



Glenwood Residential Special School

Educational Visits policy

July 2022

Educational Visits Policy

Establishment type	<i>Special School</i>
Name of establishment	<i>Glenwood Residential School</i>
Who is employer	<i>Essex County Council</i>
Responsibility for offsite visits	<i>Elizabeth Cornish / Sally Waddingham / Lisa Matthews</i>
Date Trained	<i>December 2020 / May 2022 / May 2022</i>
Policy agreed	
Signed off by	
To be reviewed	
Other Policies Related	Safeguarding / child protection Health and safety DfE H&S advice on legal duties & powers November 2018
Other Paperwork Attached (appendix)	<ol style="list-style-type: none"> 1. <i>A. Visit leader checklist</i> 2. <i>B. Critical Incident procedure</i> 3. <i>C. Risk Assessment form</i> 4. <i>D. Travel by minibus procedure</i> 5. <i>E. Travel by private vehicle procedure</i>

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1 Introduction

The Employer / Governing Body has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member of Glenwood School reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.

Every part of a young person's curriculum should have an impact on life and experiences outside and beyond Glenwood. All learning should be prioritised and planned to bring the most positive change to learners' lives and on their ability to play a full part in the wider community.

For the purposes of this document we are considering those learning experiences within the curriculum when we, physically, take our young people outside of Glenwood School.

The planned curriculum should involve learning experiences in preparation for any offsite learning in order for young people to gain the most out of any opportunity, careful planning of the trip or experience and follow up learning activities that ensure we are making the most of new learning by and about our young people.

We are very lucky that the building and outside areas of Glenwood offer us lots of opportunities and learning experiences that, when used skilfully, support us to prepare our young people for learning offsite. We need to ensure we can confidently support our young people to access any planned offsite activity safely and we have gained all the knowledge we need to ensure the most positive impact of any experience.

- *THE OEAP National Guidance – Guidance for the Management of Outdoor learning, Off-site visits and Learning Outside the Classroom. (Essential reading documents specific for your role e.g. Governor / Head / EVC / Visit Leader / etc.) see website link : www.oeapng.info/*

The DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018) The 8 key points addressed in this document have been embedded in this policy

- **NB: FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.**

2 Reasons for Visits and Learning in the Community within the Glenwood Curriculum

- To ensure our young people can manage and play a role in everyday activities and routines in a way that supports family life and as they get older develop a level of understanding and independence within these.

- Be able to interact with environments and people in a way that is positive, meaningful and safe. Developing and applying social skills and communication beyond Glenwood.
- Find places and activities that bring them feelings of calm and happiness.
- Bring our young people new exciting experiences in order for them to develop self-confidence, bravery, joy, and new areas of interest.
- Open up a wider world to our young people and help them to learn more about themselves and allow us to gain more knowledge to further enhance our understanding of their potential and possibilities.
- Support young people's transition from Glenwood so they are able to confidently engage in continued opportunities that are meaningful, purposeful, enjoyable and within which they can continue their learning and development.

3 Visits and curriculum links

Within our Curriculum Worlds, Educational Visits currently sits within 'Environmental World' but has evident and obvious links with all The Curriculum Worlds and is an important part of Curricular thinking and development.

As with all decisions about young people's curriculum, learning priorities and planned experiences teachers use of all the knowledge gained from and about the young people to carefully plan and design offsite experiences that link with key priorities and ensure that there is precise and thoughtful preparation and subsequent linked learning.

For each individual to safely and positively access any offsite learning there has to be detailed and personalised planning and thinking in order to ensure all their needs can be safely and positively met and supported within an alternative environment. For some young people a crucial part of their plan will be meeting and supporting medical needs safely.

4 Gaining approval for a trip

4.1 Governors

As part of their responsibility for the general conduct for the school, the Governing Body has adopted this policy for the effective and safe management of educational visits.

The Governors may approve any visit involving an Overnight stay or Overseas Visit. The Governors delegate the Headteacher / EVC the responsibility to approve all other visits

The Governors have adopted a charging and remissions policy

4.2 The Headteacher or EVC in conjunction with the visit lead:

- is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.
- should ensure that the aims of the visit are commensurate with the needs of the learners
- should ensure the suitability of all staff appointed to the visit.
- should ensure that the visit leader fully understands their responsibilities.
- should implement effective emergency contact arrangements.
- should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.

- should have a system in place to record, audit and monitor school off-site visits.

An electronic submission process **EVOLVE** is used to log, audit, approve the following:

Overseas	Yes and formal approval by	EVC and Head
Residential	Yes and formal approval by	EVC and Head
Adventurous	Yes and formal approval by	EVC and Head
Day Visits with transport	Yes and formal approval by	EVC / Head
Local Area Visit	Yes and verbal approval by	EVC / Head

The visit form must be submitted via Evolve at least three working days prior to the visit.

5 Choosing a provider

After considering the reasons for the visit, the visit leader should check out the provider. See Section

www.oeapng.info/ 4.4f 4.4g and 4.4h- Note the need to check on insurance / Ts & Cs / LOtCQB etc.

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 3)

6 Parental Consent :

OEAP National Guidance Document

www.oeapng.info 4.3d-Parental-Consent

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 2)

When to get consent from parents:

Each academic year School ask parents to sign a consent form for us to take their young person to local offsite learning experiences. These include visits within the Local Community. Part of the consent is their permission to take any necessary documentation such as copies of care plans out of school. Teachers must ensure they have checked that we have up to date, signed permission before taking any young person offsite.

For other offsite experiences that may be a further distance or include more adventurous activities we would always gain enhanced parental consent, specific to that trip.

7 Visits and staffing

Complete Visit leader checklist – see appendix A

www.oeapng.info 3.3e-Visit-Leader-Check-List and 3.4k Visit or Activity Leader

The visit leader must recognise that whilst leading the visit, he or she is in effect representing the Headteacher and holds delegated responsibility for Health & Safety and Duty of Care.

It is the responsibility of the Visit Leader to carry out Risk Assessment / Risk management for the visit. For Risk Assessment guidance see www.oeapng.info 4.3g Risk Management

Key Requirements for Leaders

The key requirements for leaders are that they must be competent to lead, confident and accountable. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment.

Visit Leader Training

Should be offered to all leader staff and can be delivered by the trained EVC or by the Educational Visits Adviser. A [Juniper Education online learning module](#) is available for schools allowing cost effective CPD opportunity for all their staff engaged in anyway on out of school activity. (See EVOLVE Homepage for more details) This is strongly recommended to ensure all staff are clear on their roles and responsibilities when engaged in off-site activity.

8 The visit

8.1 On the day

Before leaving school:

- Ensure Evolve accurately reflects the learners and adults going on the visit
- Ensure Evolve accurately reflects the itinerary for the entire visit
- check learners and staff out on the Inventory system
- take First Aid Kit, sick bucket, inhalers and other medication e.g. epipen and mobile phone.
- Copies of Critical Incident cards given to all leaders.

8.2 During the visit

Adult vigilance for and around our young people when offsite is absolutely paramount. Teachers ensure young people are supported by adults who have the correct knowledge of individual young people in order to safely support them during offsite activities, having planned carefully and in detail around each individual.

We work to do all we can to prepare for and reduce risks but acknowledge that no meaningful or life enhancing experience can come without some element of challenge or adventure

Adults should ensure the safety and well-being of the learners in their care and inform the visit leader or another member of staff of any relevant incident involving learners in their care as soon as possible.

Every adult must be given an emergency procedures card. This will have the school's contact and action plan in case of an emergency.

8.3 On return

Check learners and staff back in on the Inventory system and make the front office aware of your return

9 Financing the visit

When stating the cost for each individual:

Explain where this cost has come from and that the school would like a voluntary donation from parents to fund the visit. Stipulate the County/School's policy concerning parents who are unable to offer a voluntary contribution – which is that, no child will miss a trip if parents do not make a voluntary contribution. Stress, however, that if sufficient financial support is not forthcoming that the visit may have to be cancelled. State when and how you would like to receive payment. Arrange with the Office Manager for payment to be made via the schools automated payment system.

A formal approval from the SLT / School Finance Manager must be sought before deposits paid.

10 Insurance

Introduction

Insurance is an area where misconceptions abound. It is too important to be left to chance and those involved with schools [teachers, pupils and parents] need to be sure of the nature and level of cover which is provided, both according to statutory requirements and that which may be additionally obtained on a voluntary basis through premium payments.

The following advice will help clarify some of the many queries which are raised, though it does not replace the need for individuals to seek information on insurance from their LEA, school or professional association which is pertinent to their own circumstances.

Personal

The teacher, in common with all other employed persons, is covered against industrial injuries by the weekly contribution which must be paid during employment. In addition, all employed persons have a possible claim against their employer if they sustain any bodily injury by accident arising out of, or in the course of, their employment. Such claims can only be substantiated where injury can be proved to be through negligence of the employer or another employee [Employers Liability].

In respect of pupils, schools have a legal duty to take care of the wellbeing and safety of young people. Where there is a breach of this responsibility a claim for compensation may be brought.

There is no requirement for schools to make provision for loss through personal injury as the result of an accident where no blame may be attached. Personal accident insurance cover for pupils is a matter for the parents to arrange.

Indemnity

Please see reference to parental Consent: -

OEAP National Guidance Document

www.oeapng.info 4.3d-Parental-Consent

Insurance Provision

Teachers should be aware of the school provision for insurance.
See: School insurance certificates are stored on Evolve.

11 Transport

Arrangements for transport should be made in advance with the school Minibus Drivers who manage the timetabling for the school vehicles.

To undertake a visit using a school minibus the driver must have passed the relevant licence and health checks and hold the MIDAS qualification. The HR office holds a list of staff who can drive the school minibuses. School minibus drivers must be familiar with Essex County Councils HSP 9.24 Minibuses guidance. Please see appendix D Safe working procedures: Travel by self-drive Minibus offering guidance to support preparing for travel in school vehicles

To undertake a visit using the school people carrier the driver must have passed relevant licence checks and undertaken a vehicle familiarisation session. The HR office holds a list of staff who can drive the school people carrier.

To travel by private vehicle (i.e. in a staff members own car) an individual risk assessment must be completed and approval given by the Headteacher or Deputy Headteacher, along with relevant licence and vehicle checks. Please see guidance in appendix E Safe Working Procedures: Travel by private vehicle.

Also see guidance from OEAP NG -

4.5a-Transport-A-general-considerations 4.5c-Transport-in-private-cars

12 Emergency / Critical Incident Procedures

See appendix B for detailed critical incident off site plan

All leaders must carry the school's 'Critical Incident form' (z Cards)– With Emergency Telephone contacts and action plan should an incident happen

On return, the visit leader must comply with the school's normal accident reporting procedures.

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 6)

13 Monitoring and Evaluation

After any visit, it is good practice to ensure a system of feedback, review and rigorous evaluation. In the case of overseas visits, there is a particularly strong case for ensuring this takes place and includes the consultation of the young people concerned, the parents, the leaders and partner organisations.

Such a process will help in the celebration of success as well as feeding in to the general planning and risk management for future visits. Any significant issues should be shared with the EVC, the Head/Manager and the employer's advisory team.

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 7)

All links to guidance documents noted should be accessed via the www.oeapng.info site
To access the most current advice/guidance. Use the keyword search to locate any document.

Checklist - Visit Leader

This list is designed to be a prompt for visit planning, and a final check. The relevance of each point, and the complexity of the responses, depends on the nature of the visit (the numbers in brackets refer to some relevant documents in the OEAP National Guidance). For overseas visits, this checklist should be used in conjunction with OEAP National Guidance document [3.3g "Checklist – Visit Leader of an Overseas Visit"](#)

General

- The intent of the visit is clear, integral to our curriculum, and focuses on the learning and development of the learner ([4.3a](#)).
- The risks of all aspects of the visit have been considered and it is clear what leaders need to do to manage the risks ([4.3c](#)).
- There is access to first aid appropriate to the group and environment ([4.4b](#)).
- There are alternative options (a 'Plan B') as necessary ([4.1a](#)).
- There are emergency procedures for which leaders and emergency contacts have been prepared ([4.1c](#)).
- I have access to sufficient funds and an effective means of communication in case of emergency.
- External providers and facilities meet expected standards ([4.4g](#)).
- Any contract with a provider is satisfactory and has been agreed by an authorised person in school ([3.2i](#)).
- Evaluation and review arrangements have been agreed ([4.2c](#), [5.1d](#)).

Staffing

- I am clearly identified and approved as the Visit Leader and am aware of my responsibilities ([3.4k](#)).
- All leaders and staff / volunteers are clear about their roles, can fulfil them competently, and have been approved ([3.2d](#), [4.2a](#)).
- There are sufficient leaders and staff / volunteers to ensure effective supervision and deal with incidents and emergencies ([4.3b](#)).
- If the visit involves an external provider, there is clarity about the respective roles of provider staff and school staff ([4.4h](#)).
- Leaders and staff / volunteers have received all relevant information about the visit and the group, and are clear about any risks and their role in managing them.
- I have kept my Educational Visits Coordinator (EVC) informed during the planning process.

Activities

- The programme of activities is designed to achieve the visit's intent, and is appropriate to the nature of the participants.
- The risks involved in specific activities have been considered ([7a to 7z](#)).

- The Visit Leadership Team includes leaders competent in the planned activities, or a suitable provider has been contracted to lead the activities.
- There is sufficient suitable equipment available.
- Travel/transport arrangements are appropriate ([4.5a](#))

Group

- Parents have been fully informed about the visit and have given their consent if this is required ([4.3d](#)). (Nb: blanket consent is given for regular visits)
- There are clear agreements with parents about any requirements such as charges. If necessary, these are aligned with the terms and conditions of any contracts with providers ([3.2c](#), [3.2i](#)).
- Up to date contact details, medical and allergy information, dietary requirements are available and shared appropriately with the Visit Leadership Team and any provider ([4.4j](#), [6o](#)).
- Where appropriate, participants have been involved in planning, including identifying and deciding how to manage risks.
- Plans for the visit comply with current guidance about epidemics (such as coronavirus [4.4k](#)).
- Safeguarding issues are addressed ([4.3e](#)).
- Medication issues are addressed ([4.4d](#)).
- Dietary issues are addressed.

Environment

- Environmental factors (e.g. weather, daylight hours, water levels, natural and man-made hazards) have been considered ([7i](#), [7j](#)).
- Accessibility issues are addressed ([4.4i](#)).
- I have undertaken a preliminary visit, or am already familiar with the venue and any provider, or have sufficient information from other sources ([4.4g](#)).
- Any accommodation is safe and suitable ([4.2b](#)).
- If the visit involves travel overseas, I have consulted the checklist and guidance for overseas visits ([3.3g](#), [7r](#)).
- Security is addressed, especially for residential and overseas visits ([4.2b](#), [7r](#)).
- The risk of terrorism has been considered ([4.4e](#)).

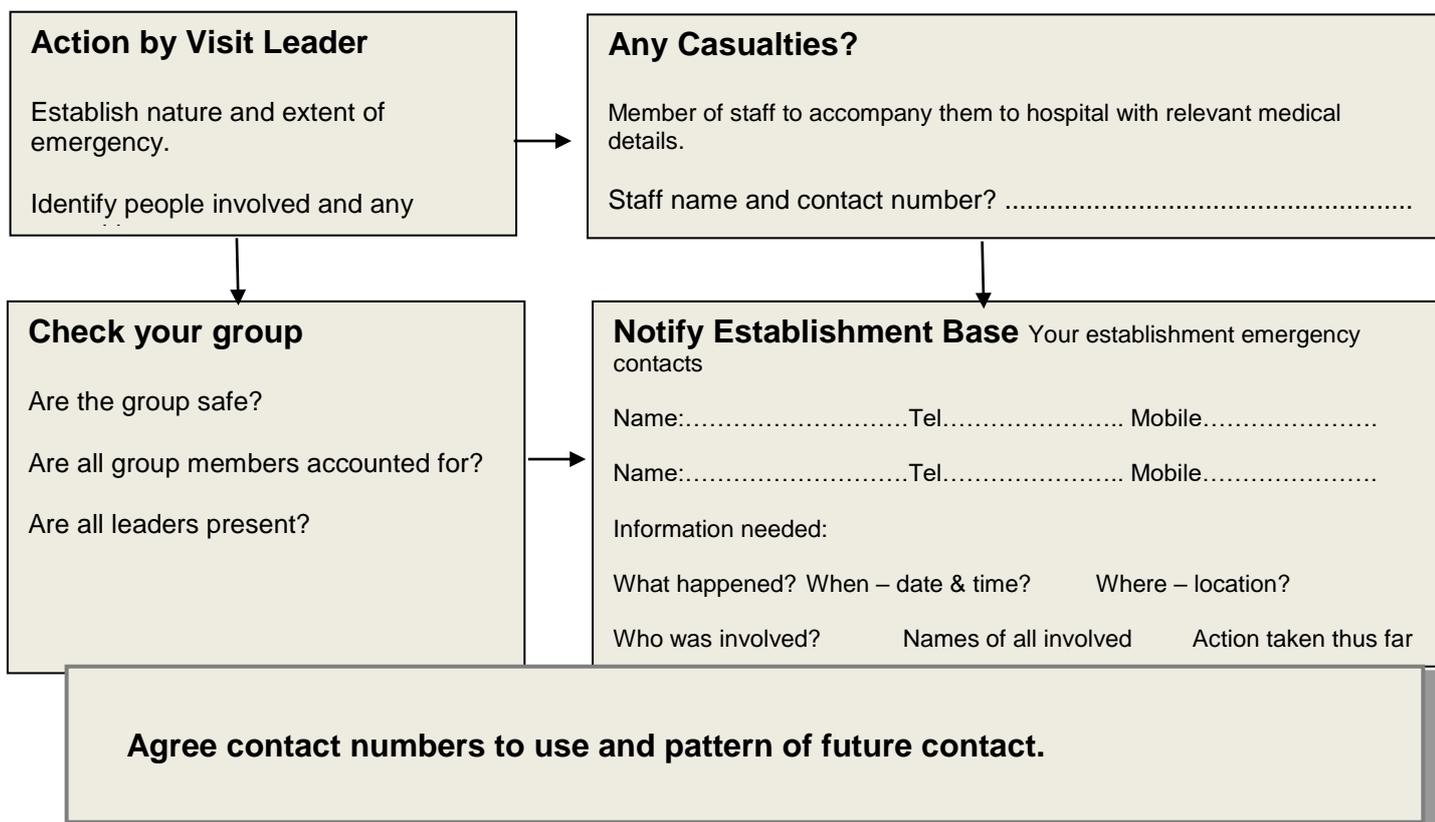
Finally

- My decision is that this visit is well prepared and should take place.
- The visit plan has been approved by my establishment/employer if required.

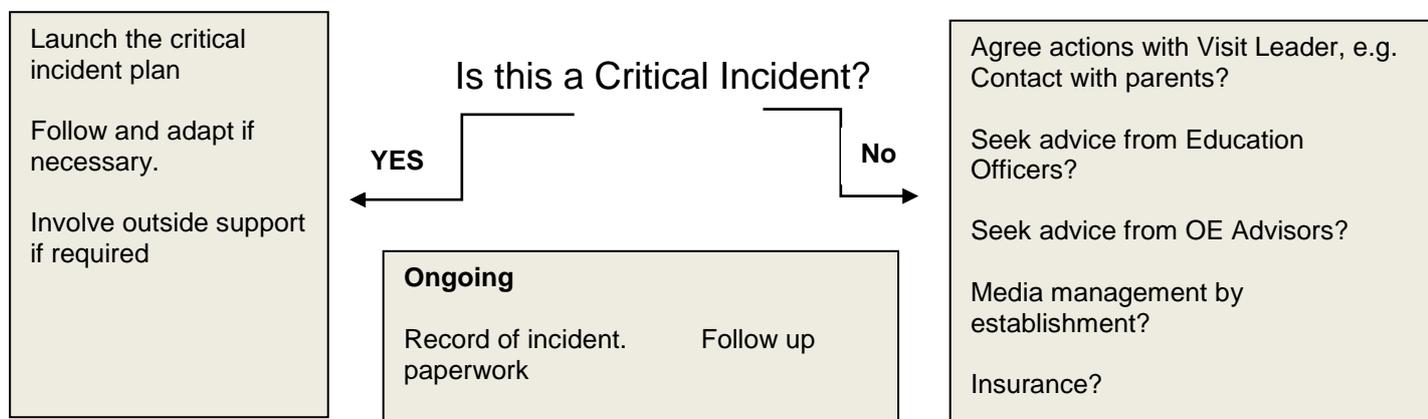
Appendix B

Critical Incident Procedure ACTION PLAN

Please follow the steps below to help manage emergencies effectively



Action by Establishment



Appendix B

Guidance for procedures in the event of a Critical Incident on Off-Site visits

Contents

1. School / establishment critical incident procedures
2. Action to be taken by the leader / instructor (or by other staff) in the event of a critical incident
3. Procedures for lead manager or staff receiving notice of a critical incident
4. Procedures for the school / establishment Critical Incident Management Team (CIMT)
5. Template for Critical Incident Management Team - emergency telephone numbers

1. School / establishment critical incident procedures

The head of establishment must have an agreed site emergency plan which can be put into operation in the event of a critical incident.

A critical incident is defined as “when a member of an Essex County Council group has suffered a life-threatening injury, fatality or is in peril, including being lost”.

Procedures to be followed in the event of a critical incident

The following suggestions are intended as a guide to enable leaders to follow a course of action covering the main basic priorities. Obviously, no such list will ever be finite and other actions may be necessary depending on the situation. However, it is important that the relevant information is quickly and easily available, especially when groups are off-site and whatever the time of day or night.

- 1 The leaders in charge of any venture **must** have lists of names, telephone numbers and addresses. Consideration should be given to carrying a mobile phone.
- 2 Similar lists to those above, along with relevant consent forms, must be readily available at the “home” establishment and emergency contact; these **must** include last minute amendments.
- 3 Out of office hours, a contact person should be nominated to act as the communication link with the party. There should preferably be two persons if the overnight stay is for more than one night; those nominated should have a copy of lists including:
 - The names of all off-site participants, including adults, and details of their emergency contacts.
 - The distribution, (i.e. names of leader / young people) if in separate groups, vehicles or boats.
 - The planned itinerary, including base address and telephone number in case of emergency.
 - The names, telephone numbers and email of the travel and coach companies.
 - Details of the establishment emergency contacts or nominated officer, in the event of an emergency - Lead Manager (LM) / Critical Incident Management Team (CIMT).

2. Action to be taken by the leader (or by other staff) in the event of a critical incident

1. Assess the situation.
2. Protect the party from further injury or danger.
3. Administer First Aid.
4. Call the emergency services (999), as appropriate.
5. State the nature of the emergency.
6. Give your name and address / location and telephone followed by:
 - The nature of the incident.
 - The number of individuals involved.
 - The condition of those involved and where they are located.
7. Ensure an adult accompanies any casualties to hospital
8. Phone emergency contact person – **Lead Manager** (and **Critical Incident Management Team Management** or **nominated officer**)
9. It is probable that both staff and participants will be in a state of shock, therefore:
 - Remove the remainder of the party to secure accommodation and place under the care of a member of staff able to protect them from the attention of the press / media.
 - If necessary request the police to assist.
 - Calm and comfort participants and arrange for their evacuation.
10. Do not make any statements to press/media or allow anyone else to make statements other than expressions of sympathy.
11. Refer all media enquiries to the ECC Press Office Tel:
01245 434100 / 03330132800 Office hours – or 07717 867525 Out of office hours

3. Procedures for lead manager or staff receiving notice of a critical incident

1. Calm and reassure the caller and then take down the following details:
 - Name and telephone number of the person making the call.
 - Name of the group.
 - Nature, date and time of the incident.
 - Details of injuries, hospital - has a staff member gone with the injured to the hospital? Who?
 - Are all party members accounted for?
 - Names and telephone numbers of those involved.
 - Action taken so far.
 - Instruct that a written log of all actions and conversations is kept.
 - Ask that anyone involved with the party give a short written account of the incident.
 - Telephone numbers for future communication
 - For serious accidents where the media are involved try to identify alternative telephone numbers at 'home' and 'off-site' base, as other lines will quickly become jammed. It is not for the party leader or other members or Service Unit staff taking the message to discuss matters with the media.

Under no circumstances should the name of any casualty be divulged to the media / press.

2. Reassure the caller that swift action will follow.
3. Immediately notify a member of the Critical Incident Management Team.
4. Keep a record of all communication, including times, dates and messages given and received.

4. Procedures for the school / establishment Critical Incident Management Team (CIMT)

1. The CIMT should be provided with the following information:
 - Name and telephone number of the person making the call
 - Name of the group
 - Nature, date and time of the incident
 - Details of injuries, hospital – has a staff member gone with the injured to the hospital? Who?
 - Are all party members accounted for?
 - Names and telephone numbers of those involved
 - Action taken so far.
 - Ensure that a written log of all actions and conversations should be kept.
 - Ask that anyone involved with the party give a short written account of the incident
 - Telephone numbers for future communication. For serious accidents where the media are involved try to identify alternative telephone numbers at ‘home’ and ‘off-site’ base, as other lines will quickly become jammed. It is not for the party leader or other party members of Service Unit staff taking the message to discuss matters with the media.

Under no circumstances should the names of any casualty be divulged to the media / press.

2. The CIMT should speak directly with the group leaders to determine the precise details of the incident and to determine the appropriate course of action to be taken by the group and by CIMT (including informing the ECC Press Office via the SCF Communications Team). This could include sending an officer to the incident site.
3. Contact with parents/guardians/relatives should be agreed with the party leader.
4. The CIMT member will decide who else to inform e.g. Employer Cabinet member / Governor.
5. Ensure Health and Safety Executive and Essex County Council Health and Safety have been informed where appropriate.
6. Decisions relating to the organisation of services to bring the group home may well be made by the CIMT.
7. The CIMT member will collate and prepare a detailed report, arranging a visit to the site if necessary.

Key contact numbers

Schools Communications Team	0333 013 9880	Office hours
Press Office	03330 132800	Office Hours
	07717 867525	Out of hours, weekends and public holidays

5. Template for Critical Incident Management Team - emergency telephone numbers

Please develop a management contact tree based on the following:

- Confirm with the manager and be clear that you both understand roles and responsibilities regarding emergencies
- This is in addition to any local contact tree i.e. below management level that you have in place
- Please respect the confidentiality of this information.

During term time there needs to be two emergency contacts for every visit. Out of term time there will need to be two emergency contacts for every visit PLUS a specific nominated senior officer.

Emergency training information can be found at www.essexvisits.org.uk (see Resources – Jigsaw Icon – Visit Emergency Training Courses)

School / establishment contacts - Lead Manager / Critical Incident Management Team

Name	Position	Home Tel.	Mobile Tel.	Work Tel.

Appendix C



Individual Learner Specific Support Needs

<u>Learner</u>	Control Measures	Adult named to support learner	Medication (Yes/No)	Event specific risks and control measures

Off-site Visits & Activities: Safe Working Procedures

Activity	Travel by Self-drive Minibus
Hazards How someone might be harmed	<ul style="list-style-type: none"> • Inadequate preparation for journey • Moving vehicle colliding with person (particularly when reversing) • Vehicle motion causing sickness/injury • Vehicle accident • Adverse behaviour • Inadequate emergency procedures
Supervision	<ul style="list-style-type: none"> • Additional Leader present in vehicle to ensure seat belts are worn and deal with needs of young people. The driver cannot supervise passengers whilst driving.
Qualifications	<ul style="list-style-type: none"> • D1 entitlement on Driving License mandatory for driver(s) (see Reference section below) • Holder of current MIDAS training qualification • Current First Aid qualified person advised
Reference to Key Guidance	<ul style="list-style-type: none"> • ECC HSP 9.24 Minibuses • DfE: <i>Driving School Minibuses: Advice for Schools and Local Authorities (Sept 2013)</i> • OEAP National Guidance Section 4.5 a&b, 6g.

Safe Working Practice

- Bus possesses and displays ‘Section 19 Standard Permit’
- Bus and drivers must be fully insured.
- All drivers conform to establishment’s regulations/requirements/policy for use of minibuses.
- Reserve driver for journeys according to requirements and risk assessment (Event Specific Notes)
- Driver has checked over and is familiar with all operational aspects of the vehicle before departure.
- The bus is fitted with fully operational seat belts.
- The bus has one seat for each member of the group. No seat sharing is permissible.
- Learners not to approach vehicle, moving or stationary, without staff supervision.
- Safe places chosen for entry and alighting
- Hazard warning lights used if required
- Ascertain numbers of persons likely to be affected by travel sickness and provide bucket/bags, water, cups, paper towels.
- Sit those prone to sickness at front of vehicle.
- Administer medication per written consent from parent.
- Supervise/instruct on use of seatbelts/seats
- Seatbelts worn throughout journey
- Learners remain seated during journey
- Driver will share the driving with an accompanying Leader on longer journeys.
- Adhere to strict working/driving hours and rest periods according to employer’s/ EU regulations
- The driver will plan the journey carefully so that sufficient time is allowed, including rest/comfort stops and possible delays, so that there is no need to rush.
- The driver will take into account the weather and traffic reports.
- The journey will be cancelled if the conditions are considered too hazardous.
- Driver not fatigued nor under influence of drugs/alcohol or medication that may impair driving.
- Driver adheres to speed limits and Highway Code.
- Vehicle roadworthy and inspected daily with logbook to report faults.
- Fully operational First Aid kit is available and a fire extinguisher carried (Driver is aware of location and use).

Emergency plan prepared

- Mobile phone, outdoor clothing.
- Alternative transport available
- Drinks available
- Luggage is carefully stowed away so as not to block access and egress from the vehicle or to obstruct the driver's vision.
- If accident or breakdown occurs, consider evacuating all passengers through an appropriate exit, well away from passing vehicles.
- Evacuated passengers should be supervised at all times.
If above not possible, passengers should remain in the vehicle and sit as far away from passing vehicles as possible with their seat belts on.

Notes

- This SWP applies to: journeys within the UK; buses without a roof rack fitted or towed trailer.

Always consider – STAGED: Staff, Timings, Activity, Group, Environment, Distance for your particular visit & activities.

Record additional control measures specific to your visit on an EVENT SPECIFIC NOTES FORM – see also your establishment policy and employer guidance for off-site visits.

Off-site Visits & Activities: Safe Working Procedures

Activity	Travel by Private Vehicle (up to 8 passenger seats, employee driving)
Hazards How someone might be harmed	<ul style="list-style-type: none"> • All accidents/emergencies • Driver error • defective vehicle • misbehaviour • illness • child abuse • traffic accident
Supervision	<ul style="list-style-type: none"> • It may be necessary for a second Leader to be present in the vehicle, subject to the specific risk assessment
Qualifications	<ul style="list-style-type: none"> • Current First Aid qualified person advised
Reference to Key Guidance	<ul style="list-style-type: none"> • National Guidance Sections 4.5c & 6f.
Safe Working Practice	
<ul style="list-style-type: none"> • The establishment will check (via DVLA website / access code provided by driver) to ensure that the driver: <ul style="list-style-type: none"> ▪ is experienced and has held a full driving licence for at least 2 years ▪ declares past convictions (in the last 5 years), and are not facing impending prosecution, for any significant driving offences • The establishment will check and obtain prior written assurance from each driver that: <ul style="list-style-type: none"> ▪ their car is appropriately taxed and insured (including business use) ▪ their insurance company has been informed of and agreed to intended (Business) use ▪ their car has a current MOT (if applicable) and is in roadworthy condition ▪ if younger children are being transported, child-safe locks are operational on the doors to ensure that they cannot be opened accidentally ▪ their car is fitted with fully operational seatbelts/child restraints for each person ▪ they have suitable vehicle breakdown/roadside assistance cover (or other appropriate provision is made) • The establishment will brief the driver and ensure that: <ul style="list-style-type: none"> ▪ the journey is planned carefully beforehand to ensure that sufficient time is given (allowing for comfort stops, and possible delays) to ensure that there is no pressure to rush ▪ sufficient account is taken of weather forecasts, traffic reports, and intended rest stops in planning the journey ▪ the journey will be postponed or cancelled if weather or traffic conditions are considered too hazardous • The establishment will ensure that the driver is aware of and agrees to implement the following: <ul style="list-style-type: none"> ▪ to share the driving with an accompanying adult on longer journeys ▪ not to drive if feeling too tired or unwell to drive safely ▪ not to drive if under the influence of alcohol, drugs or medication ▪ not to use a mobile phone or equivalent device in the car unless the car is stationary ▪ to adhere to speed limits and the highway code ▪ to drive in a responsible and sensible manner ▪ to choose safe locations, away from busy traffic, for passengers to get in/out of car (e.g. car park, onto wide pavement) ▪ to check and ensure that seat belts/child restraints are fitted correctly on all young people before departure • The establishment will ensure that parents are fully informed and give prior consent to planned arrangements involving use of private vehicles 	

- The establishment will ensure that:
 - young people who are likely to present challenging behaviour are appropriately supervised by Leaders who are aware of and capable of handling their behaviour
 - Drivers are informed beforehand of any individuals who might present challenging or difficult behaviour, and are considered sufficiently capable of dealing safely and appropriately with any disruptive behaviour
 - a second adult accompanies the main driver on long journeys, or with young people who might be disruptive, in order to maintain good order, ensure young people keep seat belts on, and attend to any needs
 - the Visit Leader will place groups of young people together who get along well, thus minimising the risk of disruption and conflict
 - the driver will be informed of any significant medical conditions (including propensity for travel sickness) and relevant medication carried
 - any travel sickness equipment is provided
 - young people will be briefed to eat/drink sensibly

Notes

- This SWP applies to vehicles constructed with 8 or fewer passenger seats. A vehicle constructed with 9 or more passenger seats (irrespective of whether the seats are occupied) is subject to different operating procedures.
- Where non-employed volunteer drivers are used, a specific risk assessment will need to be carried out covering essential checks, child protection issues, parental consent and supervision.
- Where more than one vehicle is to be used for a visit, driving in convoy should be considered.
- Where any sort of charge is made to participants for a visit that includes a journey by private vehicle, the journey may be considered as for 'Hire or Reward' irrespective of whether or not the charge included the vehicle journey. Consequently, a Section 19 Standard Permit should be obtained and displayed on the vehicle, otherwise a Private Hire Vehicle ('Taxi') license may be required. Under such charging circumstances, the driver would need to confirm with their insurers that their policy was still valid.
If unsure, establishments should take expert advice or contact VOSA for clarification of the requirements for particular circumstances.

Always consider – STAGED: Staff, Timings, Activity, Group, Environment, Distance for your particular visit & activities.

Record additional control measures specific to your visit on an EVENT SPECIFIC NOTES FORM – see also your establishment policy and employer guidance for off-site visits.



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