

SUNNYMEDE JUNIOR SCHOOL

Educational Visits Policy



Adopted by Governing Body: November 2014

Review Frequency: Every three years

This Governor Review: February 2023

Next Review Date: February 2026

Establishment type	<i>Foundation Junior School</i>
Name of establishment	<i>Sunnymede Junior School</i>
Who is employer?	<i>Governing Body</i>
Responsibility for offsite visits (possibly EVC, or deputy head)	<i>EVC Miss Catharine King</i>
Date Trained	<i>February 2023</i>
Policy agreed	<i>This version ratified March 2023</i>
Signed off by	<i>Full Governing Body</i>
To be reviewed	<i>Annually – February 2026</i>
Other Policies Related	<ul style="list-style-type: none"> <i>-Charging and remissions Policy</i> <i>-Child Protection and Safeguarding</i> <i>-Health , Safety and Wellbeing Policy</i> <i>-Medicine Policy</i> <i>-SEND / Inclusion</i> <i>-Equality and Cohesion</i> <i>-Volunteer Policy</i> <i>-Data Protection Policies and guidance / privacy notices</i> <i>DfE H&S advice on legal duties & powers (November 2018)</i>

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1. Introduction

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

- Read *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 remaining parts should be referred to as and when guidance is sought.
- The DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018) The 8 key points addressed in this document have been embedded in this policy.
- **N/B: FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.**

2. Reasons for Visits

2.1 All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.

2.2 All activities must have a clearly defined educational purpose and we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for the children at Sunnymede Junior School, we offer a range of educational visits and other activities that add to what they learn at school. Currently, PTA funding is used explicitly to fund school trips with a social, moral, spiritual or cultural focus.

3. Visits and curriculum links

3.1 All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

3.2 For each subject in the curriculum there is a corresponding programme of activities, which includes visits by specialists. All these activities are in line with guidance published by the LEA: e.g.

- English – theatre visits, visits by authors, poets and theatre groups
- Science – use of the school grounds, visits to local woods and parks
- Mathematics – use of shape and number trails in the local environment
- History – castle visits, study of local housing patterns, museums
- Geography – use of the locality for fieldwork, field work further away
- Art and design – art gallery visits, use of the locality
- PE – range of sporting fixtures, extra-curricular activities
- Music – range of specialist music teaching, extra-curricular activities, concerts for parents and children to hear
- Design and technology – work with local secondary schools
- ICT – its use in local shops/libraries/secondary schools etc.
- RE – visits to centres of worship, visits by local clergy

NOTE – when extra-curricular activities take place, there should always be an adult other than the one running the activity, on the premises.

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 must approve any visit involving an Overnight stay or Overseas. The Governors delegate the Headteacher / EVC the responsibility to approve all other visits, including Local Area Visits, [though also check risk assessments through their monitoring procedures for non-residential visits.](#)

The Governors have adopted a charging and remissions policy, [which should be considered when planning and organising school trips.](#)

See OEAP National Guidance: www.oeapng.info [3.2c Charging for School Activities](#)

4.2 The Headteacher or EVC:

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 8)

- 4.2.2 is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.
- 4.2.3 should ensure that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance see SEN and Disability Act 2010.
- 4.2.4 should ensure the suitability of all staff appointed to the visit.
- 4.2.5 should ensure that the visit leader fully understands his/her responsibilities.
- 4.2.6 should implement effective emergency contact arrangements.
- 4.2.7 should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.
- 4.2.8 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 and approve the following:

Overseas	Formal approval by EVC, Governors and Headteacher
Residential	Formal approval by EVC, Governors and Headteacher
Adventurous	Formal approval by EVC and Headteacher
Day visits involving transport	Formal approval by EVC and Headteacher
Local Area visit	Formal approval by EVC and Headteacher

[In order to support the above there are, in addition to the risk assessment pro-formas, a set of comprehensive planning and evaluation documents for trips and events that are used by Visit Leaders and leadership to ensure trips are managed and led effectively. These include:](#)

- [Off-site / event visit application form](#)
- [Detailed whole school checklist to ensure all relevant actions are carried out by the right people at the right time](#)
- [Post-trip evaluation \(Form A\) to be completed by visit leaders](#)

- Post-trip financial evaluation (Form B) completed by the Business Manger to monitor and evaluate the financial impact of the trip

5 Choosing a provider

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

See OEAP National Guidance: www.oeapng.info

[4.4f Checklist - Assessing a Provider](#)

[4.4g Selecting External Providers and Facilities](#)

[4.4h Using External Providers](#)

Note the need to check on insurance / Ts & Cs / LOtCQB etc.

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

On Residential, Adventurous or Overseas visits, leaders should check to see if the Provider holds the LOtC Quality Badge or has specific National Accreditations (ABTA bonded, AALA licence, Adventuremark, etc.)

If the provider does not hold the LotC Quality mark, the provider must complete and return a pre-visit questionnaire (**APPENDIX 1: Provider form**). This should be reviewed by the school's EVC, using the Assessing a Provider checklist prior to approving a visit.

6 Parental Consent

See OEAP National Guidance: www.oeapng.info [4.3d Parental Consent and Informing Parents](#)

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

[3.4n Guidance for Parents](#) (See APPENDIX 2)

This guidance reflects the DfE guidance with particular note where consent is NOT required.

When to get consent from parents:

Parental consent to off-site activities: Written consent from parents is not required for pupils to take part in the majority of offsite activities organised by a school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school. However, parents should be told where their child will be at all times and of any extra safety measures required.

The school obtains consent for all visits and activities. For visits in the local area, consent is sought through a one-off blanket process when the child is enrolled with the school. However, we will inform parents of any off-site local area visits prior to them taking place. Where appropriate, written permission is requested for specific visits and events.

7 Visits and staffing

CHECKLIST FOR ALL OFF-SITE ACTIVITIES

Complete Visit leader checklist:

See OEAP National Guidance: www.oeapng.info [3.3e Checklist - Visit Leader](#) (SEE APPENDIX 3) and [3.4k Visit or Activity Leader](#)

7.1 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.

7.2 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 any way 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.

7.3 Risk Assessment

7.3.1 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, supported by the EVC, to carry out a detailed Risk Assessment / Risk management for the visit [and submit it via EVOLVE for approval. This should be completed four school days prior to the trip. Detailed risk assessments should be completed for different aspects of the trip e.g. General Considerations, General Travel, Coach Travel, Car Travel, Train Travel, Sport, SEND, etc. \(using the format in APPENDIX 4\).](#)

7.3.2 [For all residential visits, risk assessments must be submitted via the EVOLVE website, four weeks before the event is due to take place. Without the approval of the Headteacher and Governing Body, any visit cannot take place.](#)

7.3.4 Extended Learning Locality (Local Area Visits)

For local area visits, the school's low risk activity will be covered by an Operating Procedure which is embedded in this policy (see APPENDIX 5). Basic visit details will be added to EVOLVE as a 'Local Area Visit' type. These visits will NOT require any approval as the visit information will be audited on EVOLVE and the activity and approval management covered by the details in **APPENDIX 5**.

See OEAP National Guidance: www.oeapng.info [4.3g Risk Management - What to Record and How](#)

8 The visit

8.1 On the day

Leave in the school office:

- an amended list of children present and going on visit.
- full list of volunteer helpers, staff and groups of children attending the trip for which they are responsible
- the itinerary for the entire day
- a copy of the written briefing notes for any staff / helpers attending

[Before leaving:](#)

- check all children are dressed appropriately
- check children out of classroom and ensure bags, lunchboxes and clipboards are taken and [that they have had an opportunity to go to the toilet](#)
- take First Aid Kit, sick bucket, inhalers and other medication e.g. epipen and school mobile phone
- Copies of Emergency [Procedures Action Plan](#)/ Critical Incident cards given to **all** group leaders.

8.2 During the visit

8.2.1 Roles and responsibilities

All leaders and helpers have a duty of care for participants and for each other during a visit. It is important for effective group management that they fully understand their **roles and responsibilities** at all times during a visit. See **APPENDIX 3** for the following checklists:

- Visit Leader Checklist
- Assistant Leader's checklist
- Headteacher and Manager checklist
- EVC checklist
- Management Board and Governor checklist

See OEAP National Guidance: www.oeapng.info

[3.3a Checklist - EVC](#)

[3.3b Checklist - Head Teacher or Manager](#)

[3.3c Checklist – Management Board/Governing Body](#)

[3.3d Checklist - Parent or Guardian](#)

[3.3e Checklist - Visit Leader](#)

[3.4L Assistant Leader](#)

[3.4m Helper](#)

[3.4o Volunteers](#)

As noted previously, there is a more comprehensive checklist for specific off-site trips which give finer details particular to the smooth running of the trip at Sunnymede Junior School.

8.2.2 Supervision

Children must be kept in the group leader's group and supervised at all times. However, in Year 6 on the residential visit which takes place in a secured, controlled environment, some remote supervision, is acceptable with suitable checks and contingencies in place. For example, children may walk in groups from their bedroom to the dining hall

8.2.3 There should be a system in place to safeguard young people at all times. *CHILDREN SHOULD NEVER BE SENT TO THE PUBLIC CONVENIENCES ON THEIR OWN. It is best practice for the group leader to take the whole group and more than one child should go in at a time. The group leader should vet the toilets beforehand to check for safety and in respect of safeguarding matters. Where of the same sex, the group leader may go into the shared area of the toilets to supervise but, in this instance, no children should be left outside.*

8.2.4 Courtesy to the public must be shown at all times e.g. care taken not to block pathways, etc.

8.2.5 Staff / helpers should ensure the safety and well-being of the pupils in their care and inform the visit leader or another member of staff of any relevant incident involving pupils in their care as soon as possible.

8.2.6 Every staff member / helper must be given an emergency procedures card. This will have the school's contact and action plan in case of an emergency.

8.2.7 Head counts must be performed regularly and thoroughly by all group leaders throughout the visit and at all transition periods e.g. entering or leaving a vehicle or premises, moving from one area within a building to another.

When transport is not being used, headcounts should be taken before leaving the school building, and again at the exit of the school premises. On return, pupils should be counted before leaving the venue and at arrival back at the school.

On visits where transport is being used, headcounts must be made before leaving the school building and again once all the pupils are sitting in the vehicle and before it has departed. On arriving at the venue, pupils should line up in a safe place as soon as they have exited the vehicle and be counted. They should be counted again after any short walk to the venue itself.

The Visit Leader is responsible for the above, though all headcounts, particularly for groups over eight pupils, should be counted twice and / or verified by another helper.

In addition to the above, group leaders should be checking their group numbers regularly and Visit Leaders should regularly remind group leaders to do so.

We follow OEAP National Guidance for good practice in group management and supervision.

See OEAP National Guidance: www.oeapng.info [4.2a Group Management and Supervision](#)

8.3 Ratios and Supervision

We follow OEAP National Guidance for planning staff / pupil ratios in order to safeguard and supervise pupils effectively.

See OEAP National Guidance: www.oeapng.info [4.3b Ratios and Effective Supervision](#)

Decisions about the staffing and supervision should take into account:

- The nature and duration of the visit and the planned activities.
- The location and environment in which the activity is to take place.
- The nature of the group, including the number of young people and their age, level of development, gender, ability and needs (behavioural, medical, emotional and educational).
- Staff competence.
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time,

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

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

See OEAP National Guidance: www.oeapng.info [4.3f Risk Management - Some Practical Advice](#) and [1b Foundations](#)

8.4 On return

8.4.1 Check all children off the coach and a member of staff must lead the class either into school or to an area of playground where children can be collected by a parent and the teacher can check them off, thus ensuring that each child departs with known parent or nominated adult.

8.4.2 A teacher must remain with uncollected children until all parents have arrived and all children have departed.

8.4.3 Complete the post-visit evaluation forms

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 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, the visit may have to be cancelled. State when and how you would like to receive payment. [Payments should be made online.](#)
- [All trips or payable activities must be formally approved by the Headteacher, as they can incur costs to the school in the event of cancellation. Dates for loss of deposit etc. must be checked in the early stages of planning a visit and recorded on the trip / event planning sheet by the visit leader. Approval will not be given without this information.](#)

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 LA, 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 well-being 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 and Informing Parents](#)

~~DfE Document : See EVOLVE – Resources – DfE Tab H&S Advice from DfE 2014~~

Insurance Provision

Teachers should be aware of the school provision for insurance.

See: Copy schedule of School Insurance for off-site visits – **Appendix 6**

11 Transport

When planning for outdoor learning, off-site visits and Learning Outside the Classroom, establishments should give particular consideration to transport issues. All national and local regulatory requirements must be followed. Some specific factors to consider:

- Minibuses and coaches must comply with regulatory and employer guidance on licensing, speed limits, drivers' hours, weights, seating and seat belts, etc.

The following procedures are in place for the times when the school uses private drivers. The school always:

- a) seeks evidence that the vehicle is roadworthy e.g. MOT certificate where relevant
- b) seeks evidence that the driver holds an appropriate and valid licence
- c) Seeks evidence that there is a valid insurance policy covering the intended use. This requires the driver / vehicle to have "business use" cover
- d) Ensures that there is explicit parental consent to transport pupils in private cars and by specified persons

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

Volunteer helpers or other young people who help transport pupils in their own cars are made aware of their legal responsibility for the safety of the young people being transported.

Other than in an emergency situation, or where there is a specific job requirement as a day-to-day duty, staff or volunteer adult helpers transporting young people do not travel alone with a single pupil. In any such emergency scenario, the Headteacher's approval must be given.

See OEAP National Guidance: www.oeapng.info

[4.5a Transport General Considerations](#)

[4.5b Transport in Minibuses](#)

[4.5c Transport in Private Cars](#)

[4.5d Seat Belts and Child Restraints](#)

[4.5e Hiring a Coach](#)

[4.5f Checklist - Assessing a Coach Hire Provider](#)

12 Emergency / Critical Incident Procedures

See OEAP National Guidance: www.oeapng.info [4.1a Critical Incident Management Employer](#)

- All leaders must carry the school's 'Critical Incident form' 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.

See **APPENDIX 7** for Emergency Procedures Action Plan flowchart. This should be followed in the event of an emergency

The visit leader **must** take a fully charged school mobile phone on the trip. The school phone number must be given to all group leaders on the trip as part of the briefing notes. This can be used for group leaders to make contact with the visit leader in the case of an emergency. The visit leader can also use this phone to contact the school directly in the event of an emergency, to advise of any delays to the return journey etc.

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.

At this school, post-trip evaluation forms are completed to monitor and evaluate:

- the actual impact of the visit against the intended outcomes
- the effectiveness of health and safety procedures
- the financial implications of the visit

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.

APPENDIX 1

PROVIDER FORM

For completion by 'external providers' used by

Essex County Council establishments

Providers that do not hold an LOtC Quality Badge and that are to be used by schools / settings from Essex County Council, are required to complete and return this form in advance of the establishment making a commitment.

Establishment..... Staff member in charge

Date(s) of visit Name of provider

The provider or tour operator providing services to the establishment named above is asked to give careful consideration to the statements below and sign in the space at the end of the form to indicate that the standard of service will meet the conditions listed. Please tick all specifications you can meet, indicate by a cross any you cannot meet, and write N/A against any specifications which do not apply to your provision.

Section A should be completed for all visits. Sections B (adventure activities), C (tour operators) and D (expeditions) should also be completed if applicable.

SECTION A - ALL VISITS

Health, Safety, and Emergency Policy

- 1. The provider complies with relevant health and safety regulations, including the Health and Safety at Work Act 1974 and associated regulations for visits taking place in the UK, and has a health and safety policy and recorded risk assessments which are available for inspection.
- 2. Accident and emergency procedures are maintained and records are available for inspection.

Vehicles

- 3. All vehicles are roadworthy and meet the requirements of relevant regulations in the country in which they are being used.

Staffing

- 4. All reasonable steps are taken to check staff who have access to young people for relevant criminal history and suitability to work with young people.
- 5. There are adequate and regular opportunities for liaison between establishment staff and the provider's staff and there is sufficient flexibility to make changes to the programme if necessary and the reasons for such changes will be made known to establishment staff.
- 6. The provider has never been dismissed from any employment or had a contract ended

Insurance

- 7. The provider has public liability insurance for at least £5 million with a clause giving 'indemnity to principal'.

Accommodation (if provided)

- 8. UK accommodation has a current Fire Risk Assessment and is safe from the hazards of fire.
- 9. If abroad, the accommodation complies with fire, health and safety regulations which apply in the country concerned.
- 10. There are appropriate security arrangements to prevent unauthorised persons entering the accommodation.
- 11. Separate male and female accommodation and washing facilities are provided and staff accommodation is close to participants' accommodation.

SECTION B - ADVENTURE ACTIVITIES AND FIELD STUDIES IN OUTDOOR ENVIRONMENTS

- 12. Adventure Activities Licensing Authority (AALA) Licence covering dates of visit YES OUT OF SCOPE

- 13. If YES, AALA Licence number R

For AALA licensable activities in the UK, the specifications in this section are checked as part of the AALA inspection. However, providers licensed with AALA are asked to consider these specifications with respect to any activities or aspects of provision not covered by the licence.

Activity management

- 14. The provider operates a policy for staff recruitment, training and assessment which ensures that all staff with a responsibility for participants are competent to undertake their duties.
- 15. The provider maintains a written code of practice for activities which is consistent with relevant National Governing Body guidelines and/or, if abroad, the relevant regulations of the country concerned.
- 16. Staff competencies are confirmed by appropriate National Governing Body qualifications for the activities to be undertaken, or staff have had their competencies confirmed in writing by an appropriately experienced and qualified technical adviser.
- 17. Where there is no National Governing Body for an activity, the provider has a Code of Conduct for that activity which is in line with current good practice within the UK, and this includes appropriate instructor competencies.
- 18. Participants will at all times have access to a person with an appropriate First Aid qualification. Staff are practiced and competent in accident and emergency procedures.
- 19. There is a clear definition of responsibilities between providers and visiting staff regarding supervision and welfare of participants.
- 20. All equipment used in activities is suited to task, adequately maintained in accordance with statutory requirements and current good practice, with records kept of maintenance checks where necessary.

SECTION C - TOUR OPERATORS

Where a tour operator delivers services to establishments using other providers eg. ski establishments, transport operators or accommodation, the tour operator must ensure that each provider meets the relevant specifications outlined in Sections A and B of this form and that these providers operate to standards which meet the relevant regulations which apply to the country of operation.

- 22. Sections A and B of this form, as appropriate, have been completed to show that checks have been made. Records are available for inspection.
- 23. The Tour Operator complies with the package travel regulations, including bonding to safeguard customers' monies.
- 24. ATOL, ABTA or other bonding body name and numbers

SECTION D - OVERSEAS EXPEDITIONS

- 25. The provider complies with 'Guidance for Overseas Expeditions, Edition 4' (GOE4).

If any of the above specifications cannot be met or are not applicable, please give details:

Details of any other accreditation, eg with National Governing Bodies, tourist boards, etc.

DECLARATION

I hereby certify that I am an authorised signatory to enter into this Agreement and to bind the said company, firm, person or corporation to the terms and conditions herein.

Signed Date

Name (print) Position in organisation.....

Full name and address of company, firm, person or corporation.....

.....

Tel Fax..... E.mail

APPENDIX 2

Guidance for Parents

The term parent(s) is used throughout National Guidance to refer to those parents, legal guardians or others who have parental responsibility for a visit participant.

Consent

Schools are not required to obtain parental consent for curriculum-related activities or visits that take place wholly in normal school hours, unless the child is of nursery-age. However, where these activities take place away from the school, it is reasonable that schools should inform parents about the activities. This might, for example, be through a school prospectus, the school website or a policy document explaining which locations are regularly used or it may be a notification via, for example, a newsletter, general information letter, email or text.

For visits outside normal school hours, and for adventure activities, schools must obtain consent from parents. Establishments such as youth services and voluntary organisations should obtain consent for all off-site visits and activities. This consent may be sought either through a one-off blanket process covering most visits when a child is enrolled with the establishment, or through visit-specific consent requests, or through a combination of these.

When parents are asked to give consent for visits, they should be provided with information that will enable them to make an informed decision. This information should be in writing and, for more complex activities (such as residential visits, overseas visits, visits involving adventurous activities and visits where there will be remote supervision) it is good practice for parents to be invited to a pre-visit briefing where they can ask questions and ensure that they have a proper understanding of all aspects of the visit including:

- The educational reasons for the visit.
- Visit learning outcomes.
- Details of the destination(s) and, for longer journeys, how parents will know that their child has arrived safely.
- Dates of the visit.
- Times of departure and return.
- The location where their child ~~young people~~ will be collected and returned.
- The mode(s) of transport and name of any travel company facilitating the visit.
- The size of the group.
- The name of the Visit Leader, staff supervision arrangements and whether any remote supervision will be taking place.
- Their child's responsibilities for their own health, safety and wellbeing, and behaviour.
- A code of conduct and any sanctions that may apply.
- Guidance on the use of mobile phones and other electronic devices.
- If the visit includes an overnight stay, details of the accommodation ~~details~~.
- Arrangements if their child becomes ill or has to return home for any reason.
- Arrangements for providing for special educational and medical needs and disabilities.
- The full range of planned activities.
- Clothing and equipment requirements.
- Insurance arrangements.
- Pocket money recommendation.
- Costs and payment and cancellation terms.
- Emergency contact details, including how they can contact their child or visit leaders at any time during the visit.

What you can expect

- To be given information about any pre-visit preparation where you need to take an active role. This includes ensuring that your child has a proper understanding of behavioural expectations as set out in any Code of Conduct (where appropriate). Both you and your child need to be clear about any sanctions.
- To be given clear information about the arrangements for sending your child home early (for example, when there has been serious failure to meet the required standards of behaviour), or collecting your child before the end of a visit (for example, if ~~when~~ they have become ill) and how any costs will be met.
- To be asked to provide the Visit Leader with emergency contact numbers, where you, or an appropriate person, can be contacted 24/7 during the period of the visit.
- To be asked to provide information that the leaders may need for your child's welfare. This will include information that may be sensitive, but is nonetheless necessary. It may need to cover:
 - Physical and mental health
 - Allergies
 - Phobias
 - Medication (including dosage and who may administer)
 - Special dietary requirements
 - Details of recent illness and/or contact with contagious or infectious disease
 - Toileting difficulties
 - History of sleepwalking
 - Water confidence and swimming ability
 - Religious requirements.
- To give medical consent, providing authority for your child to receive emergency treatment, including administration of an anaesthetic or blood transfusion.
- To give consent for any proposed filming or photography of their child, with information of how many images will be used.
- To be able to establish indirect contact with your child in the event of a home emergency. This will probably be by an emergency contact phone number provided by the Visit Leader.
- **To be informed of a group's safe arrival. This will most commonly be by means of Parentmail or "telephone tree" that disseminates the information through a pre-arranged "cascade", made known to parents before the visit.**

APPENDIX 3

Employer Guidance Checklists

Visit Leader Check List

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. Information about good practice can be found elsewhere in the OEAP National Guidance (the numbers in the brackets refer to some relevant documents).

For overseas visits, this checklist should be used in conjunction with the OEAP Guidance document.

[3.3g Checklist - Visit Leader of an Overseas Visit](#)

General

- The intent of the visit is clear, integral to the establishment's curriculum/programme and focuses on the learning and development of the participants. [\(4.3a\)](#)
- 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. [\(4.4b\)](#)
- Suitable insurance is in place. [\(4.4c\)](#)
- There alternative options (a 'Plan B' as necessary). [\(4.1a\)](#)
- There are emergency procedures for which leaders and emergency contacts have been prepared. [\(4.1c, 4.1g\)](#)
- I have access to sufficient funds and an effective means of communication in case of emergency.
- External providers and facilitators meet expected standards. [\(4.4g\)](#)
- Any contract with a provider is satisfactory and has been agreed by an authorised person in my establishment. [\(3.2i\)](#)
- The visit meets the requirements of my employer and establishment.
- 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 helpers are clear about their roles, can fulfil them competently and have been approved. [\(3.2d, 4.2a\)](#)
- There are sufficient leaders and helpers 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 establishment staff. [\(4.4h\)](#)
- Leaders and helpers have received all relevant information about the visit and the group and are clear about any risks and their roles in managing them.
- If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management.
- I have kept my Educational Visits Co-ordinator (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. [\(7.1a to 7.1z\)](#)
- The Visit Leadership Team includes leaders competent in the planned activities or a suitable provider has been contracted to lead the activities.
- There is a sufficient amount of suitable equipment for activities.
- 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](#))
- There are clear agreements with participants/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 and information about special needs are available and shared appropriately with the Visit Leadership Team and any relevant provider staff. ([4.4j](#), [6o](#))
- If food is provided, it meets the requirements of 'Natasha's Law'. ([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](#))
- Participants have been well informed about what is expected of them and - if it is appropriate - have agreed to a code of conduct. ([8.1i](#))
- Safeguarding issues are addressed. ([4.3e](#))
- Inclusion issues are addressed. ([3.2e](#), [4.4i](#))
- Medication issues are addressed. ([4.4d](#))
- Dietary issues are addressed.

Environment

- Environmental factors (e.g. weather, daylight hours, temperature, water levels, natural and man-made hazards, etc.) have been considered. ([7.2i](#), [7.2j](#))
- 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](#))
- Where remote supervision will be used, the environment is suitable. ([4.2a](#))
- Any accommodation is safe and suitable.
- Accommodation, where used, is safe, suitable and appropriate. ([4.2b](#))
- If the visit involves travel overseas, I have consulted the checklist and guidance for overseas visits. ([3.3g](#), [7.1r](#))
- Security is addressed, especially for residential and overseas visits. ([4.2b](#), [7.1r](#))
- 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.

Assistant Leader Roles and responsibilities

All leaders, including Assistant Leaders, have a legal duty of care and must comply with their employer's policy and guidance.

If you are an Assistant Leader, you must be specifically competent to carry out that role. This means that you must be given clarity about what is expected of you. Typical expectations of an Assistant Leader can include one or more of the following:

- Developing your experience and competence.
- Contributing to supervision.

- Supporting Activity Leaders during specified activities, with your responsibilities depending upon your competence in the particular activity.
- Supporting the Visit Leader with agreed aspects of the visit.
- Acting as deputy for a Visit Leader or Activity Leader.

If your role includes an expectation that you will act as a deputy for a Visit or Activity Leader, or as an Activity Leader for specified activities, you should have the level of competence required for that role. See document. [\(3.4k\)](#)

As an Assistant Leader, you should:

- Be sufficiently competent and confident that if the Visit or Activity Leader is incapacitated you can take over and ensure the safety of the group.
- Know and understand establishment and employer policies/procedures, in so far as they affect the responsibilities you have been assigned.
- Be meaningfully involved in the planning and preparation for the activity/visit, including contributing to the organisation of risk management.
- Ensure that you understand the role and responsibilities that you have been assigned and how you work alongside other staff and the Activity/Visit Leader.
- Be clear about any arrangements to hand-over and hand-back responsibility for supervision between members of staff and to/from any third-party provider.
- Ensure that you and other staff have been briefed on:
 1. The young people, including age, health characteristics, capabilities, special educational needs, behaviour and any other information that is relevant.
 2. The nature and location of the activity.
- Contribute to the ongoing monitoring of the activity/visit, including the quality of any activities provided by a third-party provider.
- Contribute to the evaluation of the activity/visit.

Educational Visit Coordinator (EVC) Check List

In this checklist, the term 'visits' includes outdoor learning, offsite visits and adventure activities. Information about good practice can be found elsewhere in the OEAP National Guidance (the numbers in the brackets refer to some relevant documents).

- I have undertaken EVC training and remain currently competent, and I have access to advice such as from a competent outdoor education adviser. [\(3.4j\)](#)
- I have an understanding of how visits can support a wide range of outcomes for participants. [\(5.1b\)](#)
- My establishment has a policy for visits, which I understand, and it adopts OEAP National Guidance. [\(5.3b\)](#)
- My establishment has standard operating procedures for straightforward and routine visits. [\(1b\)](#)
- Visits are an integral part of the work of the establishment and have clear learning /development intent. [\(4.3a\)](#)
- I support/oversee planning so that visits are well-managed, engaging, relevant, enjoyable and memorable.
- Procedure and responsibility for engaging leaders and determining their competence is clear and I support those involved in approval decisions. [\(3.2d\)](#)
- Leader induction and training needs are identified and I support leader development, sampling activity to identify any further training needs.
- Leaders are encouraged and supported to make preliminary visits as necessary. [\(4.4g\)](#)
- Visit Leaders are responsible for, and have ownership of, visit plans including risk-benefit management. [\(3.4k\)](#)
- Where appropriate, all leaders and participants are involved in the planning process.
- Visits have sufficient leaders to ensure effective supervision and to deal with incidents and emergencies. [\(4.2a\)](#), [4.3b\)](#)

- Everyone is aware of their roles and responsibilities [\(3.1b\)](#)
- Notification and approval procedures are followed correctly and within agreed timescales.
- Visits/outdoor learning are regularly considered at senior leadership/management level and by governors/trustees, and I provide information about the range of activity and its contribution to the quality of education.
- External providers are appropriately selected and used. [\(4.4g, 4.4h\)](#)
- Systems are in place for informing parents and for obtaining their consent when required. [\(4.3d\)](#)
- Systems are in place for obtaining and securely handling up-to-date participant data including contact details, medical information, dietary requirements and information about special needs. [\(4.4j\)](#)
- Medical, dietary, first aid, inclusion and accessibility issues are all addressed. [\(3.2e, 4.4b, 4.4d, 4.4i\)](#)
- The planning and management of visits takes into account current government guidance about epidemics (such as coronavirus [4.4k](#))
- Safeguarding issues are addressed and any necessary DBS checks are completed. [\(3.2g, 4.3e\)](#)
- Any travel, transport, and residential arrangements are appropriate. [\(4.2b, 4.5a\)](#)
- Visits have alternative options (a 'Plan B') if needed. [\(4.1a\)](#)
- There is an emergency plan, which is periodically tested. [\(4.1d, 4.1h\)](#)
- Accidents and incidents are reported and investigated, learning is shared and RIDDOR requirements are met.
- Where necessary, there is a designated 24/7 emergency contact with access to all information and documentation relating to the visit. [\(4.1d\)](#)
- Visit Leaders have access to sufficient funds and an effective means of communication in case of an emergency.
- The establishment has suitable insurance in place to cover the normal range of visits and specific additional insurance is arranged when necessary. [\(4.4c\)](#)
- Any charges for visits comply with the establishment's charging policy. [\(3.2c\)](#)
- Contracts with providers and participants/parents are satisfactory. [\(3.2i\)](#)
- I have checked whether any adventure activities that the establishment itself provides require it to obtain an Adventure Activities Licence. [\(3.2f\)](#)
- I have checked whether any visits are in scope of the Package Travel Regulations. [\(3.2h\)](#)
- Monitoring is in place to ensure that all requirements of the employer and establishment are met and that the quality of visits meets expectations. [\(3.2b\)](#)
- Visits are reviewed, evaluated and good practice is shared. [\(4.2c, 5.1d\)](#)

Headteacher and Managers' Check List

In this checklist, the term 'visits' includes outdoor learning, offsite visits and adventure activities. Information about good practice can be found elsewhere in the OEAP National Guidance (the numbers in the brackets refer to some relevant documents).

- Outdoor learning and educational visits is an integral part of the work of the establishment. They are evaluated, good practice shared and there is clarity about how they can support a wide range of outcomes for participants. [\(4.3a\)](#)
- I have appointed an Educational Visits Coordinator (EVC) who is an experienced visit leader. [\(3.4j\)](#)
- Roles relevant to visits are clear. [\(3.1b\)](#)
- I have access to advice such as from a competent outdoor education adviser. [\(3.1a\)](#)
- My establishment has a policy for visits and it adopts OEAP National Guidance. [\(5.3b\)](#)
- Any training required by the policy has been undertaken
- My establishment has standard operating procedures for straightforward and routine visits/activities. [\(1b\)](#)
- Staff induction and training needs are identified and addressed. Sampling of activity identifies any further training needs.

- Procedures are followed correctly and visits are formally notified and approved as required by the policy.
- Procedure and responsibility for engaging leaders and determining their competence is clear. Supported by my EVC, I agree the competency of leaders. [\(3.2d\)](#)
- All adults including volunteers are vetted, and those engaging in regulated activity have enhanced Disclosure and Barring Service (DBS) checks with barred list check. [\(3.2g\)](#)
- Inexperienced visit leaders receive training/mentoring alongside experienced colleagues.
- Information about the range of visits and their contribution to establishment effectiveness is regularly considered by senior leadership/management and by governors/trustees.
- External providers are appropriately selected. [\(4.4g, 4.4h\)](#)
- Systems are in place for informing parents and for obtaining their consent when required. [\(4.3d\)](#)
- Systems are in place for obtaining and securely handling up-to-date participant data including contact details, medical information, dietary requirements and information about special needs. [\(4.4j\)](#)
- Medical, dietary, first aid, inclusion and accessibility issues are all addressed. [\(3.2e, 4.4b, 4.4d, 4.4j\)](#)
- The planning and management of visits takes into account current government guidance about epidemics (such as coronavirus [4.4k](#))
- Safeguarding issues are addressed [\(3.2g, 4.3e\)](#)
- Any travel, transport, and residential arrangements are appropriate. [\(4.2b, 4.5a\)](#)
- Plans for visits include alternative options (a 'Plan B') for potential changes of circumstances. [\(4.1a\)](#)
- There is an establishment emergency plan, which is periodically tested. [\(4.1d, 4.1h\)](#)
- There are arrangements for emergency contact including for activity beyond normal establishment hours and 24/7 for residential, with access to all relevant information and documentation relating to the visit. [\(4.1d\)](#)
- Accidents and incidents are reported and investigated, learning is shared and RIDDOR requirements are met.
- Visit Leaders have access to sufficient funds and an effective means of communication in case of an emergency.
- My establishment has suitable insurance in place to cover the normal range of visits and specific additional insurance is arranged when necessary. [\(4.4c\)](#)
- Any charges to participants/parents comply with my establishment's charging policy. [\(3.2c\)](#)
- Contracts with providers and participants/parents are satisfactory. [\(3.2i\)](#)
- The EBC advises me if any adventure activities that my establishment itself provides require it to obtain an Adventure Activities Licence. [\(3.2f\)](#)
- The EVC advises me if any visits are in scope of the Package Travel Regulations. [\(3.2h\)](#)
- Monitoring is in place to ensure that all requirements of the employer and establishment are met and that the quality of visits meets expectations. [\(3.2b\)](#)
- Visits are reviewed, evaluated and good practice is shared. [\(4.2c, 5.1d\)](#)

Management Board and Governor Check List

For guidance on the role of members of a management board or governing body regarding off-site visits and outdoor learning, see OEAP National Guidance document.

[3.4f Member of a Management Board or Governing Body](#)

- We regularly discuss the place of off-site visits and outdoor learning in relation to the establishment's ethos, aims, programme and effectiveness.
- We are aware of our role and responsibilities for off-site visits and outdoor learning, including our particular responsibilities if we are the employer of establishment staff.
- Our establishment has a policy for off-site visits and outdoor learning, which includes a policy for charging for visits and activities.

- We have access to training to develop our understanding of off-site visits and outdoor learning and its associated guidance.
- We support and challenge the establishment's head/manager to provide safe high quality off-site visits and outdoor learning.
- There is an Educational Visits Coordinator (EVC) in place who meets with employer requirements.
- If we are school governors, we understand that Pupil Premium can be used to support the provision of off-site visits and outdoor learning and recognise the benefits that this can bring for pupils.
- We have arrangements and consider adjustments for young people with special needs, including medical and behavioural needs, so that our visits are inclusive.
- Off-site visits and outdoor learning are included in our meeting agendas and are a standing item in the head's/manager's report.
- The establishment has procedures in place to monitor the safety, quality and effectiveness of its off-site visits and outdoor learning.
- We are aware of which types of visit or activity require our specific approval or involvement, as part of the establishment's monitoring and approval procedures.
- An emergency plan is in place and we periodically review and rehearse it to ensure that it remains suitable and efficient.
- We are aware that we may be involved in adjudicating parental complaints or dealing with emergencies.
- The establishment has access to expert advice, such as from a competent outdoor advisor appointed by the employer.

APPENDIX 5

Local Area Visit Operating Procedure

Extended Learning Locality (Local Area Visit)

The school will use this process for all low risk, local area learning outside the classroom activity. The visit will NOT require any approval as trip information will be audited on EVOLVE and activity and approval management covered by the details below.

Boundaries

The boundaries of the locality are shown on the attached map held in the main school office. This area includes the following frequently used venues: e.g.

- *The Billericay School*
- *Emmanuel Church (and other churches in the parish)*
- *Billericay High Street*
- *Billericay Library*
- *Anisha Grange residential home*
- *Norsey Woods*
- *Primary schools at short distance e.g. Quilters Junior School, South Green Junior School, etc*
- *Lake Meadows*
- *Mill Meadows*
- *Billericay train station*

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

(The below is, in essence, just a generic risk assessment for routine activities. Further detail is in the risk assessments for general travel, general considerations and short walk risk assessments).

Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

- Road traffic.
- Other people / members of the public / animals / etc.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc.).

These are managed by a combination of the following:

- The Head, Deputy or EVC must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'Extended Learning Locality' is explained to all new parents when their child joins the school and a synopsis is in the school prospectus.
- There will normally be a minimum of two adults for a group of between two and 16 pupils. If there are more than 16 pupils, the ratio of 1 adult to 8 children is followed. However, decisions will be based on the area and the age / maturity of the pupils.
- Staff are familiar with the area, including any 'no go areas', and have practised appropriate management techniques.

- The selected route takes the least busy option.
- Pupils have been trained and have practised standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group. (*This will depend on the area you are in – return to school, wait where they are, go to x and ask for help, etc.*).
- All remotely supervised work in the extended learning locality is done in ‘buddy’ pairs as a minimum.
- Pupils’ clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A school mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles)
- Educate pupils on hazards and keeping themselves safe e.g. not picking up drug needles, broken glass, etc.
- Everyone must cross roads using designated crossing points (zebra crossings) or at specified locations that are considered to be low risk, closely supervised by staff and adult volunteers.
- Local area visits will only require the brief ‘Local Area Activity’ MINI- EVOLVE form.

Appendix 6



Certificate of Employers' Liability Insurance (a)

(Where required by regulation 5 of the Employers' Liability (Compulsory Insurance) Regulations 2008 (the Regulations), one or more copies of this certificate must be displayed at each place of business at which the Policyholder employs persons covered by this policy).

Policy No. 10A09Q622AcR

1. Name of Policyholder:- Sunnymede Junior School

2. Date of commencement of insurance:- 01 April 2022

3. Date of expiry of insurance:- 31 March 2023

We hereby certify that subject to paragraph 2:-

1. The policy to which this certificate relates satisfies the requirements of the relevant law applicable in Great Britain, Northern Ireland, the Isle of Man, the Island of Jersey, the Island of Guernsey and the Island of Alderney, or to offshore installations in any waters outside the United Kingdom to which the Employers' Liability (Compulsory Insurance) Act 1969 or any amending primary legislation applies (b); and
2. (a) The minimum amount of cover provided by this policy is no less than GBP 5 million (c);

Signed for
ASPEN INSURANCE UK LIMITED

Nicholas Mortimer
Head of UK Corporate Property & Casualty

Notes:-

- (a) Where the employer is a company to which regulation 5(2) of the Regulations applies, the certificate shall state in a prominent place, either that the policy covers the holding company and all its subsidiaries, or that the policy covers the holding company and all of its subsidiaries except any excluded by name, or that the policy covers the holding company and only the named subsidiaries.
- (b) Specify applicable law as provided for in regulation 4(5) of the Regulations.
- (c) See restriction 5(1) of the Regulations and delete whichever of paragraphs a(a) or a(b) does not apply. Where a(b) is applicable, specify the amount of cover provided by the relevant policy.

Note: The information outside the above box does not form part of the statutory certificate.

It is recommended that you retain a copy of each certificate for a period of 40 years beginning on the date on which the insurance to which this relates commences or is renewed.

IMPORTANT NOTICE

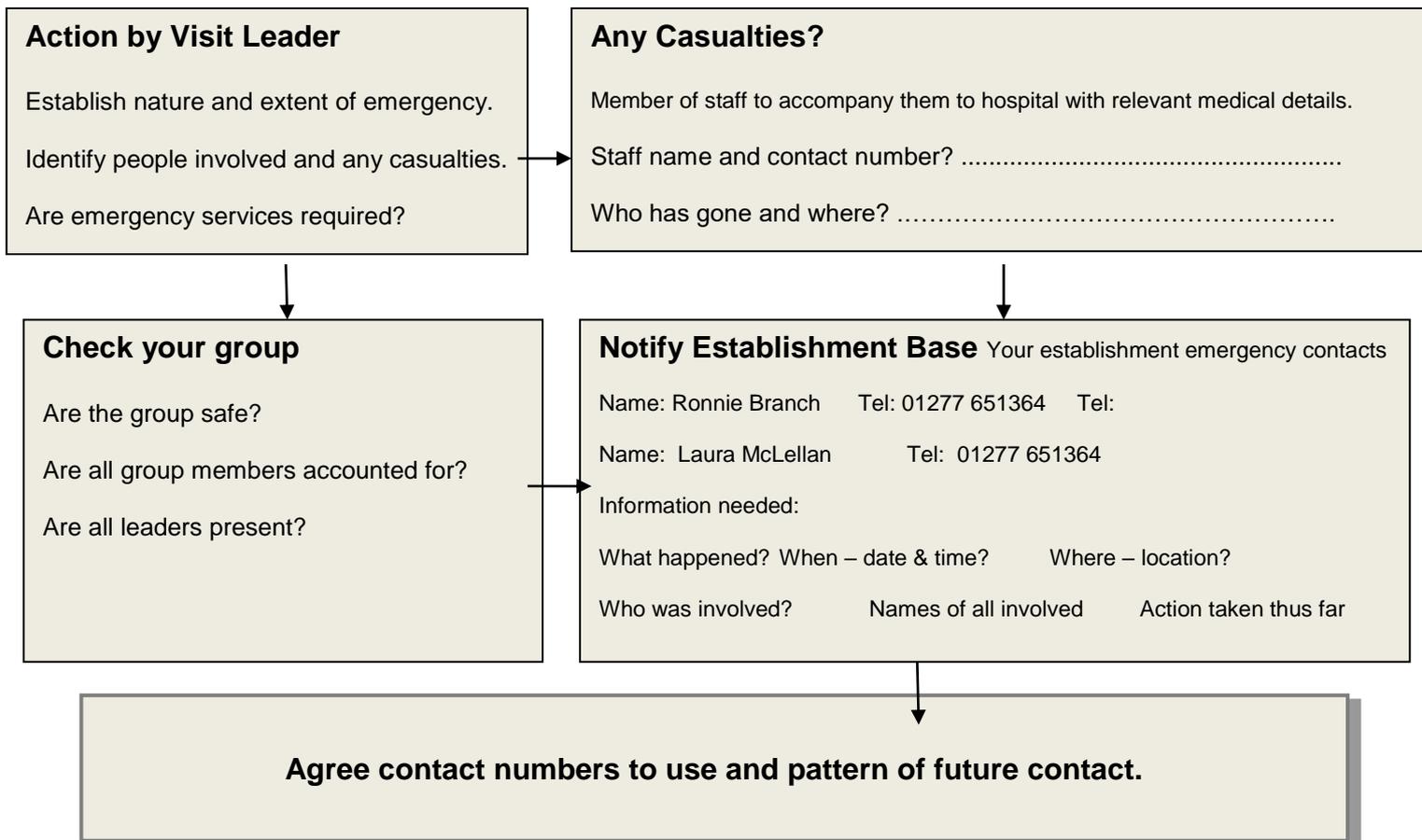
Under the terms of the Employers' Liability (Compulsory Insurance) Regulations 2008 the requirement to display a certificate will be satisfied if it is made available in electronic form and each relevant employee to whom it relates has reasonable access to it in that form.

Aspen Insurance UK Limited
Registered in England No. 1184103
Registered Office: 30 Fenchurch Street, London, EC3M 3JD

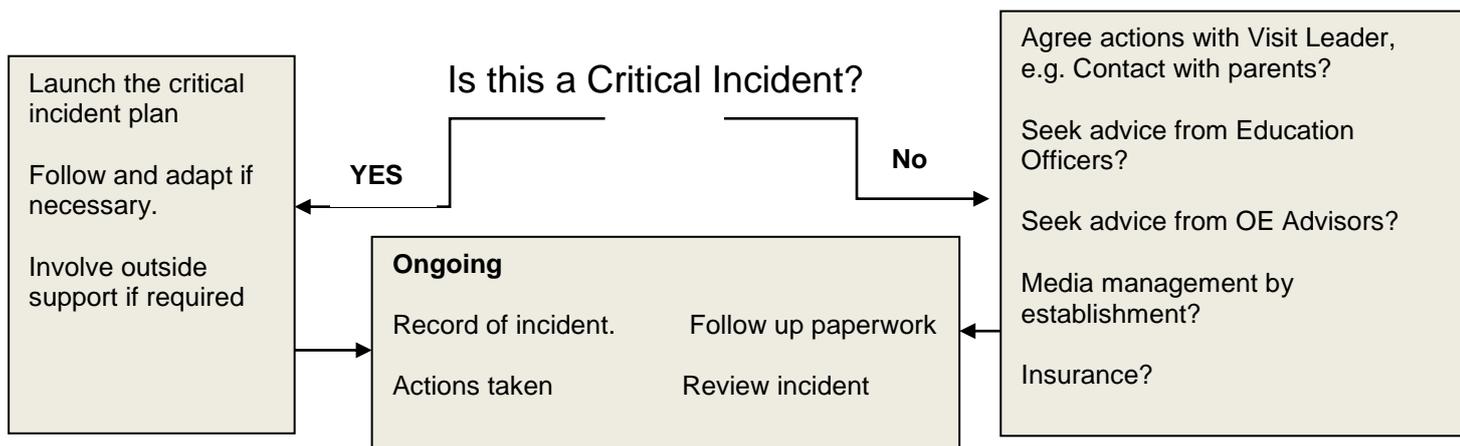
APPENDIX 7

EMERGENCY PROCEDURES ACTION PLAN

Please follow the steps below to help manage emergencies effectively



Action by Establishment



ACTIONS TO BE TAKEN BY LEADERS IN THE EVENT OF AN EMERGENCY / CRITICAL INCIDENT

Action to be taken by the leader / instructor (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 home 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