members.

## 4. Planning, Risk Management and Review

### 4.1 Towards a Systematic Approach

Planning needs to be systematic, consistent and appropriate. The Planning Checklist in [Appendix 2](#) is recommended for use by schools. The Evolve online notification and approval process requires answers to specific questions relating to planning and risks. It will require EVLs to provide relevant information before being able to submit the visit for approval.

- 4.2 A major feature of planning relates to risk management. The analysis used in risk assessment can help to highlight problems not only related to health and safety but to financial probity or the standing of the school in public opinion. To gain maximum benefit, risk assessment should be applied from the outset. [The process is defined below and outline Risk Assessment Forms are available in Appendix 13.](#) Risk assessments must be included in the online submission.

### 4.3 Purpose of the Visit

Aims and objectives of the visit should be clearly identified at an early stage. These should be relevant to pupil and curriculum needs, and take account of age, ability, previous experience and resources available. Clear, appropriate objectives will contribute significantly to pupil safety and well-being as well as to the educational outcomes. They will ensure:

- an appropriate structure and discipline for the visit
- maximum pupil motivation
- a choice of environment and activity appropriate to pupil maturity and experience
- enhanced educational benefit
- consideration of appropriate training, staffing and resources.

### 4.4 Approvals

Approval in principle should be sought from the EVC as soon as possible and before any financial commitment is made. School **procedures** will differ; leaders should check procedures and give adequate notice. Certain categories of activity, e.g. adventurous pursuits or visits abroad, will require prior notification to the Governing **Body** and the Department via the **EVOLVE** website. For adventure activities provider visits in the U.K. schools must check that they comply with the legal obligations of the Adventure Activities Licensing Regulations, 2004 (see Safety in Outdoor and Adventurous Activity guidance).

- 4.5 DESC requires notification of all visits via the online EVOLVE system. Advice is also available where there is doubt, from the following:-

Educational Visits Advice: [martin.jackson@sch.im](mailto:martin.jackson@sch.im)  
Health and Safety Team: [lisa.kelly3@gov.im](mailto:lisa.kelly3@gov.im)

- 4.6 Where commercial or external providers are used to deliver any of the activities listed in section 10, early consultation is vital. In the UK, some of these activities may be covered by Learning Outside the Classroom or the Adventure Activities Licensing Regulations 2004. Organisers should avoid any financial commitment until confirmation that they are licenced has been obtained.
- 4.7 When booking with **any** external provider, the organiser **must** ensure that any contracts and booking forms are signed **on behalf of the establishment** by someone authorised to do so. A checklist to be used to assess external providers is included in Appendix 6.

### 4.8 Preliminary Visit and Research

A preliminary working visit, by the EVL, is considered highly desirable on both educational and safety grounds. In some cases, a preliminary visit is essential. Such cases will include:

- visits to be led by less experienced staff.

- visits to unfamiliar terrain or locations, especially where activity is to be organised and led by school staff.
- work with very young pupils or those with additional needs
- more complex visits to locations where there may be special hazards.

4.9 Whether or not a visit is made, all means of researching the area should be explored. Sources of information in the UK include: District Councils, Tourist Offices, National Parks' information services and LEAs. Check on the [EVOLVE](#) system as another school may have valuable information they could share. In situations where an advance visit is not possible, every effort should be made on arrival to check that prior assumptions about the area are accurate. Depending on location, this check may need programming and staffing. The organiser should ensure that the building has correct up to date first-aid and fire safety procedures.

4.10 A preliminary visit should seek to:

- check the appropriateness of the venue to pupils' needs and to the objectives of the visit
- check for potential hazards
- check timings (local services, lengths of walks, tides, etc.)
- establish local contacts
- check accommodation, especially for fire-risk and evacuation
- agree in advance, between the EVL and centre staff, the division of supervisory responsibility
- obtain information on local services (locations of doctors, dentists, hospital, telephone, toilets)
- consideration of safeguarding issues, individually and within a group.
- ascertain an appropriate emergency action plan
- carry out risk assessments for all the activities to be undertaken
- confirm the competencies of local staff/instructors who will be involved
- assess changes in all venues to be visited since previous visit.

4.11 A checklist to be used to assess external providers is provided in Appendix 6.

## 4.12 Risk Assessment

### 4.13 What is Risk Management?

Risk management is a careful examination of an activity in order to identify what could cause harm to the people who are involved (i.e. pupils, volunteers, employees, etc.), estimating the likelihood of the harm occurring and checking to ensure whether or not sufficient precautions are being taken to prevent it.

4.14 Don't be put off by the terminology of risk management, for example, words such as hazard, risk, control measure. A **hazard** is something with the potential to harm you, for example, mountain walking in remote areas. **Risk** is the chance or likelihood of the harm occurring. **Control measures** are what you do to prevent someone being harmed, for example, making sure the participants have correct equipment, are under the supervision of an experienced leader, etc.



## 4.15 Types of Risk Assessment

Risk assessments can be grouped into types:

- generic risk assessment
- special or site specific risk assessment
- dynamic / ongoing risk assessment.

## 4.16 One-off / Specific Risk Assessment

These are risk assessments to cover a specific activity, special event or time outside of activities, and can be used in conjunction with generic risk assessments. One-off / specific risk assessments should be in-line with **school-based** procedures, with consideration being given to Department policies. These should be carried out by the school for each visit and if used on a visit to be repeated, they should be reviewed and amended to reflect the individual needs of the group involved.

4.17 Headteachers and managers should develop their own risk assessments for one-off or special activities and where generic risk assessments are not provided. When carrying out a risk assessment, it is important to bear in mind the HSEs "5 Steps to Risk Assessment". It is important to:

- look for the hazards
- decide who might be harmed and how
- evaluate the risks and decide whether existing precautions are adequate or more should be done
- record your findings
- review the assessment and revise it if necessary.

4.18 The aim should be to remove as much uncertainty about the likelihood and possible consequences of the hazards in question. In general, the resulting "risks" can be grouped under the following headings:

- environmental issues e.g. weather, hazards specific to a site
- equipment e.g. clothing, ropes, buoyancy aids, helmets
- travel e.g. mode of travel, driving periods
- method of working e.g. specific techniques employed
- competence / discipline: people are authorised on basis of checks
- management / supervision e.g. risk assessment, degree of monitoring, and overall control.

4.19 STAGED planning and risk assessment. Training for EVC and EVL colleagues includes reference to the STAGED approach to trip planning. Additional information on this approach can also be found in National Guidance. The STAGED approach has been adopted and supported by DESC. A guidance document and template form to be used by schools and clubs for trip planning and risk assessment is available on the EVC Teams channel.

## 4.20 Generic Risk Assessment

In order to deal effectively with educational establishments and to simplify the process as much as possible, the centralised Health and Safety Advisers have several generic risk assessments for activities available. These can be currently found in the Resources section of Evolve. Generic risk assessments are drawn up on the basis of a general assessment of risks and indicate the hazards and protective and preventative measures necessary. However, any risk assessment must take account of the local circumstances, including any individual needs of staff or pupils. This includes consideration of pupils who may have individual risk assessments. If you are using a generic risk assessment provided by the Department as a starting point, you need to demonstrate you have ownership of the document and if necessary, have adapted it to suit the particular visit to which it is attached. Generic risk assessments should include evidence that they have been considered, by including the name of the school, destination and date on the assessment form. All risk assessment forms must be attached to the visit details on Evolve.

## 4.21 Dynamic/Ongoing Risk Assessment

These are risk assessments which consist of judgements and decisions made as situations arise. For example, during an emergency or on an educational visit where circumstances change and a decision is taken to follow an alternative plan. Dynamic risk assessments should be informed by existing establishment risk assessments and are not a substitute for the need to carry out a generic and specific risk assessment before the event.

### Individual Dynamic Risk Assessment Guidance

There is a DESC document entitled Individual Dynamic Risk Assessment Guidance which is provided for any employee who identifies a student whose conduct poses a demonstrable and ongoing risk. [Individual Dynamic Risk Assessment Guidance Oct 2022.pdf](#)

This document provides essential guidance for staff planning a trip or visit which might involve identified students.

## 4.22 Implementing the Chosen Precautions

A risk assessment is of no use unless it is communicated, shared and understood by those directly involved in performing or managing the activity. A culture of co-operation and consultation is essential. Where **risk of injury** is possible, there must be a **written risk assessment** to show how precautions will be monitored, maintained and, where necessary, updated and phased in.

- 4.23 It is important that all staff involved in the activity are briefed, to ensure that they are aware of the principal risks identified in the risk assessment and the steps that will be taken to minimise them. Responsibility for sharing this information must be noted and confirmed on the STAGED planner.
- 4.24 Criteria for judging whether implementation is likely to be successful are:
- have significant risks been addressed?

- are decisions on precautions consistently applied?
- is the action proposed proportionate to the risk established?
- has the assessment been sufficiently open so that people can follow the reasoning and abide by it?
- has accountability been established and accepted? In the worst case, an incident may still occur despite the control measures. There is a tendency for people to want to apportion blame. Those potentially in the “firing line” should have the reassurance in advance that if they are playing their agreed part in controlling the risk, they will be supported.
- where freedom of action is appropriate, e.g. over weather conditions, do local operators/employees understand the limits of their discretion?
- are people happy to follow the control measures?
- are there any indications that more needs to be done?
- has anything arisen from the procedure that could be improved on for dealing with risk control problems in future?
- does the original assessment need to be updated in the light of experience?

## 4.25 Training

Training is vital so that risks are adequately controlled by ensuring that individuals are prepared and competent. There are several areas for training:

- specific training for EVCs
- specific training for EVLs

Training for employees, volunteers and pupils in basic risk assessment: Despite consideration, there will always be something left to the discretion of the person actually leading the group. A basic grounding in the process of assessing risks can be a lifesaver in the field.

- **activity specific training** preparation for the group to identify instant recognition of breaches of good practice. If everyone has a clear picture of what constitutes a major threat to maintaining precautions, oversights and indiscretions will be spotted and corrected before they can do damage.
- Risk assessment training opportunities are provided and a training register will be kept by the EVA or Health and Safety Advisor who has undertaken training with them.

## 4.26 Monitoring, Debriefing, Reviewing and Updating

The importance of an appropriate review cannot be over-emphasised. Its main purpose is to identify strengths and weaknesses of arrangements to improve the efficiency of future visits. Pressures on return to school will tend to override this vital aspect and time should therefore be planned in to make it happen. The scale of the review needs to be proportionate to the visit and any incidents, which may have occurred. It might involve the leader alone but profitable feedback might come from staff or pupils. Additionally, there may be circumstances where the Headteacher, manager, Governors or parents need to be included.

All schools and settings should have a monitoring system and internal records which demonstrate visits are checked, monitored and reviewed.

## 5. Staffing

### 5.1 Issues to consider

Education visits and journeys involve considerable responsibility on the part of teachers and, in the case of longer journeys, require a duty of care for pupils for 24 hours every day. To facilitate this, the EVL and EVC are **required** to:

- obtain the necessary approval for the visit;
- notify Governors where the visit involves more significant or complex risks;
- ensure that parents and pupils are clearly aware of the implications of the visit and that parental consent has been obtained;
- ensure that the overall party size be restricted to that which is manageable in the circumstances. Large parties create special supervisory problems and should be sub-divided for activity purposes, wherever possible;
- ensure that staff have specific abilities to cope with all planned activities;
- ensure that all staff who will be expected to drive minibuses are appropriately trained, possess the correct driving licence and PPV licence and are prepared to undertake this role;
- include **all** party members in the planning arrangements, including instances where children (other than pupils) attend with accompanying adults/teachers. They must be taken into account when considering ratios, suitability of activities and supervision arrangements.

#### 5.2 Additionally, the EVL is recommended to:

- make sure that the aims for the visit are commensurate with the needs of the pupils and young persons;
- check whether his/her personal abilities and those of accompanying adults are appropriate to the visit;
- ensure there is adequate first aid cover and knowledge is appropriate for the visit;
- 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 overseas or extended visits;
- have advance notice of any disabilities amongst staff, pertinent to their role on the visit or any part of it, e.g. a predisposition to serious travel sickness;
- allow for the likely 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;
- are aware of any additional pupil needs and safeguarding / child protection issues that require specific consideration.
- draw up a list of teachers who are on duty through the evening and ensure that these staff remain able to cope with an emergency throughout the night;
- ensure that staffing numbers are based on the guidelines below.

#### 5.3 The ratios in the Policy are **minimum supervisory ratios**; actual ratios of adults to pupils will often be in excess of this, but will depend on a variety of factors – group age and size, nature of the visit, time of year, travel, distance, group and staff experience, pupil needs etc. The use of ancillary staff, parents or other adult helpers should be considered.

## 5.4 Use of Accompanying Adults

Adults, other than staff based at the school or centre, can make a valuable contribution to the success of the visit. Adult helpers, other than teachers, may be included in the staff to pupil ratio provided:

- they are acceptable to the Headteacher in the role which they will be required to fill;
- volunteers are chosen for the specific contribution they can make;
- each individual is approved by both the Headteacher and EVL and is entered on the voluntary helpers list kept by the school;
- they have been carefully briefed on the scope of their responsibility and are not put in the position of having unsupervised access to children;
- the volunteers have an appropriate DBS certificate if they have substantial access to pupils;
- where children other than pupils attend with accompanying adults, care is taken when considering ratios, suitability of activities and supervision arrangements.

- 5.5 Headteachers should be aware of the potential for conflict if a parent of one of the pupils on the visit is included as a volunteer helper.

## 5.6 Ratios

The ratios provided in the Policy are to assist schools in deciding upon the appropriate level of **effective supervision**. If any changes are made to the recommended ratios the considerations and mitigations for the trip or visit should be clearly identified and addressed in planning.

Specific activities that might be undertaken on a trip or visit, such as water sports or hiking, have participant ratios that need to be considered additionally.

## 5.7 Local / Whole Day Visits

It is desirable for mixed parties of pupils to be accompanied by adults who reflect an appropriate balance of gender. This is clearly increasingly important for upper juniors and secondary. A minimum of two adults should accompany a group so that if one adult is ill or has to deal with an emergency the other adult can assume responsibility. In every case one staff member included in the ratio **must** be a teacher for school visits or a youth worker for youth trips.

- 5.8 The appropriate level of effective supervision will be dependent upon aspects such as:
- educational reasons for the excursion/activity
  - group, age and ability of participants
  - any additional needs of pupils
  - activities planned
  - environment
  - length of visit and distance from school
  - experience of the teacher or leader and other adults
  - time of year and venue

- 5.9 There should be a minimum of 2 adults, at least one of whom must be a teacher accompanying each visit. However, it is recognised that for some visits involving smaller numbers of older and more responsible pupils, a more flexible staffing ratio might be applied.
- 5.10 The approval of visits where the responsibilities for an on-Island group lies with a single member of staff requires a risk benefit analysis to have been undertaken, and the inclusion of a specific risk assessment that takes account of the issues surrounding the visit attached to the notification.
- There may be some clear educational outcomes in accepting a lower staff ratio, for example with 6<sup>th</sup> Form pupils on a local theatre or inter-school visit. However, any off Island or residential trips, for any age of pupil, require a minimum of 2 staff, one of whom must be a qualified teacher or area youth worker.
- Additional consideration must be given to maintaining the minimum ratio of staff to students in the event of a member of staff having to accompany a child to hospital or other emergency.
- 5.11 There may be occasions when participants are not accompanied, although remaining under the supervision of a teacher through well risk assessed remote supervision procedures.

## **5.12 Visits Including Adventurous Activities**

Advice is available in the separate "Safety in Outdoors and Adventurous Activities" document published by the Department. Individual establishments are responsible for maintaining a clear audit trail of staff qualifications and experience. National Governing Bodies are also an important point of reference.

## **5.13 Young People**

Young people under 18 who are participating in the visit are counted as pupils in the above ratios, even where they are not on the roll of the school. Young people over 18 are also counted as pupils if they are still on the school roll, or if they are contemporaries of pupils on the school roll who are participating in the visit. In other cases young people over the age of 18 may be counted as staff at the Headteachers' discretion. Occasionally a young person may have a National Governing Body qualification that can add to the level of competence of a group, e.g. kayaking.

## **5.14 Residential Centre Staff**

In the case of residential visits to centres providing overnight duty staff, these duty staff may exceptionally be included in the ratios at the discretion of the Headteacher. However, care must be taken to ensure that centre staff have been DBS checked, are willing and competent to undertake these duties and understand the responsibilities involved. For the journey to and from the centre the staff/pupil ratios prescribed in this chapter are mandatory.

## 5.15 Joint Visits

Occasionally, visits may be arranged which involve pupils from more than one school. In these instances, one teacher must be designated as the EVL. That person and the school he or she works at should take responsibility for making arrangements, undertaking risk assessments and initiating the online notification. The visit will not be approved within the online system until each of the participating school Headteachers has approved their own school participation. It is often more useful for each school to submit their own trip form.

- 5.16 In a case where there are no students on a combined visit from the establishment at which the EVL is employed, the Headteacher of that school will initially approve the trip on EVOLVE before it then passes to the EVCs and Heads of the other establishments for submission and approval. The EVL must obtain confirmation and details of the participants and staff attending from other establishments, together with confirmation that their Headteachers have agreed to the participation of their participants and staff through the EVOLVE online system. The EVL must send any information sheets and consent forms to the other establishments to pass on to participants and staff.

## 6 Charges for School Activities – see Policy

### 6.1 Section 11 of the Education Act 2001 states that –

- (1) The Department may by regulations provide for the making of charges for or in respect of —
  - (a) such descriptions of teaching provided for pupils, or
  - (b) such descriptions of activities arranged for pupils,

at a provided school or maintained school (whether or not as part of the normal curriculum of the school) as are specified in the regulations.

- (2) Except in accordance with regulations, no charge may be made by or on behalf of the Department or the governing body of a provided school or maintained school for any teaching provided for pupils at the school or any activity arranged for pupils at the school."

### 6.2 No such regulations have been made and the law, as it stands, therefore prohibits charges being made for compulsory school activities.

### 6.3 The intention of Section 11 is that charges are not made for teaching or activities that are compulsory for pupils. If, however, the activity or teaching is optional, the parent/carer may be asked to contribute to the cost. This clearly covers long established activities such as ski trips, other off-Island visits, etc. The key factor is that these activities must be optional and if the parents are unable or unwilling to contribute to the cost then the school must either make alternative arrangements for the pupil to remain in school or pay for the pupil to join the visit.



## **7 Insurance**

Any adult looking after children assumes a special responsibility, recognised in law, for the reasonable protection of those children in your care. Organisers of any activities are expected to exercise a higher standard of care to safeguard the children than responsible parents would take. In addition they have a duty of care to members of the public and to other employees and volunteers. The Department of Education Sport and Culture along with all other Isle of Man Government Departments have a number of insurance policies to cover various risks. The main ones are listed below:

### **7.1 Building and Contents – Insurance for Government Owned Properties**

This policy provides cover for damage to the buildings and contents of the Department's schools, colleges, and youth clubs. The risks covered are fire, flood, theft, vandalism and in some cases accidental damage. The policy is subject to a policy excess for each claim of at least £10,000.

### **7.2 Motor Vehicle Insurance**

All Government and school owned buses are under the control of the Department of Infrastructure's Transport Service Division, and are operated under the division's operating licence, and the Government motor vehicle policy. Any authorised driver may drive a mini bus on Department business, subject to the Minibus Transport Supervisor (or his deputy) at Transport Services having seen the appropriate licence, PPV / Midas certificate. The excess for the Motor Vehicle Policy is £500. Failure to be in possession of the correct licence could invalidate the insurance. For clarity on any of the above matters please contact [Admin.DESC@gov.im](mailto:Admin.DESC@gov.im)

### **7.3 Employer's Liability**

The Department is covered by its Employer's Liability Policy for injuries of staff sustained while at work or carrying out duties associated with their position.

### **7.4 Public Liability**

Members of the public have access rights to our buildings either as registered students or visitors. The Department has adequate Public Liability insurance to cover any injuries that may be sustained by a visitor to our property or any damage caused to a third party's property by either an officer of the Department or a pupil registered with the Department.

- 7.5 The above are the main policies held by the Department. Due to the complex nature of insurance cover, it is not possible to give any definitive statements in this document and any queries relating to the above policies should be directed in the first instance to:
- The Head of Policy and Legislation Manager DESC on telephone number 685805 or Elizabeth Keefe at [elizabeth.keefe3@gov.im](mailto:elizabeth.keefe3@gov.im)

## 7.6 School Journeys

In addition to the above policies, the Department of Education Sport and Culture also has specific insurance cover for school trips/journeys. This policy is arranged through Government's insurance brokers. The Department pays an annual premium and all schools will be included in the policy. The EVOLVE online system will generate a question about insurance for all overseas, residential or adventurous activities. EVCs should check with the Department if they are concerned about any pupils or staff with pre-existing medical conditions. Generally, providing they are not travelling against a doctor's advice, the insurance cover is adequate. However, as with all risk management procedures, if there are concerns or any doubts, seek advice.

## 7.7 Schools Arranging their own Insurance for Off Island Visits

Schools should not need to take out additional insurance as Government insurance covers all necessary matters. Additional insurance must not be arranged without DESC or Treasury agreement. However if additional Personal Accident insurance is a concern then contact Rachele Quayle for advice.

Email: [rachele.quayle2@gov.im](mailto:rachele.quayle2@gov.im)

Direct Tel: 01624 631657

- 7.8 The EVL must read the exclusions listed on the insurance documents, as well as becoming acquainted with the applicable sections that are covered. Some hazardous activities may not be covered on an insurance policy or may be charged a higher premium rating. This should be clearly advised in the policy wording, but if in doubt it is advisable to check with the insurers beforehand. Ensure that insurers are notified of any pre-existing medical conditions of all participants, including staff.

## 7.9 Claims

In the event of an incident, which may give rise to a claim being submitted against the Department, it is important that the relevant incident notification is completed and returned to DESC, without delay. At no time must an officer of the Department accept liability for any injury or damage caused to a person or third party's property, such admission could render the Department's policy non void resulting in the Department having to fund the claim from its own budget. In the event of a motor vehicle accident, the driver is obliged by law to advise the third party of their insurance details. All minibus incidents (including any passenger injury occurring on board or whilst boarding or alighting) must be recorded on the correct form which can be obtained from Fleet Services.

For general claims advice, please contact DESC Admin

- 7.10 In the event of physical injury being caused, then the Department should be contacted by telephone as soon as possible to be informed about the incident (see Appendix 3).

The above information is purely a summary to provide a basic idea of the types of policy the Department has and the risks that they cover. Any enquiries in respect of

cover for specific items or activities should be directed to the Head of Compliance DESC – Lisa Kelly at [lisa.kelly3@gov.im](mailto:lisa.kelly3@gov.im)

- 7.11 Do not assume that all adventurous activities are covered by the insurance policies - always check before the visit.

## 8 Parental Information, Pupil Details and Consent

### 8.1 Approaches to Consider

Activities which take place in the immediate locality of the school and which are part of the school's curriculum, e.g. traffic surveys or swimming lessons and other sporting activities should not require written parental approval on each occasion. A possible procedure is to obtain written permission from parents, at the start of the academic year, for all such activities which are detailed in the school brochure although this is at the school's discretion. These records should be carefully kept on file, in line with GDPR requirements. It will be necessary however, to notify parents of any visits that involve, for example, possible late arrival home. **All off-site activities that form part of the regular curriculum will require written parental permission, but this could be obtained at the start of each term or academic year, as considered appropriate by the Headteacher.**

- 8.2 Regular activities led by an external provider are subject to this policy. The usual procedures for approval from the Headteacher and registration within the online system **must** be followed.
- 8.3 Day visits involving, for example, adventurous activities, a full day away from school, special lunch arrangements, special clothing requirements or travel, all require specific written information to parents and consent.
- 8.4 Journeys off-island or extended residential stays on the Island require full and detailed written information to be sent to parents and their written consent obtained. Such information should be comprehensive whilst retaining an appropriate amount of flexibility to cope with a change of circumstances. It is important that the above information should identify:
- expected standards of behaviour and conduct of pupils
  - general arrangements for the supervision of pupils, including any circumstances in which pupils may be left unaccompanied
  - specific activities and situations which carry an element of risk.

### 8.5 Information

Information should be sent as far in advance of the journey as practical. Any visit that might include adventurous activities or involve more complex risks should include an opportunity for parents to meet with the EVLs to ask questions or seek clarification. The following should be included in the information sent to parents:

- dates and times of departure and return
- destination with full address
- activities planned
- name of travel company and method of travel

- cost and what it does and does not cover
- methods of payment and cancellation arrangements/penalties
- insurance cover, what it covers – be unambiguous (a photocopy of the schedule is useful)
- advice on pocket money and allocation/care on journey
- accompanying staff
- emergency contact arrangements
- items prohibited on the journey
- a request for written information regarding special medical problems and their treatment/medication, consent for emergency medical treatment and details of special dietary requirements (see [Appendix 5](#)).

8.6 If pupils are being transported in other parents'/adults' cars for travelling to and from the visit, the school should ensure the form in [Appendix 7](#) is completed prior to transporting. A model Parental Consent form is given in [Appendix 7](#).

## 8.7 Additional Needs

Under the Equality Act 2017 it is illegal to discriminate on the grounds of disability or other protected characteristics.

Students with additional needs require additional consideration; their inclusion may have staffing and programme implications. Some or all of the following considerations may apply and additional parental information may be required:

- 8.7.1 Environmental factors may increase the 'risk' level above that applying to other members in the group.
- 8.7.2 A higher level of staffing may be required and it may be necessary to include specialist staff to facilitate supervision, communication and encouragement.
- 8.7.3 Whilst travelling, arrange more frequent stops, employ extra supervision and be particularly vigilant over travel sickness.
- 8.7.4 Medication and dietary requirements should be known and monitored. A key aspect would include holding information on known allergies
- 8.7.5 Check on the suitability of buildings and terrain for those with physical disabilities.
- 8.7.6 Ensure that activities offered are appropriate to the student; mental and physical disabilities may require additional or alternative activities.
- 8.7.7 If medication needs to be administered, staff should check with Department for guidance on this issue.

## 8.8 Preparing Pupils

A detailed programme should be established with adequate and effective supervision. 'Down-time' has the potential for incident and should be limited or structured according to the age and maturity of pupils and to the location of the

visit. Be aware of being diverted unnecessarily from the planned programme. Do not be led astray by group enthusiasm into unplanned situations. Departure from the programme should only be made after full consideration of the safety and educational implications. In this context it is helpful to have an alternative programme, planned in advance and commensurate with the purpose of the visit, to cope with unforeseen circumstances. It is considered good practice to include pupils in the risk assessment planning and process.

## **8.9 Medical Arrangements**

Special medical requirements of individuals should be known and catered for. EVLs should take particular care to ensure they have taken steps to gather all the relevant information about participants e.g. known allergies, pre-existing conditions and medication ect. First aid knowledge in the group and equipment carried should be appropriate to the nature of the visit. The location of professional medical help should be known to all staff and to group members when appropriate. Visits to remote areas require sound, up to date knowledge of first aid and emergency treatment. Particular health risks associated with the proposed location e.g. water contamination (see Safety in Outdoor and Adventurous Activities document) should be considered and appropriate action taken. Provided those involved are not travelling against medical advice the insurance arranged by the Department will cover the party.

- 8.10 The possibility of excessive exposure to the sun should be considered. This is high risk. Where such exposure is likely, participants should provide high-factor protective cream and hats as part of their equipment. Leaders must ensure that sun protection is adequately applied (see appendix 9).

## **8.11 Communication**

It is essential that details of the emergency contact for all party members, including supervisory adults, be left with two named members of staff who will act as the Emergency Contacts, who must be accessible by telephone at all hours for the duration of the visit. Care should be taken that these details are fully up to date and confidentiality considered. The EVOLVE system requires this information.

- 8.12 It is also essential that, for off Island visits, full details of party members as in paragraph. 8.11, together with a schedule for the visit are available to the Emergency Contact. They must also be attached to the online registration form.
- 8.13 These Emergency Contacts must be provided with the home telephone numbers of the Headteacher and a Deputy. The contacts should be aware of the Department's emergency procedures. The press officer / media contact number should also be given to the Emergency Contact. In the unlikely event of a major emergency the Emergency Procedures, detailed in Chapter 13, should be initiated. All accompanying adults should carry a copy of these procedures at all times. Large groups should consider establishing a network of parental contacts to speed communication.
- 8.14 Effective communication between staff and pupils when on the visit is crucial to the proper management of the educational and social experience. It also has a major

bearing on the safety and well-being of pupils. Arrangements appropriate to the nature of the visit should be made to ensure efficient communication, e.g. regular meeting times, notice board, briefings. Consideration should also be given to the acceptable use of mobile phones by pupils on visits. If phones are allowed, appropriate times to contact parents should be agreed. Procedures about contacting parents or others if there is an accident or incident should also be agreed. These should apply to everyone on the visit. Incorrect, misleading or inappropriate information can spread quickly following an incident through the use of mobile phones and this can make the management of the incident more difficult and distressing.

- 8.15 After an incident, particularly one necessitating taking a pupil to hospital, parents should be informed and regularly updated on what is happening, preferably by phone calls. On return to school, follow up with parents will be needed and relevant staff at school should be informed of the incident to minimise the risk of further distress to parents/young person.

## 8.16 Clothing and Equipment

Clothing, footwear and equipment appropriate to the visit should be considered at the early planning stages. Unsuitable clothing can markedly detract from the educational value of the visit and may prove hazardous in exposed situations. A detailed kit list should be sent to parents well before departure. For adventure activities, operation in remote areas or in adverse weather conditions these items **must** be checked before departure. In remote situations, spare clothing and group emergency equipment appropriate to the nature of the environment must be carried. Appropriate training in the use of emergency equipment is essential. Protection from exposure to sun is essential. High factor sun creams, hats and long sleeves should be considered.

## 9.0 During the Visit

### 9.1 Guidance notes

These are available to help you in [appendix 12](#)

## 10. Visit Safety

### 10.1 Ensuring Visit Safety

- 10.2 Health and Safety law requires that activities are appropriately monitored but this monitoring only need to be proportionate to the general level of risk to be expected. This approach has been followed in the grading of checking procedures set out in section 1:

**All visits are approved by the Headteacher with a record being logged on the [EVOLVE](#) online system.** Visits approved by the Headteacher that involve higher or more complex risks should be notified to the school Governors.

The Department of Education, Sport and Culture EVA will monitor the visits entered onto Evolve; however it is the responsibility of the Headteacher, EVL and EVC to ensure that the visit is approved and authorised.

- 10.3 The key issue is to ensure those leading the visit have the appropriate knowledge and skills to preside competently over a visit. The EVC will normally assess the competence of the individual to lead a visit. The EVC needs no special assistance to make the appropriate judgements, beyond the principles set out in this document and its companion "Safety in Outdoor and Adventurous Education".

## 10.4 General Activities

Types of visits that fall into this category are:

- walking in parks or non-remote country paths
- field studies **other than** those off-island, in moorland or mountain areas or those in or near water
- regular locally based activities such as sporting events and activities, environmental studies in the local park, 'independence training' for additional needs groups, etc.

- 10.5 The online system allows for the approval of a series of visits, for example those taking place regularly as part of the curriculum or sporting activities.

- 10.6 The majority of incidents that have occurred on school visits in recent years have been within this category of visit.

## 10.7 Regular Activities

The general principles of responsibility, planning and risk control apply but the level of detail recorded should be kept within reason and proportionate to the complexity and level of the risk involved. For frequently repeated activities generic procedures may well suffice. The Headteacher approves the visits without involving the Governors.

## 10.8 Visits Requiring Notification to the Governors

These will include visits involving some higher risk and includes all activities in the group classed as adventurous. Safe supervision requires that the leader should, as a minimum, have undergone an additional familiarisation process or induction specific to that activity and/or location. He or she must be considered as appropriately competent by the Head and the EVC.

- 10.9 Types of visits that fall into this category are:
- Off island visits
  - Visits which involve an overnight stay
  - Camping



- Cycling on road including bikeability or non-remote off-road terrain
- High level initiative challenges
- Visits involving outdoor and adventurous activities that in the UK would have to be registered under the Adventure Activities Licensing Regulations 2004
- In or near water
- In winter conditions
- On or near cliffs or steep terrain
- In an area subject to extremes of weather or environmental change
- Visits to developing countries or those with civil unrest
- School led visits that in the U.K. would come under the scope of AALA e.g. walking in Wild Country Areas
- Outdoor activities involving or being carried out by the armed services, including work experience.

## 10.10 Monitoring Visits

In this case, because of the working knowledge it has of the staff, the EVC and the school, registration of the visits through the online system allows the Department to monitor trends and extent of activities. The Department can monitor the planning of a particular visit through the online system. The final approval by the Headteacher may take place at any time prior to the visit. The visit cannot be approved retrospectively. Any assistance the EVL, EVC or Headteacher might need to plan a visit should be requested as far ahead as possible. A reasonable planning period, that takes account of the complexity of risk and the capacity to manage it, should be adopted. All the information the Department might require in the event of an incident, should be contained within the online visit registration documentation.

- 10.11 For those seeking help a minimum of one month notification will suffice for most visits but for major visits, particularly those involving the commitment of non-returnable deposits or the use of non-Department providers, EVCs should seek recommendation in principle before any such financial commitment is made.
- 10.12 Regular visits can be given general series approval within the online system providing a dynamic assessment is made on the day to ensure the trip meets the original plan.
- 10.13 Where the level of uncertainty about the risks involved is difficult to quantify but likely to be at the highest level that can be justified for an educational visit, advice from the Department's EVA or Health and Safety Advisors must also be sought.
- 10.14 If the visit involves an activity that requires a specific level of training or qualification as explained in 'Safety in Outdoor and Adventurous Activity', it is classified as adventurous.
- 10.15 Issues can arise quite simply as a result of leaders not having the appropriate competencies for what might be regarded as relatively routine adventure activities. They could also arise from a really challenging exploration visit abroad. Winter

conditions or heavy rain can also make a huge difference to risk levels in mountains or gorges.

## 10.16 Action

The EVOLVE online registration system provides a step-by-step process through which the details of a planned trip are recorded and ultimately approved by the Headteacher. There are safeguards built into the process that will only allow the approval when the appropriate details are entered. There is some discretion over what documents are attached to the online form. Headteacher approval should only be given once all risk assessments for the activity have been uploaded onto the Evolve system.

- 10.17 Through the monitoring of visit details, written comment may be given by the school EVC or Education Visits Advisor together with any appropriate advice. It is the responsibility of the EVL to action and to respond to all such suggestions.

## 10.18 Special Cases

For Duke of Edinburgh's Award expedition activities, approval must be gained from the school lead. The requirements for notification are being reviewed in the light of changes to DoE organisation. Contact can still be made with the DoE Awards Co-ordinator .

- 10.19 Work Experience placements are generally subject to a separate policy and does not require online registration to be completed. Refer to the DESC Policy on Work Experience for specific guidance.

## 10.20 Staff Competence and Development

Headteachers are best able to make judgments of the general suitability of individual staff for such activities. However, assessment of technical competence for outdoor pursuits especially is more difficult. The Safety in Outdoor Education Document details the standard expected alongside National Governing Body guidance. Where staff are without a formal qualification but are nevertheless highly competent practitioners they should be encouraged to seek appropriate national qualifications. Department recognition of instructor competence is based on one of two routes:

- Possession of the relevant award of the appropriate National Governing Body
- Submitting details of personal experience to the Head and the EVC and arranging attendance and assessment on training courses arranged by the Department and other relevant bodies.

- 10.21 Visits involving adventure activities are generally classed as of higher risk (see above), and guidance for some of these can be found in 'Safety in Outdoor and Adventurous Activities' . Other activities (e.g. initiative exercises) that involve skills inherent in any of the listed activities are also in this category.

- 10.22 'Safety in Outdoor and Adventurous Activities' contains guidance for:

### (a) Land Based Activities

- Assault Courses Camping

- Dry Slope Skiing Fieldwork
- Gorge / River Fieldwork
- Hillwalking – not in winter conditions
- Horse Riding and Pony Trekking
- Mountain and Off Road Biking
- Mountain Boarding
- Mountain Walking – winter conditions orienteering
- Piste Skiing
- Rock Climbing and Abseiling Sea Level Traversing Underground Exploration
- Winter Climbing

**(b) Water Activities**

- Coasteering, Dinghy Sailing and Fishing
- Improvised Rafting, Kayaking and Canoeing
- Open Water swimming / swimming pools with no lifeguards
- Power Boating
- Surfing
- Snorkelling and Sub-Aqua Windsurfing
- Paddle Boarding

Specific risk assessments for individual visits still need to be produced by EVLs.

## **10.23 Prohibited Activities**

The following activities will not normally be approved by the Department of Education Sport and Culture:

- Blood sports
- Cross-country motorcycling
- Disused mine exploration other than commercial mines open to the public
- Hang gliding
- Ice skating, other than on recognised rinks
- Racing in power boats, racing competitively or speed testing micro light flying
- Parachuting
- Shooting, other than at a range controlled by a shooting club or outdoor centre
- Sliding activities which have no safe means of arrest, including poly-bagging and tubing.

10.24 'Wild Country' is defined as upland or tidal areas where the party will, of necessity, be independent on itself and remote from help, and areas subject to tidal variations. These areas are listed below. There is no arbitrary upland height since local and seasonal influences have major significance. The identification of these wild country areas is not meant to imply that all other areas are safe; leaders will need to be aware of and apply appropriate precautions, commensurate with the group, time of year and characteristics of the terrain in which they are operating.

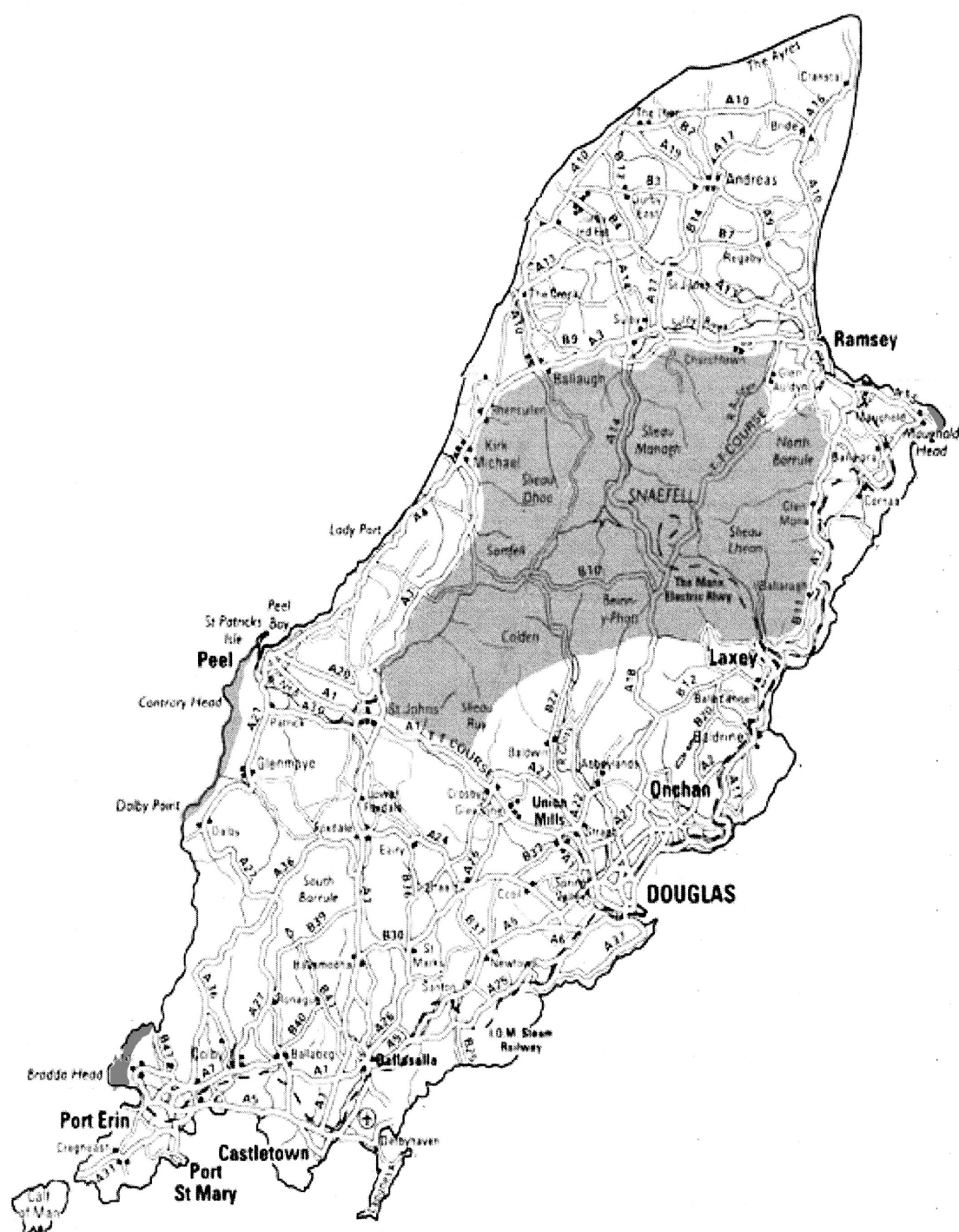
## 10.25 Wild Country Areas

Dartmoor	Exmoor
Bodmin Moor	Brecon Beacons
Black Mountains	Mid and North Wales mountains
Peak District (Dark Peak)	Cheviots and the Durham Dales
North Yorkshire Pennines	<b>Isle of Man (parts only – see map)</b>
Lake District	North York Moors
Mourne Mountains	Yorkshire Dales
Sperrin Mountains and North Antrim Hills	Scottish Border
Galloway Hills	Isle of Skye, Arran, Harris and Lewis Central, Western and Northern Highlands of Scotland

10.26 For the purposes of the Department Education Sport and Culture, Wild Country areas on the Island are as shown on the map on the following page. Duke of Edinburgh's Award Bronze groups travelling entirely outside the shaded areas do not require an independent pre-expedition check. Bronze Award groups may travel, with care, along established footpaths within the shaded areas, but in those cases an independent pre-expedition check must be completed. Silver and Gold Award groups may travel within the shaded areas.

10.27 All coastal cliff paths and tidal entrapment areas are classed as Wild Country.

*Isle of Man Wild Country Area (Shaded)*



## 11 Visits Abroad (including the UK)

Travelling abroad can be hugely rewarding for pupils and adults alike, but it is important that careful preparation takes place. Much of the earlier advice in this booklet applies to visits abroad, but there are some additional factors that need to be considered, not least because the legislation may be different from that of the Isle of Man and different regulations may apply.

## 11.1 Operators

School visits abroad can take a number of forms. One option is to use a commercial tour operator specialising in school journeys, who will organise travel, hotels, visits and all other necessary details. In the U.K., such operators have responsibilities under the Package Travel, Package Holidays and Package Tours Regulations 1992.

### 11.2 Points to consider include:

- Firms who are members of the Association of British Travel Agents (ABTA) or the Association of Independent Tour Operators (AITO) have signed up to a code of conduct and provide financial guarantees.
- The Schools and Group Travel Association (SAGTA) is an independent association with a members' code of good conduct and safety rules. All its members are in ABTA.
- The Civil Aviation Authority issues licences (Air Travel Organisers Licence or ATOL) to tour operators selling package holidays by air or flights only. The licence is a legal requirement.
- Do not use Agents who are not bonded by ABTA or ATOL
- Alternatively, there are also voluntary bodies established to promote school journeys.
- Group leaders may wish to check whether foreign operators based abroad are members of trade associations offering assurances similar to those of ABTA. Details should be available from national tourist offices or embassies.
- Even if a tour operator is used, the school must still carry out their own risk assessment when planning the visit.

## 11.3 Operating your own Visit

Headteachers or EVLs who decide to arrange travel independently may seek the advice and help of the Foreign and Commonwealth Office's (FCO) Travel Advice Unit or the UK Government funded Central Bureau for Educational Visits (CBEVE). Advice can also be sought from The Young Explorers' Trust [www.theyet.org](http://www.theyet.org) and the Royal Geographical Society [www.rgs.org](http://www.rgs.org) It is strongly recommended that a reputable school visits travel company is consulted and engaged for overseas trips.

## 11.4 Planning and Preparation

It is good practice to arrange a pre-planning visit to the location. If this is not possible, the EVL should gather as much information as possible on the area to be visited / facilities from:

- Chief Secretary's Office (Government Office, Douglas)
- Passport Office (Government Office, Douglas)
- other schools who have used the facilities / been to the area
- the UK Foreign & Commonwealth Office's Travel Advice Unit
- the local authority / schools in the area to be visited
- national travel offices in the U.K.
- tourist information officers
- Embassies
- travel agents.



## 11.5 Staffing the Visit

Minimum staffing ratios for visits shared in the Policy. Staffing ratios for specific trips will vary according to the activity, age, group, location and the efficient use of resources (see section 5).

## 11.6 Preparing Pupils for Visits Abroad (including UK)

Factors to consider for visits abroad include:

- language - particularly common phrases
- culture e.g. body language, rules and regulations of behaviour, dress codes, local customs, attitudes to gender, etc.
- drugs, alcohol-usage
- medication and prescriptions – this requires careful planning and consideration.
- food and drink - group members should be warned of the dangers of drinking tap water and eating certain foods in some countries. In some countries it is safer to drink bottled water, and care needs to be taken with raw vegetables, salads and unpeeled fruit, raw shellfish, underdone meat or fish
- money - how to carry money and valuables discreetly, e.g. money belts, zip armlets. If larger amounts of money will be needed, it is advisable to take pre-paid currency cards
- how to use phones abroad
- what to do in an emergency (see section 13).

## 11.7 Briefing Meeting for Parents

It is particularly important that parents are given the opportunity to meet the staff who will be leading overseas visits (see previous section on Planning and Staffing section 5).

## 11.8 Vaccinations

The EVL must find out whether [vaccination is necessary](#) and ensure that all members of the group have received it in good time. Check whether the country to be visited requires proof of vaccination – details of vaccinations should be recorded on Evolve.

## 11.9 Insurance

If adding to the Department's insurance cover the EVC must request advice, guidance and permission from DESC. Details of the policy can be obtained from DESC.

### 11.10 Foreign legislation

The EVL needs to check relevant legislation, particularly on health and safety, e.g. fire regulations/how to summon emergency services.

### 11.11 Language Abilities

It is sensible if at least one of the adults with the group speaks and understands the spoken and written language of the visited country. If not, the leader should have



access to translation technology on what to say in an emergency. It is also advisable that pupils have a basic knowledge of the local language before the visit.

## **11.12 Visas / Passports**

The EVL should ensure that all members of the group have valid passports and visas (if appropriate) in the early stages of planning the visit. Details and forms are available from:

Isle of Man Passport, Immigration and Nationality Office

Ground Floor

Government Office

Buck's Road

Douglas

IM1 3PU

Isle of Man

Telephone: 01624 685203

## **11.13 Nationality**

If the party includes pupils where national or immigration status or entitlement to a British or British Islands passport is in doubt, it is advisable to make early enquiries with the Passport Office or the Foreign and Commonwealth Office concerning the requirements of the immigration rules and the right of re-entry. Children who are not nationals of any EU member state may need a visa to travel from the U.K. to another state.

## **11.14 Care Orders and Wards of Court**

If a child is subject to a Care Order, carers will need to ensure that the child's social worker at Manx Care consents to any proposed visit. If a pupil is a Ward of Court, the Headteacher should seek advice from the court in relation to school journeys.

## **11.15 Emergency Medical Facilities**

Due to the Island's reciprocal agreement with the U.K., any Isle of Man resident requiring emergency medical treatment whilst on holiday there will receive treatment provided free of charge. Because the U.K.'s National Health Service is very comprehensive, travel insurance to cover emergency medical treatment there is not currently required for Island residents. It is, however, essential that insurance cover for possible repatriation to the Island is obtained for **all** off Island visits, as this is not covered by the reciprocal agreement.

- 11.16 For any person travelling to Europe or anywhere else in the world, adequate holiday insurance is essential. Whilst the Island does have reciprocal health arrangements with a small number of other countries these agreements only entitle Island residents to immediate and necessary emergency treatment on the same basis as residents of the

countries being visited. Most of these countries do not have such a comprehensive health service as the Island, and payment of some sort is normally required. Holiday insurance will cover most if not all of these costs. If in doubt, check with the insurers. It is necessary to have means of payment for any medical emergencies that occur and/or make immediate contact with the insurance company for support / notification (see section 7.7).

11.17 If costs are incurred but a person has no insurance the Department of Education, Sport and Culture **will not** reimburse the costs.

11.18 As the Island is not a member state of the European Union, Isle of Man residents are not entitled to the European Health Insurance Card (EHIC), or other health related forms previously used in the UK

## 11.19 Sun Protection

Where appropriate, parents should be asked to provide appropriate factor sun protection creams/sunglasses. Group members should be advised about the dangers of overexertion in the heat when they may become dehydrated, which can cause headache, dizziness and nausea. In warm climates it is important to keep fluid levels high, take extra salt and wear loose, lightweight clothing – preferably made of cotton or other natural fibres (see Appendix 9).

## 11.20 Paperwork

EVLS should ensure that they obtain and take with them:

- travel tickets, passports and visas. It is also advisable to carry a separate list of the numbers of any travel documents/passports, and photocopies of all the group's documents in a sealed waterproof bag
- a copy of the contract with the centre/hotel etc, if appropriate
- medical papers
- parental consent forms
- the telephone numbers of the 2 named contact persons
- Headteacher's home address and telephone number
- the names of parents and the addresses and telephone numbers at which they can be contacted (home and workplace)
- copies of a list of group members and their details
- details of insurance arrangements and the company's telephone number
- the name, address and telephone number of the group's accommodation.

## 11.21 Information Retained at the School

Full details of the visit should be retained at school while the visit is in progress. This information must be securely up-loaded on the Evolve online system. This should include:

- the itinerary and contact telephone number(s)/address(es) for the group
- a list of group members and their details
- contact names, addresses, telephone numbers of the parents and next of kin

- copies of parental consent forms
- copies of travel documents, insurance documents, medical papers
- a copy of the contract with the centre / hotel etc., if appropriate.

11.22 It is the Headteacher's responsibility to ensure this information is available at all times. This is particularly important if the visit takes place when the school is closed.

## **11.23 During the Visit**

It is advisable for pupils to carry a note in the relevant foreign language in case they get lost, which they can show to a police officer asking the reader to re-unite them with the group at the accommodation / meeting point, or to take them to the police station.

11.24 All group members should carry an appropriate amount of foreign currency at all times e.g. money for telephone and ID (For students in the UK their school card with photo on should normally be sufficient).

11.25 It is important to be able to identify group members readily, e.g. uniform, brightly coloured backpack, cap or item of clothing, badges. However, no pupil should display their name clearly on their clothing – this could result in them being approached by a stranger in an apparently friendly way.

## **11.26 Emergencies**

Discuss with the group what actions might be taken if there is a problem. Group leader and supervisors should know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information to hand.

11.26 Rabies is a potential danger all over the world, including many parts of Europe. Party members should be told not to touch animals, but if anyone is bitten or scratched whilst abroad, the following emergency procedures should be taken:

- wash wound using soap or detergent or flush with clean water as soon as possible. Apply alcohol if possible
- go to nearest doctor or hospital as soon as possible. An injection may be needed. If in difficulty, contact the British Consulate or Embassy
- if possible, exchange names and addresses with the owner of the animal. Find out if the animal has been vaccinated against rabies. Ask the owner to contact you if the animal gets sick or dies within two weeks. If the animal is a stray, note the place, date and animal's description
- contact the police
- on returning home, the person who was bitten must contact his or her doctor immediately.

11.27 Contacts at home. It is advisable to have a teacher / contact at home with a valid passport, who could go to the area being visited to provide support to the group in the event of an emergency.

## 11.29 Travel by Air

Taking a school group on an aircraft requires careful planning and preparation (see Appendix 8). The airline or travel agent will be able to advise on particular requirements. If the group includes any members with disabilities or severe allergies, it is important to notify the airline at the time of booking.

## 12 Exchange Visits

- 12.1 Individual School Exchanges differ from other visits abroad in that pupils will spend most of their time with host families and are, therefore, not always under the direct supervision of school staff. It is good practice for all adults to have undertaken an appropriate police (or the equivalent of a DBS) check prior to the visit. In this respect, the foreign families effectively act in loco parentis but will not be subject to Manx law. The success of an exchange visit depends on good relationships and communications with the partner school. This type of visit has additional risks and advice should be sought before confirmation.
- 12.2 Many of the considerations which apply to residential and day visits also apply here. In addition, the following should be considered by the group leader.

### 12.3 Vetting

- EVs need to be clear about procedures for vetting the families of potential participants. Each participating school should agree a procedure whereby the suitability of applicants is assessed by senior staff at an early stage (such as Year Heads or Headteacher). Where there is doubt, further investigations should be made and if doubt remains the application should not be allowed to proceed. Definition of "unsuitability" is the degree to which the host family can offer a safe environment to receive a guest or the degree to which the pupil can be safely supervised throughout the exchange.
- 12.4 The UK Department of Education expects host families in England to be Disclosure and Barring Scheme checked. Schools could reasonably expect partner schools abroad to make maximum practical use of the facilities for vetting that are available in the partner country. If this is too expensive, or if there are no such facilities, then the home school should consider, via a risk assessment, whether the placements are appropriate. Be aware that people in some countries may be offended by the suggestion that such checks might be needed.
- 12.5 Ensure that a system is in place to check in with pupils on a regular basis and the young person has communication access to a member of staff at all times.
- 12.6 Where no Disclosure and Barring Scheme equivalent exists, one way of meeting the demands of the risk assessment might be to consider whether remote supervision (whereby the teacher in charge regularly meets the pupil for counsel and feedback) could provide sufficient guarantee when combined with host school assurances of a host family's probity. The teacher in charge should be checking on other things such as the suitability of the placement match or what kind of activities will the pupil be doing.

## 13 Emergency Procedures

13.1 In spite of good planning and organisation there may be emergencies that require an immediate response. Leaders should be prepared for emergencies and have rehearsed the communication arrangements before the party leaves. Foreseeable emergencies should have been identified in the risk assessment initiated at the planning stage. Thought should have been given to how such emergencies would be handled and participants advised accordingly. To carry through the procedure it will be essential to have key telephone contacts and information concerning medical consents readily available.

13.2 In the event of an incident the following outline guidance is provided for leaders.

### 13.4 Control and Supervision of the Group at the Incident Scene

In an incident a lot can happen very quickly. Be prepared to delegate responsibilities, e.g. contacting emergency services, tending the injured, etc, in order to maintain an overview and take charge until help arrives.

- Make sure **ALL** members of the group are accounted for and remove/protect them from any additional hazard.
- Establish the names of the injured people and the extent of their injuries. Call the emergency services.
- Share the problem: advise all other groups that the accident/emergency procedure is in operation.
- Ensure that the injured are accompanied to hospital (preferably by an adult they know).
- Ensure that the rest of the group are adequately supervised, have understood what has happened and appreciate the implications for the rest of the programme.
- Get someone to note immediately the names, addresses and telephone numbers of any witnesses.
- Ask witnesses to jot down independently what they saw, heard, smelt, etc – rather than what they think might have happened.

13.5 Restrict access to telephones and mobile phones until you have made contact with the coordinator, Headteacher, visit provider/ tour operator or emergency contact point at school. News travels very quickly. Immediately make contact with provider and school-based emergency contact point. Give details of the emergency.

### 13.6 Educational Visit Leader or Deputy

Report to the Headteacher through a contact person at the establishment, as identified in the Evolve online registration and the emergency contact form (see appendix 4). The Headteacher must inform the Head of Policy or their delegate at the Education Office or on their mobile phone at any time of the day, so that the Critical Incident Procedures can be put into operation. In certain circumstances the Health and Safety Inspectorate should be telephoned – see Reporting Accidents, Appendix 3. (It may be necessary to complete a RIDDOR form in such circumstances). The Department may be asked for comments or to give direct

assistance (e.g. payment for overnight accommodation, provision of transport). Contact with relatives should be made by the Headteacher or provider. The Chair of Governors can be informed after the above actions have been implemented. **Do not give names of casualties to the media** – relatives must be informed first.

### 13.7 Media Report and Group Welfare after the Event

A **designated person at school base** should act as the **ongoing point of contact with the media**. This will involve close liaison with the Department of Education, Sport and Culture and the Department's External Communications Officer. The designated person should also liaise with police and relevant emergency services on information to be released to the media. If comment at the scene of the incident is requested by the media, enquiries should be referred to the school-based designated person wherever possible. The names of injured participants should **NOT** be released. Caution is required in the preparation of any statement as legal proceedings may follow an accident (e.g. against a coach company, travel operator, hotel, etc.). Under no circumstances should comments relating to liability be made. Information passed to the media should be concise and factual. The press will understand that an investigation will be needed and that it is prejudicial to comment in detail at this stage. On the other hand, it is reasonable to express concern for those injured and demonstrate everything that can be done is being done.

- 13.8 Education Visit Leaders should not speak with any member of the press. In the first instance use your emergency base contact and request headteacher or DESC advice.

### 13.9 Reporting of Accidents

Establishments have a duty to report **all** accidents to pupils/teachers/young people/volunteers. For this purpose, the Department of Education, Sport and Culture Accident Form (see appendix 11) should be completed for **all** accidents to adults and to pupils/young people which cause them to take time off from their normal activity. An entry should also be made in the school's accident book. Accident report forms should be included in the first aid pack for completion as soon as reasonably possible following an incident.

- 13.10 There are additional duties in respect of serious injuries e.g. fracture injuries, etc, under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 as applied to the Isle of Man. In addition to completing the Department of Education Sport and Culture Accident Form (see appendix 11), the school-based Emergency Contact should telephone the salient details forthwith to those outlined on the Department of Education, Sport and Culture's procedure for reporting accidents (see appendix 3).

### 13.11 Accident Investigation Reports

Notes made at the time will be invaluable in any formal report or investigation. The focus of any accident investigation should be on reviewing whether there is more that could reasonably be done in future to enhance the duty of care – not on apportioning blame.

- 13.12 If notes were not taken at the scene of the incident, it is even more important that the formal report is produced as quickly as possible, before key details are forgotten. The report may well provide key information in preliminary discussions concerning possible claims.

### **13.13 Psychological Support**

In the event of an accident, young people will need help in coping with shock or trauma. This will also apply to leaders, families and other members of the party. The Critical Incident Procedures should ensure that appropriate help is given. EVLs and school-based Emergency Contacts should contact the Department or the IOM Government Welfare Officers Tel. 01624 687027.

## **14 Transport Arrangements**

- 14.1 This section outlines some of the key considerations relating to transport on education visits. Further advice can be found in Appendix 8. Ensure the minimum ratios have been addressed in the trip and visit planning.

- 14.2 Key issues to be considered when making transport arrangements:

- passenger safety
- the competence and training of the driver to drive the proposed vehicle and whether the driver holds the appropriate valid licence
- number of driving hours required for the journey and the length of the driver's day (including non-driving hours)
- type of journey, e.g. local or long distance involving motorways
- traffic conditions
- contingency arrangements in the event of a breakdown or other emergency
- insurance arrangements
- supervision
- if booster seats are required.

### **14.3 Supervision**

The level of supervision necessary should be carefully considered and may depend on the ages of the pupils, the challenges the pupil may present, the length of the journey, etc. The driver should not normally be responsible for supervision. However, on very short journeys involving older pupils or small groups, it may be acceptable.

### **14.4 Minibuses**

Drivers of minibuses with 9 – 17 seats (including the driver), when on Department business, must hold a valid Public Passenger Vehicle (PPV) licence as well as holding the correct entitlement on their driving licence. In most cases, this is a D1 marked with a 903 code. Be aware that persons having passed their test since 2000 may not have the required entitlement to drive.

- 14.5 Unrestricted minibus PPV licences can be obtained by passing a minibus driver (D1) test or large bus (D) and applying to:  
Road Transport Licensing Committee (RTLCL)



Thie Slieau Whallian  
 Foxdale Road  
 St Johns  
 IM1 1ET  
 Isle of Man

A knowledge test may be required for this purpose. PPV licences that restrict a driver on Department business can be applied for at the same location, without the knowledge test being required. For more information, it is required to contact the Transport Services.

Current contacts at the Transport Services are:

Minibus Transport Supervisor	-	697428
Richard Cranmer (Projects Manager)	-	697423
Email:		<a href="mailto:Richard.cranmer@gov.im">Richard.cranmer@gov.im</a>

- 14.6 It is recommended a second adult should accompany groups on a minibus, as the driver cannot supervise the group.
- 14.7 All use of minibuses on Government business is classed as commercial use. It is therefore not possible for self-drive minibuses to be hired and used on Department business in the IOM, unless the hire vehicle has a PPV plate. Advice about this, and use of minibuses in the UK and further afield, can be sought from the Transport Office Services listed in section 14.4.
- 14.8 Department minibuses on a journey outside the Island must be driven by a driver who is an employee of the Department.
- 14.9 Department minibuses on journeys within the Island may be given a PPV driver who is either an employee or an 'agent' of the Department.

## 14.10 Emergency Provisions

It is important to consider possible emergency action, if an accident or breakdown were to occur. The possibility of having to supervise pupils at the side of a road during rush hour needs to be considered before the event ever arises. A first aid kit is advisable and a mobile phone is recommended. Prior to setting off on the journey the leader should provide a list of emergency contact numbers with the drivers. A list of all those travelling in the vehicle must be carried.

## 14.11 Seatbelt Requirements

The basic minimum requirement in coaches and minibuses is for a lap belt to be fitted to each seat used by a child. The seats used by children will have to be forward facing. Bench seats facing inwards must not be used by children, thus reducing the carrying capacity of the vehicle. Every child should have a seat belt and be required to use it. In addition any child under the **height of 135cm** must, by law, have an

appropriate seat restraint when travelling in a minibus or private car. See the guidelines in the EVC Teams site.

- 14.12 Buses such as those used by Bus Vannin are not classed as coaches, being of a different construction and subject to different regulations. They are not required to have seatbelts.

### **14.13 Transporting Pupils in Private Cars**

Private cars of both members of staff and voluntary helpers, such as Governors or parents, are sometimes used to assist with transport on school visits. EVLs must take reasonable precautions to satisfy themselves that such drivers and vehicles are suitable for the proposed use. Parents should be informed if their children are to be carried in private cars, and be given the opportunity to indicate if they do not wish their children to be transported in this manner.

- 14.14 Establishments are under an obligation to make an assessment of anything that may generate a significant risk and road transport by car carries an increased risk over any other form of transport. It is not feasible to expect schools to carry out comprehensive checks on vehicles, driver documentation and history with all staff and volunteers. However, some level of control should be exercised and Appendix 7 contains a suggested letter to drivers who will be transporting pupils. Establishments can then create a list of 'approved volunteer drivers'.
- 14.15 Particular caution should be applied when pupils are the driver, in the case of sixth formers. Whilst any private arrangements between pupils are not covered by school control, when pupils are being used as drivers on official visits, etc. the same arrangements for transporting pupils apply. By the nature of their age, these drivers will be inexperienced and there is a significantly higher risk. Schools should only use this option where they are sure of the suitability of the driver and vehicle and ensure that the parents of the passengers are not only aware that they will be travelling in a private vehicle, but that driver is also a pupil.
- 14.16 Where private cars are used to transport pupils, it is advisable that parents driving pupils are not put into a position where they are alone with a pupil unless the school is confident that the situation is acceptable. The Headteacher should make that judgment. The Headteacher or EVL should arrange a central dropping point for all pupils rather than individual home drops. Again this is dependent on local knowledge.
- 14.17 Seatbelt requirements for private cars are as follows: (see Road Safety leaflet)
- under no circumstances should you use a child car safety seat in a passenger seat equipped with an airbag.;
  - booster seats may be used if available, but are not essential; this may depend on the findings of the risk assessment (based on age, height and weight)
  - all children must use a seat belt. It is preferable that a lap belt is not used but it is acceptable if required
  - child locks should be used if fitted (driver to check and activate)
  - the driver must check that all seat belts are fastened before moving off.

- 14.18 This section should be read in conjunction with 'Safety in the Car – A Guide for Parents', available from the Department of Transport Road Safety Unit or the Health and Safety Adviser at the Education Office.

### **14.19 Using Public Transport**

Occasionally schools may use public transport, e.g. rail, ferries, etc., whilst taking part in educational visits. The Headteacher / EVL should make it clear to pupils how much or little freedom they have to 'roam'. Appropriate supervision should be maintained at all times. Pupils should be also made aware of what to do in an emergency.

- 14.20 Headteachers / EVLs should check with the transport company prior to taking large numbers of pupils on public transport. Wherever possible, seats should be booked well in advance to ensure that the party can travel together.

- 14.21 Appendix 8 contains a list of key safety measures that should be applied when travelling using coach, rail, ferry or planes.

### **14.22 Driver Hours**

In the case of staff, their use of the minibus may well come after a full day of work. There should be appropriate breaks taken before driving and whilst driving on longer journeys. Planning for this is essential.

### **14.23 Sustainability**

The Isle of Man is committed to ensuring best practice in developing our sustainability culture. The following checklist should be used to support trip and visit planning. It is available on EVC Teams sites and on EVOLVE.

Sustainability Considerations Checklist	
<p><b>Transport:</b> Are you making the most of your transport booked? Is your bus/coach full? Could you use a service bus instead? If using parents cars have you planned to minimise the number needed? Could you work out your carbon footprint from your trip and offset it?</p>	
<p><b>Lunch:</b> Have you asked adults and pupils attending to avoid single use plastics (SUP) in their lunch boxes or for snacks where possible? Are the canteen providing a lunch for some students? How is it packaged? Could you bring any cans or card back to school to recycle?</p>	
<p><b>Snacks/treats:</b> Are students/parents allowed to bring snacks? Are these sustainable? eg; Chewing gum should be discouraged as it contains plastic and must be put in a bin. Are you encouraging snacks with very little wrapping?</p>	
<p><b>Water:</b> There are lots of refill sites around the Island. Do you know where they are?</p>	
<p><b>Environment:</b> Where are you visiting? Are there nesting birds? Are there important wildflowers? Are you accessing fields where crops may be planted?</p>	
<p><b>Worksheets/Info sheets:</b> If you are using these for your trip could they laminated so they can be used again? Do students need one each? Are you undertaking any activities or workshops? Have you checked with the provider that they are as sustainable as possible?</p>	
<p><b>Appropriate clothing:</b> Does your school provide wellies/waterproofs for students? Could you ask parents to donate any unwanted items? Avoid none sustainable items such as single use plastic rain ponchos.</p>	
<p><b>Overnight accommodation:</b> Have you checked your providers eco policies? Do they provide water in plastic bottles? Is there an alternative? If the external provider is providing lunch have you asked them to provide an alternative to SUP bottles, glasses, plates, straws? Are they a UNESCO Biosphere IoM partner? (if on Island)</p>	
<p><b>Adults:</b> Have you communicated your sustainability aims to parents? Ensure they also comply with no SUP wherever possible</p>	
<p><b>Other:</b> Are there other sustainability considerations you have made? What are these?</p>	

## Appendix 1- Advice to Governing Bodies

### 1. Introduction

- 1.1 Education visits provide rich experiences which many pupils will cherish for a long time to come. Activities, especially when undertaken away from the familiar school environment, almost inevitably will pose some element of risk. Whilst it may not be possible to prevent all accidents, it is certainly possible to attempt to maintain sensible controls over risks. In fact, this is now a statutory obligation under Health and Safety Law that affects governors directly.
- 1.2 In common sense terms, the Governing Body should ensure that:
- the school has procedures for dealing with visits which take account of health and safety
  - possible risks are assessed and all controls (precautions) which can reasonably be taken without disproportionate cost or effort are adopted for the visit
  - appropriate arrangements for planning, organisation and control are in place and evidence available to confirm this in the event of an incident
  - possible incidents and the emergency action which would be necessary are taken into account in planning the visit
  - everyone affected, including parents and pupils, is appropriately informed of risks and precautions
  - visits are monitored and reviewed to ensure that good practice is maintained.
- 1.3 Although these issues arise especially for health and safety, they are principles which apply to all other aspects of visits and can form the basis of a checklist which Governors might use in reviewing the general conduct of school visits.

### 2. School Visits Procedures

The elements of school visits procedures are listed in section 2, which features the contributions expected from Governors and Headteachers, as well as the Department on the Evolve system. All off-site visits that come under the scope of this policy must be entered into the EVOLVE online system.

### 3. What Makes for Good Procedures

- 3.1 The procedures should aim to underline the co-operation needed from everyone to promote the value of educational visits and make them successful, stimulating and enjoyable. They need to be clear on matters relating to where delegated responsibilities lie. The Headteacher, is required to approve all visits, an Educational Visits Coordinator (EVC) should ensure the details are complete and the visit is ready for final approval. In the case of Headteachers' absence a suitably trained Deputy Headteacher or a member of the management team should take full responsibility. Multiple EVCs in each establishment could be considered.

Considerable flexibility is available within the EVOLVE online system to allow activities

to be arranged at short notice.

3.2 The detail of the procedures adopted will reflect, in part, the size of school but will need to incorporate some or all of the following elements:

- Headteacher is required to approve the visit but can delegate responsibility to an EVC to ensure arrangements are complete prior to final approval
- alignment with this policy and guidance
- a clear, simple set of procedures for the management of all groups leaving the premises which are appropriate and proportionate to circumstances
- a checklist against which teachers can comprehensively plan each visit
- a system by which adventurous activities are notified to the Governing Body. Such categories include:
  - visits involving overnight stays
  - off-island visits
  - visits involving potentially hazardous activities
- the timing of notifications should take into account the implications of non-returnable deposits
- the possible need to amend programmes
- the need for notification via the Evolve System
- the means by which the arrangements can be reviewed annually, to ensure that the policy reflects the current thinking of the Department and is up to date in relation to staff changes and operating experience
- Schools and groups are advised to monitor their own visits.

#### 4. **Department Involvement**

4.1 The need to retain a sense of proportion governs the level of involvement and support the Department gives. It will focus attention on higher risk, higher profile activities. With the introduction of this detailed policy and guidance, schools have a clear indication of standards expected. In these circumstances most education visits can be planned and discharged without further reference to the Department.

4.2 All visits are available to view through the EVOLVE online system and the Awards' Coordinator will monitor them. Advice is available from the Department Health and Safety Advisors and the Legal and Administration Manager regarding planning and risk assessments. There is useful information contained within EVOLVE, which can be shared between visit leaders that will help those that are planning a visit for the first time.

4.3 In summary, the School Governors should be informed of visits that involve adventurous activities and where there are higher or more complex risks involved.

## Appendix 2 – Planning Checklist

Checklists are important both as an aide memoire and as a means of assisting effective preparation. The following checklist identifies the main elements of visit organisation. The list is not necessarily in sequential order, since planning will depend to some extent on the type of visit. Nor will all elements apply to all visits.

### Checklist

1. Is a visit necessary on educational and/or social grounds? Is it the best way of delivery the educational or social aims?
2. Who is the visit for? Names and number of pupils and staff
3. Purpose of the visit? Clarify aims, objectives and outcomes
4. Where and when do you plan to go? Appropriate to aims and group?
5. Research. Area, site, accommodation, company to be used?
6. Approval from the EVC / Headteacher will follow the completion of the EVOLVE online registration process. Notifying the Governors if the visit involves adventurous or higher more complex risks is a separate task for the EVC.
7. Are adventurous activities or visits to challenging geographical areas involved?
8. Are specific adventure activity guidelines being followed? See 'Safety in Outdoor Education'.
9. **Staffing:**
  - Are adequate staffing numbers available?
  - Have you checked the ratio recommendations in section 5?
  - Is their experience appropriate to the visit and have EVLs been trained?
  - Voluntary helpers? Are they appropriate? Insured, by being entered on the school list of voluntary helpers? Aware of their responsibilities?
  - Is a DBS check necessary for your helpers?
  - Are any of the activities offered licensable under the Adventure Activities Licensing Regulations, 2004 (see 'Safety in Outdoor Education').
  - If so, and the visit is to the UK, is the provider licenced by the Adventure Activities Licensing Authority?
  - Are there any training needs identified?
10. Have you checked and are you following your internal school procedures? Have you discussed the visit with your school EVC before starting the EVOLVE online registration?
11. **Finance:**
  - Is a "charge" or "voluntary contribution" involved? (See section 6).
  - Accounting: seek advice from the appropriate school administrative staff.



- Commercial operator or company: financial security? Package Travel Regulations (See section 11).

**12. Insurance and Accident Reporting:**

- Is personal insurance cover for pupils necessary?
- Have you checked any cover automatically provided by, say, a tour company?
- Are parents aware of the insurance position? (See section 7).
- Are all activities covered by the insurance policy?

**13. Parental Information:**

- Is it necessary to notify parents? Check this document and school policy.
- Have you provided appropriate information for parents?
- Are you going to hold a meeting with parents? (See section 8)
- Do you need and have they given their consent? (See Appendix 5).

14. **Special Educational Needs:** - Have you taken full account of any special needs involved and sufficient number of adults? (See section 8.7)

**15. Programme:**

- Do you have a detailed programme, including alternatives for bad weather, etc?
- Adequate supervision at all times? Duty rota?
- Agree standards of behaviour and conduct? (See section 8.4)
- Emergency procedures (See section 13). Are all staff aware of these procedures?

**16. Clothing and Equipment:**

- Are all clothing and equipment appropriate to the activities and location?
- Have pupils' essential clothing items been checked? (See section 8.16)

**17. Medical arrangements:**

- Do you have relevant and up to date medical information of all pupils on the visit?
- Have you made appropriate medical arrangements, including first aid?
- Are there any special potential health hazards associated with the site?

**18. Accommodation:**

- Suitability and facilities?
- Fire precautions and certification? Fire drill.

**19. Transport:**

- If using minibuses or private cars, are you aware of the driver insurance and operating requirements?
- Age, PPV Driving License, drivers' hours, etc?

**20. Travel:**

- Appropriate stops, driver hours, eating and care arrangements en route?

**21. Visits Abroad:**

- Passports?
- Minibus driving regulations?
- Insurance?
- Exchange visits?
- Culture issues? (See section 11)

**22. Emergency Contacts and Communication:**

- Have you established appropriate emergency contacts with the venue and parents?
- Have you set up effective communication procedures with the group?

**23. Review arrangements:**

- Is a review necessary? If so, plan in as part of the early planning process.
- Thank you letters; outstanding invoices paid; borrowed equipment returned.

## **Appendix 3 – Outline Procedure for Reporting Accidents**

Help Section/Notes	
<p><b>* Telephone contact details</b>  Emergency Services – 999  Health and Safety at work inspectorate – 685881  DESC Chief Officer – 685802 / 685808  OHR H&amp;S Advisory Team – 686999</p> <p><b>Grazes, nips &amp; scratches</b> – record in your local accident book.</p>	<p><b>** Online RIDDOR Form</b>  <a href="https://www.gov.im/categories/business-and-industries/health-and-safety-at-work/report-an-injury-or-dangerous-occurrence/">https://www.gov.im/categories/business-and-industries/health-and-safety-at-work/report-an-injury-or-dangerous-occurrence/</a></p> <p><b>If you have any queries about the procedure, please contact</b>  DESC – 685808  OHR H&amp;S Advisory Team 686999</p>
<p><b>STUDENT RIDDOR Reporting</b></p> <p>The RIDDOR report requirements that relate to over 3 day injuries is for employees and is not applicable to students.</p> <p><b>However, it does still apply for students with specific injuries.</b></p> <p><b>To best assist you, those matters for students, relating to the below, DO require a RIDDOR report:</b></p> <ul style="list-style-type: none"> <li>• Fracture of the skull, spine or pelvis;</li> <li>• Fracture of any bone including the arm, leg, wrist or foot, but not a bone in the hand or foot;</li> <li>• Amputation of a hand or foot, or a finger, thumb or toe, or any part thereof if the joint or bone is completely severed;</li> <li>• The loss of sight of an eye, a penetrating injury to an eye, or a chemical or hot metal burn to an eye;</li> <li>• Injury (including burns) requiring immediate medical treatment, or loss of consciousness, resulting in either case from an electric shock from any electrical circuit or equipment, whether or not due to direct contact;</li> <li>• Loss of consciousness resulting from lack of oxygen;</li> <li>• Decompression sickness requiring immediate medical treatment;</li> <li>• Acute illness requiring treatment, or loss of consciousness, resulting in either case from absorption of any substance by inhalation, ingestion or through the skin;</li> <li>• Acute illness requiring medical treatment where there is reason to believe that this resulted from exposure to a pathogen or infected material; or</li> <li>• Any other injury which results in the person injured being admitted immediately to hospital for more than 24 hours.</li> </ul>	

## Appendix 4 – Form 'C' Consent

### Consent Form C

#### Department of Education, Sport and Culture Parent/Carer Consent Form for an Educational Visit

This form should be distributed to parents with an information sheet providing full details of the trip or visit.

School / Club		
Visit to:		
Start Date	Date	Time
Finish Date	Date	Time

Name of student (as on passport)	
Date of Birth	

I have read the information sheet. I agree to my child's participation in the visit and the activities described. I acknowledge the need for my child to behave responsibly throughout the visit.

Signed \_\_\_\_\_ Name \_\_\_\_\_ Date \_\_\_\_\_

Medical information about your child	
Any conditions requiring medical treatment including medication?	Yes / No
If yes, please provide details;	
Any food allergies and/or special dietary requirements?	Yes / No
If yes, please provide details;	
Any other allergies?	Yes / No
If yes, please provide details;	

Any recent accident or illness that staff should be aware of?	Yes / No
If yes, please provide details;	
Note the type of pain/flu/headache medication that your child may be given if required	
Please provide details;	
Does your child have any pre-existing medical conditions or considerations? (if not disclosed the may invalidate any insurance claim)	Yes / No
Please provide details;	

For Residential or Off-Island Visits	
To the best of your knowledge has your child been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that could be contagious?	Yes / No
If yes, please provide details;	

For Residential or Off-Island Visits	
Is your child allergic to any medication?	Yes / No
If yes, please provide details;	

For Residential or Off-Island Visits
--------------------------------------

The date of your child's last tetanus injection?	Month	Year
This date must be completed to ensure your child's participation in the trip. Your doctor's surgery will be able to advise the date and if it is over ten years your child will need a booster and we will need to be advised of the date given.		

For Visits Involving Water Activities or Swimming
Please advise your child's ability and confidence.

Declaration	
I agree to my child receiving medication as instructed and any emergency dental, medical or surgical treatment, including anesthetic or blood transfusion as considered necessary by the medical authorities present.	
Signed	Name
Relationship	Date

Contact Telephone Numbers – First Emergency Contact			
Name		Relationship to student	
Work	Home	Mobile	
Home Address			



Contact Telephone Numbers – Alternative Emergency Contact		
Name		Relationship to student
Work	Home	Mobile
Home Address		

Contact Telephone Numbers – Family Doctor	
Doctor	Surgery
Phone	
Address	

## Appendix 5 – Form 'D'



### Form 'D'

#### Department of Education Sport and Culture

#### Parental Consent Regular Out-of-Establishment Visits / Activities

**School:** \_\_\_\_\_

**Child's Name:** \_\_\_\_\_

I hereby agree to my child participating in recognised activities off the school / centre site but on the Island, for example, environmental studies, swimming, joint activities with other schools, etc.

**I understand that:**

- such activities will not often extend beyond the school day, but that if, occasionally, they are likely to do so, adequate advance notice will be given so that I may make appropriate arrangements for his/her safe return home;
- my specific permission will be sought for any out-of-school activities beyond those outlined above and which could involve commitment to extended journeys or times, expense or hazards;
- all reasonable care will be taken of my child in respect of the activity/visit;
- my child will be under an obligation to obey all directions given and observe all rules and regulations governing the visit/activity and will be subject to all normal school discipline during the visit/activity;
- any medical condition or physical disabilities will be notified to the school now and as and when they arise;
- all pupils are covered by the Department's third party public liability insurance in respect of any claim arising from an accident caused by a defect in the school premises or equipment or attributable to negligence by the Department or one of their employees.

**Signature of Parent/Guardian:** \_\_\_\_\_

**Print Name of Parent/Guardian:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ **Tel:** \_\_\_\_\_

## Appendix 6 – Checklist for External Providers

This list is intended to help EVLs and EVCs ask relevant questions prior to a trip. The list is not exhaustive nor is it necessary to pursue every question. However, an unsatisfactory answer to one or two of the issues raised would give cause for concern and this require a deeper examination of the provider. Initial checks should include affiliation such as LOtC, AALA etc.

- Does the provider encourage a planning visit, pre course liaison and provide regular contact during the stay?
- Can the provider give a list with contact numbers of previous customers of similar age group and from similar schools?
- How far is the nearest doctor / hospital?
- Is the programme of activities suitable, relevant and appropriate for the age group / educational needs of the group?
- Are all the staff competent / qualified / experienced to meet the technical expertise and group management demands of the activities they are providing? How does the centre measure this?
- How are staff recruited, what is the induction procedure for new staff and are there DBS in place?
- Is the programme fixed and are there suitable alternatives for bad weather, etc?
- Does the centre clearly identify the key person(s) responsible for new staff and are there DBS in place?
- Does the centre have a written safety policy with guidelines for each activity, venues, levels of staff competence / qualification / experience required for particular activities and venues? Request a copy.
- Does the centre have written risk assessments? How regularly are they reviewed?
- Does the centre have sufficiently well qualified staff to provide its own technical advice or is this provided by external person(s)?
- What ratio of pupil to instructor does the centre use? Does this vary with different activities?
- Does the centre have a policy for maintaining and checking the safety of its equipment? e.g., are buoyancy aids float tested every year? What is the lifespan of equipment? Does equipment conform to recognised standards? How is defective equipment isolated?
- Are the responsibilities of centre staff and school staff clearly defined? Loco Parentis?
- Does the centre have safety and conduct rules for visiting groups?

- Is there a fire drill? Is the centre covered by a fire certificate? Are there smoke/heat detectors in the rooms?
- Has the accommodation been checked? Do schools share accommodation? Are staff rooms adjacent?
- Are there clearly defined accident and emergency procedures?
- Are staff currently first aid qualified to the appropriate level? Does this include staff other than activity leaders?
- What types and levels of insurance are provided? For what figure is the centre covered for 3<sup>rd</sup> party insurance?
- Do centre vehicles meet statutory regulations? Seat belts? Forward facing seats? Sufficient seats for all?
- Does the centre comply with all aspects of the Health and Safety at Work Act 1974?
- What are the security arrangements for safeguarding the pupils/buildings/sleeping accommodation?
- Are visitors badged and/or distinguishable from resident parties? Is there a screening system for unwanted visitors?
- Can the provider come and give an illustrated talk to parents/pupils/Headteachers/other teachers/Governors?
- If in the UK, does the provider hold a license under the AALA regulations? Check the AALA website.
- Have you seen the License?
- Is it in date and does it cover all activities?
- Does the provider have adequate insurance?
- Be aware that some potentially hazardous activities are not covered by the AALA scheme, e.g. mountain biking, rope courses, artificial climbing walls and abseil towers.
- Where the provider does not offer activities in scope or operates outside of the UK, which external bodies examine the organisation?
- For visits abroad, do accompanying staff have sufficient foreign language skills to cope with problem solving? Are staff providing activities fluent in English? (See section 11).

## Appendix 7

### School

#### Transporting Children and Young People - Driver's Declaration

The school greatly values your support in helping to transport pupils to activities. Without your help, life of the school would be that much the poorer. However, it is a statistical fact that any activity on the highway is far more dangerous than the school environment. It is our duty to do what we can to minimise the risks associated with road transport and we therefore ask all our drivers to answer the checklist below and sign and date it. As a safeguard for parents in general, we shall require drivers for all planned visits organised by the establishment to have provided the completed check-list before they drive other people's children to events. This in no way invalidates or curtails private arrangements undertaken between parents.

Statement prepared by DESC.

Statement – Please write 'Yes' or 'No' for each response	Yes / No
I hold a full driving licence and passed my test for the class of vehicle I am using over 2 years ago.	
I have checked with my insurance company that my insurance covers transporting pupils on a voluntary basis.	
My car carries appropriate insurance, which is renewed each year.	
The road fund licence is current and is always renewed appropriately.	
The vehicle is regularly serviced and kept in safe running condition:	
I am aware that overloading the vehicle could invalidate its insurance and is an offence.	
I am aware that all children below the height of 1.35m require an appropriate child seat or booster seat. (Provided by their own parents or the school)	
I agree to the Department of Education, Sport and Culture undertaking a police vetting check	
All passengers I shall carry will have the use of a three-point seat belt and all children other than my own, will be transported in the rear seats only with child locks on.	

Driver's Name ..... Child ..... Year .....

Signed ..... Date .....

Checked by the Executive Head/Head of School

Signed ..... Date .....

## Appendix 8 – Public Transport Considerations

### 1 Coach Travel

- Long journeys by coach may be inadvisable for young children.
- Obtain quotations from several companies, then book well in advance. Check what back-up is available in the event of a vehicle breakdown. Confirm bookings in writing, clearly specifying departure and arrival times.
- All coaches must be fitted with seatbelts, irrespective of the age of the vehicle.
- Supervising adults should be seated at various places throughout the coach to ensure that good order is maintained. It is recommended that one adult should be seated at the back to command a good view of the vehicle, and to supervise the emergency exit. Another adult should sit close to the driver.
- Toilet and refreshment stops should be planned with the driver.
- Before any departure, a careful check should be carried out to ensure that all pupils are on board. Pupils should be reminded of the importance of returning to the coach at the pre-arranged time.
- If the coach is delayed for any reason, and is unlikely to return to school at the planned time, the EVL should telephone the home "base". If, through illness, a pupil cannot return with the main party, one of the supervising adults should remain with the pupil and details should be 'phoned through to the home "base". It is difficult to plan for unforeseen problems which may arise, but the safety of the pupils is of paramount importance, and supervising adults must ensure that they discharge their duty of care at all times.

### 2 Rail Travel

- Plan and book journeys involving rail travel as far ahead as possible in order to secure discounts and to reserve seats. Check with the station the day before the visit in case of changes to rail schedules or other problems. Avoid travelling at peak times if possible.
- Explain clearly the meeting point. If it is at the railway station, parents should be informed that they are responsible for their children until the stated meeting time. Pupils should register with staff on arrival at the station, and plenty of time should be allowed for boarding. Contingency plans should be available to deal with any pupil who has not arrived at the station by the time the train is due to depart.
- Once on the train, supervising adults should be placed at regular intervals throughout the party of pupils. Ensure that other passengers are not annoyed or inconvenienced by pupils. If the journey is a long one, it should be suggested to pupils in advance that they bring an activity or game with them to pass the time.



- A system should be in place to check that all pupils board the train and disembark at the appropriate stop. This is particularly important if the party has to change trains in the course of the journey. For journeys around London, try and avoid using the Underground at peak times.
- If the train is delayed for any reason, and the party is unlikely to return to school, hotel or centre at the planned time, the EVL should contact the home "base". Allow extra time for any changes and connections. If, through illness, a pupil cannot return with the main party, one of the supervising adults should remain with the pupil and details should be 'phoned through to the home "base".
- It is difficult to plan for unforeseen problems which may arise, but the safety of the pupils is of paramount importance, and supervising adults must ensure that they discharge their duty of care at all times.

### **3 Ferry Travel**

- EVLs should ensure that adequate supervision of pupils takes place throughout the journey. Pupils should be made aware of the need to respond promptly to any instructions given to them by the ship's personnel.
- Supervising adults should ensure that pupils in their party do not annoy or upset other passengers. Pupils should be warned of the dangers of behaving foolishly on the decks and stairways, and the "no running" rule should be emphasised.
- Pupils should be discouraged from using the bars on board as buffet and snack bars are available for light refreshments. Those who bring packed lunches with them should be reminded of the need to dispose of empty wrappers and bottles in the receptacles provided. Pupils under the age of 18 are not permitted to purchase alcoholic drinks or cigarettes.
- All matters to do with the behaviour of other passengers are ultimately the responsibility of the Purser. If any member of the party (pupil or adult) experiences difficulties with other passengers, through no fault of their own, they should contact the Purser who has authority to deal with all matters relating to passenger safety and comfort during the voyage.
- All staff and pupils should listen, and respond, to any announcements.
- Staff and pupils should know the precise location of the coach, colour and the name.
- Emphasise to pupils that they must never go away from the public areas – whether invited or not – unless accompanied by a member of staff.
- Pupils should be warned not to wander alone.
- Pupils should be told not to carry anything for anyone else through customs.

- Pupils should be warned not to touch or tamper with any of the ship's equipment.
- Possessions should be packed away from gangways to avoid obstruction.
- Pupils are aware of the system for registering before and after the ferry journey.

#### **4 Air Travel**

- Air terminals are busy places and Leaders should ensure that the party stays together before embarkation.
- Visits to toilets, especially for younger children, should never be alone. Arrange to go in small groups and ensure that no pupil is ever left alone.
- Everyone must pass through the X-ray equipment so warn the pupils not to carry anything which might cause them to be searched.
- Luggage should be securely fastened, and it is useful if all the party's luggage can be marked with the same easily identifiable label for quick removal from a carousel.
- Ensure that arrangements have been made with the airline for any special luggage to be carried in the cabin as hand luggage e.g. musical instruments.
- Agree seating arrangements with the airline so that all members of the party are seated together.

## Appendix 9 – Visits in a Hot Climate

Since its inception in 1979, The Skin Cancer Foundation has always recommended using a sunscreen with an SPF 15 or higher as one important part of a complete sun protection regime. Sunscreen alone is not enough, however, please read our full list of skin cancer prevention tips.

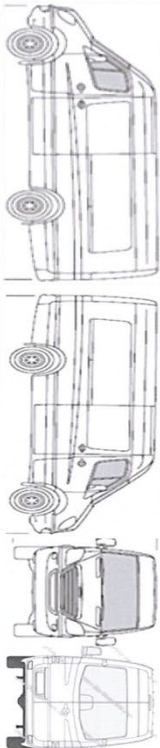
- **Seek the shade**, especially between 10 AM and 4 PM.
- **Don't get sunburnt.**
- **Avoid tanning and never use UV tanning beds.**
- **Cover up** with clothing, including a broad-brimmed hat and UV-blocking sunglasses.
- **Use a broad spectrum (UVA/UVB) sunscreen** with an SPF of 15 or higher every day. For extended outdoor activity, use a water-resistant, broad spectrum (UVA/UVB) sunscreen with an SPF of 30 or higher.
- **Apply 1 ounce (2 tablespoons) of sunscreen** to your entire body 30 minutes before going outside. Reapply every two hours or after swimming or excessive sweating.
- **Examine your skin** head-to-toe every month.
- **See a dermatologist at least once a year** for a professional skin exam.

*The Skin Cancer Foundation and include, "For more information, please visit [SkinCancer.org](https://www.skincancer.org)."*

## Appendix 10- Accident in a Minibus

**SKETCH OF INCIDENT** - Where damage has occurred to a bus or 3<sup>rd</sup> party property a location sketch must accompany your Incident report, otherwise it will be returned

**DAMAGE TO BUS** - mark the area(s) of damage caused by this accident



**Present Location of Bus?** In Service / With Bus Engineering Department / Other (please state)

**Driver:**

**LEGAL NOTE**  
Please read before you sign this document  
This report is a true and accurate account of the incident to the best of my knowledge and belief and I undertake to offer any further assistance which may be required.

Driver's signature \_\_\_\_\_  
Date \_\_\_\_\_

**Operations Manager (Or Deputy):**

Was bus fitted with CCTV ☐ Yes ☐ No  
Was a CCTV download requested? ☐ Yes ☐ No  
If yes, date requested \_\_\_\_\_  
Was CCTV download successful? ☐ Yes ☐ No  
If not, why not? \_\_\_\_\_

Reviewed by \_\_\_\_\_  
Position \_\_\_\_\_  
Date \_\_\_\_\_

**Isle of Man CRASHPORT**  
CRASH REPORT COLLECTION CENTRE

Office Use: MO/ \_\_\_\_\_ IRF \_\_\_\_\_

### INCIDENT REPORT FORM

To be used for ALL incidents or possible injury involving damage to vehicles and/or injury to any person on a bus  
**NEVER ADMIT LIABILITY**

Please complete this form fully. ALL incidents are to be reported as soon as possible but nevertheless within 24 hours of it occurring. This form must be handed to a Supervisor. Any correspondence received in connection with the accident must be handed in immediately **ABOUT YOU** - The driver or the person last in charge of the vehicle

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Home Address: \_\_\_\_\_ Post Code: \_\_\_\_\_

How long have you held a PSV/PPV Licence? \_\_\_\_\_ Employment Commenced? \_\_\_\_\_

Are proceedings pending against you as a result of this or any other incident or traffic offence? **YES / NO** If **YES** please give details ➔

Please give details of all previous motoring convictions and any medical condition or physical/mental disabilities. (If none state NONE)

**INCIDENT DETAILS** - a diagram of the incident and description of events leading up to and after the incident should be completed on pages 3 & 4 of this report form. Omission of either will result in the return of the form

Exactly where did the incident occur? Please provide specific details \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Weather: \_\_\_\_\_

Bus Type: D/D S/D Bus Fleet No: \_\_\_\_\_ Bus Reg. No. \_\_\_\_\_

Operating: Service / Contract / P. Hire / Other \_\_\_\_\_ No. of Passengers \_\_\_\_\_

From: \_\_\_\_\_ Duty No: \_\_\_\_\_ Service No: \_\_\_\_\_

To: \_\_\_\_\_ Departure Time: \_\_\_\_\_

Your Speed: \_\_\_\_\_ Road Speed Limit: \_\_\_\_\_ Duty Manager Contacted? YES / NO

Weather Conditions: \_\_\_\_\_ Road Conditions: \_\_\_\_\_ Visibility: \_\_\_\_\_

Width of road: \_\_\_\_\_ Was Horn Sounded? YES / NO Street lights on? YES / NO

**POLICE INVOLVEMENT**

Were the Police called? YES / NO Did the Police attend? YES / NO

Officer's number and Station: \_\_\_\_\_ Name: \_\_\_\_\_ Were you subject to an interview under caution? YES/NO

Did you make a written statement YES / NO Did anyone receive a Fixed Penalty Notice or a Police caution? YES / NO If yes Who? \_\_\_\_\_

Master : April 2015-JM

## Appendix 11- DESC Accident Report Form - see also Appendix 3

Online link - <https://www.gov.im/categories/business-and-industries/health-and-safety-at-work/report-an-injury-or-dangerous-occurrence/>



### DEPARTMENT OF EDUCATION AND CHILDREN ACCIDENT REPORT FORM – PART 1

Report Number:  
(For official use)

To be completed in the event of:  
All employee/trainee accidents resulting in absence from work  
All accidents to members of the public, contractors etc  
All accidents to pupils/students

Injured Person		Damage to property
Full name:	Male/Female	Damage to property or equipment Yes/No
Occupation:	Age:	
	Private Address:	
Employee	Trainee	Briefly detail:
Contractor	Member of Public	
Pupil	Resident/Care	
		Estimated cost of repair £

#### INJURY OR ILLNESS

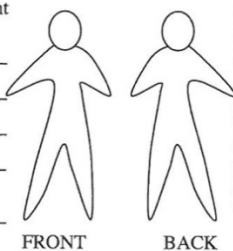
NATURE OF ACCIDENT      Fatality      \*Yes Major Injury      \*Yes Over 3-day Injury      \*Yes Minor Injury

Part of Body Affected \_\_\_\_\_ Left/Right

Nature & extent of injury or illness \_\_\_\_\_

First Aid treatment given \_\_\_\_\_

If sent to hospital, name of hospital \_\_\_\_\_



NAME AND ADDRESSES OF ANY  
WITNESSES

Date and time of accident or dangerous occurrence \_\_\_\_\_

Name and address of normal place of employment \_\_\_\_\_

Exact location of accident \_\_\_\_\_

Name of person in charge \_\_\_\_\_

#### DISPOSAL OF INJURED PERSONS (EMPLOYEES ONLY)

On the day of the accident what was the persons normal hours of work?

From \_\_\_\_\_ To \_\_\_\_\_

What hours did he/she actually work?

From \_\_\_\_\_ To \_\_\_\_\_

Was the injured person engaged on normal duties? Yes No      Were those duties authorised by the supervisor? Yes No

#### ACCIDENT PROCEDURES

HAS AN ENTRY BEEN MADE IN THE ACCIDENT BOOK? Yes No

IS THE ACCIDENT REPORTABLE TO THE HEALTH AND SAFETY AT WORK INSPECTORATE (Under Riddor) \*Yes No

(\*) IF YES ATTACH COPY OF F2508 TO THIS ACCIDENT FORM

**DEPARTMENT OF EDUCATION AND CHILDREN  
ACCIDENT REPORT FORM – PART 2**

**TYPE OF ACCIDENT**

Injured whilst handling, lifting or carrying object	Slip, trip or fall on same level	Trapped by something collapsing or overturning	Exposure to an explosion
Injured whilst lifting a person	Contact with moving machinery or material being machined	Drowning or asphyxiation	Contact with electricity or an electrical discharge
Needle stick injury	Struck by moving vehicle	Exposure to or contact with a harmful substance	Injured by an animal
Struck by moving, including flying or falling object	Fall from a height	Exposure to fire	Other type of accident (give details in description box)
Struck against something fixed or stationary	Distance through which persons fell		

**AGENTS INVOLVED PLEASE INDICATE IF ANY OF THESE FACTORS BELOW WERE INVOLVED**

Machinery/equipment for lifting and conveying	Process plant, pipework bulk storage	Live animal	Ladder or scaffolding
Portable power or hand tools	Any material substance or product being handled, used	Moveable container or package of any kind	Construction formwork shuttering and falsework
Ant vehicle or associated equipment/machinery	Gas, vapour, dust, fume or oxygen deficient atmosphere	Floor, ground stairs or any working surface	Electricity supply cable, wiring, apparatus or equipment
Other machinery	Pathogen or effected material	Building engineering structure or excavation/underground	Entertainment or sporting facilities or equipment
Needle or other			Any other agent

**DESCRIPTION OF ACCIDENT (Describe what happened and how)**

Notifying Officer \_\_\_\_\_ Position \_\_\_\_\_ Signature \_\_\_\_\_  
 Department \_\_\_\_\_ Contact (Telephone) \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 12 – During the Visit – Guidance Notes

### 1. Assembly, Departure and the Journey

Meet in good time, allow for packing of vehicle(s), and allow for the time-consuming attention of parents/friends. Delegate the tasks of supervising luggage, group equipment and the all-important head-count. A checklist of important items/issues is helpful. Remind the group about the pre-established behavioural guidelines, relevant to the particular journey about eating, drinking, other people, litter etc.

2. If travelling by coach, check its general condition and cleanliness and the provision and visual condition of seat belts. Identify the location of first aid, fire extinguishers and emergency exits **before** allowing pupils on board. Any minor deficiencies should be noted (if possible with driver acknowledgement); serious defects may require the provision of an alternative vehicle.
3. If on a ship or at an airport, group members may easily become detached from the main group. All members should know what to do in the event of becoming 'lost'. Arrange a definite, easily recognisable 'base'. Younger pupils may carry a card, with relevant details, to help the re-establishment of group contact.
4. Be prepared for travel sickness and beware the risk of losing valuable documents, e.g. passports. Arrange appropriate refreshment stops and ensure adequate supervision. Count them out and count them in.

### 5. On Arrival

Depending on the type of visit this may require considerable patience, adaptability and organisation. Establish a temporary base for people, luggage and equipment whilst liaison with centre/camp management is made. Introduce resident staff and give a briefing relating to:

- toilets and other immediately required facilities
  - room/tent allocation
  - luggage arrangements
  - facilities
  - routines, rules, duties, responsibilities
  - expectations of behaviour
  - security and fire routines and drill
  - recreation facilities.
6. Where problems are perceived with the arrangements, an objective discussion and co-operative approach with the management will normally be most effective. Talk through issues, rather than complain. If you are unhappy about fire precautions, safety or security arrangements make your point firmly with the management and insist on improvements (see Chapter 11 Visits Abroad).

Leaders should check:



- day and night building security arrangements
- procedures for summoning help should the occasion arise

## 7. Fire

Rules with regard to smoking, matches etc should be established; smoking in bedrooms, other upstairs rooms and corridors or tents must be prohibited. Rules relating to the locking of rooms overnight will need consideration. On arrival the accommodation should be checked thoroughly to ascertain:

- the availability of warning alarm procedures and location/use of equipment
  - evacuation procedures and emergency exits.
8. It is **essential** that a group fire drill awareness meeting with staff and students be carried out at the **earliest** opportunity. This **must** be before bedtime on the day of arrival.

## 9. Group Control

Group control should be maintained at all times; it is better to be over-directive initially, one can always relax. Control is facilitated by:

- clear, unambiguous instructions with regard to where, how and when
- a regular roll-call or head-count, especially at key points during the day
- some means of group identification (identical hats, lapel badges etc.)
- a recognised recall system (whistle etc.)
- issuing each child with a card giving accommodation address and a request for assistance in the language of the country (especially useful with younger children)
- positioning an adult at head and tail of any line, and at intermediate points where necessary.

## 10. Group size

Work groups should be kept manageable in size, appropriate to the conditions. Leaders should be aware that the ratios of staff/pupils in section 5 are **minimum ratios** and will need adapting to circumstance. Large groups are often difficult to manage, and should be avoided in most outdoor situations. Always consider sub-dividing the party, each sub-group with an appropriately experienced leader. Establish a daily routine with regard to briefings which should include:

- potential dangers
- safety rules (give reasons)
- expected conduct
- rendezvous points
- action in event of being separated or in an emergency
- clothing, food and weather.



## 11. Participation in 'Ancillary' Activities

On visits, teachers frequently organise or permit participation in activities which are not central to the visit e.g. swimming/paddling. Whilst adding considerably to the enjoyment and atmosphere of the visit such activities may carry a substantial degree of risk. Leaders are advised to plan and organise accordingly.

## 12. Swimming on Educational Visits

The opportunity may arise for pupils to participate in swimming during educational visits, either in public pools or in open water. **All swimming is governed by Department policy.** These regulations are set out in the Department's 'Safety in Outdoor Education' guidelines. A separate booklet for Primary School Swimming is also available, from the Education Office.

13. EVLs must ensure that the regulations are adhered to. If the requirements in this document cannot be met, swimming must not be permitted.

## 14. Down-Time Arrangements

Down time arrangements need supervision, the level of which is dependent on pupil age and maturity and the circumstances. Leaders should know the whereabouts of the group, within stated limits, and pupils should have no doubts whatsoever about the rules and sanctions, in the event of misbehaviour.

'Down time' needs organising. Pupil or staff organised games, competitions, and similar activities are important in avoiding boredom and consequential behavioural problems. Such activities also add enormously to the value of the visit.

15. Behavioural expectations, sanctions and rules regarding alcohol should be established and adhered to. Never allow young people to go off alone. Depending on the age of young people an appropriate number of young people should go off together and stress the need for mutual support.

## 16. Homesickness, Accidents and Illness

Homesickness requires the leader to follow a balanced approach. It is recommended that any sufferer be kept away from the telephone (a policy on the use of mobile phones should be considered). Parental contact can exacerbate the situation, especially if they decide to visit. If the condition is not self-curing within a reasonable time the pupil may have to be returned home. Before doing this discuss the issue fully with a parent. Accidents and illness may require the application of first aid but proper medical assistance should be sought in appropriate cases. In cases of hospitalisation, sufferers should be accompanied by an adult they know and arrangements made for frequent visits. Accidents involving injury or damage to a pupil or adult, require that the EVL (or other adult at the scene) make a contemporaneous, written record of the exact circumstances of the incident, listing all relevant factors, including diagrams where helpful. Such records should be retained on file in support of the report of the incident in the Accident Report Book on return to school.

17. It is recommended that blank Accident Report Forms are taken on the visit to ensure sufficiently comprehensive information is recorded. Completed forms must be sent to Legal and Administrative Support Unit at TSW St Johns as per normal school procedures (see Appendix 10 and Appendix 11 for the accident form itself).
18. In the event of a major accident the Emergency Procedures detailed in section 13 must be applied.

## **19. The Return Journey**

Brief the group about the return journey and involve them fully in any preparations. If the exact time of departure is uncertain, plan activities which purposefully occupy the group.

- a. Leave nothing behind, particularly litter. Thank all resident staff involved in your stay.
- b. 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.
- c. If a significant delay occurs, measures must be taken to inform parents of the delay, to assure them and to give some indication of the expected, amended return time. Your Emergency Contact will prove invaluable in this eventuality, as will a network of parental contacts.
- d. At the end of the visit it is the visit leader's responsibility to ensure that all young people are collected by an appropriate adult, or that suitable arrangements have been made for them to get home themselves.

## **Additional Resources**

### **Health and Safety Executive – School trips**

<http://www.hse.gov.uk/education/school-trips.htm>

### **The Adventure Activities Licensing Regulations 2004**

<https://www.legislation.gov.uk/uksi/2004/1309/contents/made>

### **Young Explorers' Trust**

<https://www.theyet.org/>

### **Royal Geographical Society**

<https://www.rgs.org/>

## Version Control and Review

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Version	Author	Date	Changes
V0.1	Policy Hub	May 2021	First Draft based on existing document
V0.2	Education Visits Advisor	September 2022	Created using information available in the existing EVO guidance document. Consultation with stakeholders has taken place during EVC training
V0.3	Policy Hub	September 2024	Formatting and amendments made
VO.4	DESC Director	October 2024	Consultation and amendment
V.05		Dec 2024	Consultation
V0.6	Education Visits Advisor	Feb 2025	Amendments following consultation with Department's H&S Officer
V0.7			Draft submitted to SLT
V0.8	Education Visits Advisor	February 2025	Amendments following SLT review (if applicable)
V.09	DESC Risk Manager	May 2025	Consultation and amendment
V.10	Education Visits Advisor	Sept 2025	Revision following consultation with DESC 12 Sep 2025
V.10.1	Education Visits Advisor	Sept 2025	Revision following consultation with DESC 24 Sep 2025
V10.2	EVA / Policy Hub	Oct 2025	Revision following consultation with DESC 28 Oct 2025
V.11		20/10/2025	Final Draft approved by SLT
V.11		05/11/2025	Version 1.0 published

## **Review Date**

This document was issued on 05/11/2025 and is due be reviewed in 10/2026